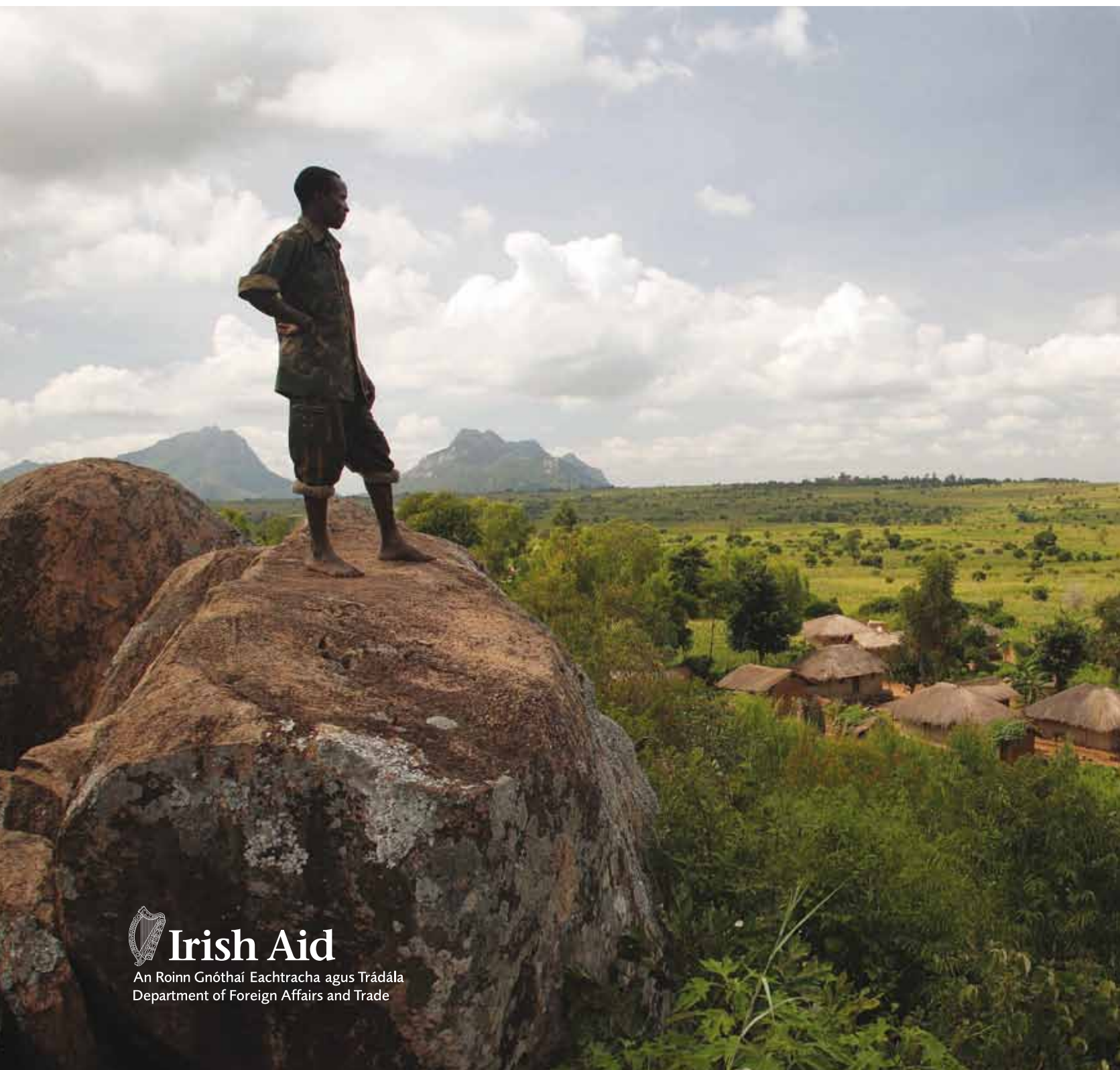




Global Teacher

A cross-curricular teaching resource on global development for Transition Year



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade



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This pack contains

- Millennium Development Goals poster/World Map
 - 12 A4 photo cards
 - CD-Rom
 - Teacher's book
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Acknowledgements

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- The contribution of Mella Cusack, CDVEC CDU and Annette Honan NCCA and the teachers who gave their advice is gratefully acknowledged.

Foreword

Whether we were born in a town in Ireland, a village in Africa or a sprawling city in Asia or South America, we are all citizens of one world and depend on each other. Increased travel and advances in communications technology in recent decades have facilitated closer connections between Ireland and other countries around the world. We are all part of a global community which is increasingly inter-connected. However, it is also a community with persistent inequalities.

The effects of these inequalities are particularly pronounced and intractable in developing countries. The 'Global Teacher' resource explores some of these challenges. The case studies in the resource are also stories of hope, of progress and of people taking control over their own futures.

The fight against hunger is a good example of the scale of the challenge and also of the possibilities of progress if the international community works effectively together. Despite very significant progress in tackling poverty, up to one billion people, or a seventh of the world's population, still do not have enough food to eat. The lessons on the theme of food security in this resource aim to increase understanding of the growing global hunger crisis and the leading role that Ireland is taking internationally on this issue. In Ireland, there is no doubt a particularly strong sense of urgency in responding to the ongoing scandal of hunger as a result of our own experience of Famine, "An Gorta Mór", in the nineteenth century.

Irish Aid, Ireland's official assistance programme, is part of that response. Irish Aid is making a difference to the lives of people in some of the world's poorest communities. This work is carried out on behalf of the Irish people in close partnership with aid agencies, missionaries, communities and Governments in developing countries. A major international review of the Irish Aid programme by the Development Assistance Committee of the OECD, published in 2009, described the Irish Aid programme as 'cutting edge'.

Everyone in our society including our young people, who are future decision-makers, should have an opportunity to deepen their understanding of development issues and the important role that Ireland plays in combating both the causes and consequences of global poverty and hunger.

This resource supports teachers in exploring issues such as hunger, HIV and AIDS, the environment, climate change and governance with their students. The lessons, which are based around Irish Aid case studies, include active, participative methodologies to promote critical thinking and engagement in classrooms. Key skills development as recommended by the National Council for Curriculum and Assessment are an integral part of each lesson.

Introduction

'Global Teacher', produced by Irish Aid, is a teaching resource designed for cross-curricular use by Transition Year teachers to introduce their students to global development issues.

The Transition Year Programme promotes the personal, social, educational and vocational development of students and prepares them for their role as autonomous, participative and responsible members of society.¹ Irish Aid's overall aim for development education outlined in its Strategy Plan 2007–2011 complements the Transition Year mission.

For Irish Aid, development education is "an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation by enabling learners to recognise the interconnected nature of their lives and the lives of people in the developing world."² By integrating development education into the Transition Year Programme, teachers will help to prepare their students for their role as members of a global society.

This resource provides a toolkit to help learners understand their rights and responsibilities as global citizens as well as their potential to take action for a more just and equal world. In keeping with the overall aim and approach of Transition Year, this resource encourages active learning through incorporating a wide range of teaching/learning methodologies into lessons. Some of the methodologies used in 'Global Teacher' include:

- Role-play
- Debate
- Group work
- Simulation exercises

Through the use of case studies, students are encouraged to explore issues such as food security, gender and development, climate change and HIV and AIDS in an active and participative way. The development of key skills is central to teaching and learning at senior cycle and the activities in 'Global Teacher' aim to promote the development of the five key skills of the successful learner highlighted by the National Council for Curriculum and Assessment (NCCA). These skills are:

- Being personally effective
- Critical and creative thinking
- Communicating
- Information processing
- Working with others

In each lesson, the students will use and develop these key and transferable skills while at the same time deepening their understanding of the issues. The anticipated learning outcomes of each lesson are highlighted in this resource.

Section 1 of this pack contains lessons based on five case studies exploring global development issues in Irish Aid's partner countries. Outlining the realities of life in a developing country, these case studies and activities encourage students to engage critically with the issues. Each lesson includes key learning objectives and further information for teachers.

Section 2 of this resource contains 'Development Education in an Instant' activities, which are short, introductory activities on global development. They are designed for use by teachers, regardless of their own subject area or experience of development education, and with minimal planning and preparation.

Irish Aid hopes that 'Global Teacher' will be a useful resource for teachers in introducing global development issues to their students. Through active, critical engagement with the themes explored in the case study lessons and also in the 'In an Instant' activities, students will recognise the increasingly interconnected nature of their lives with the lives of those in developing countries. This resource will therefore enable students to reflect on their role as global citizens.

1 Department of Education, Transition Year Guidelines, 1994, p.4

2 For more information on development education, please see Irish Aid and Development Education booklet, 2010 and www.irishaid.gov.ie

Integrated flow chart



Using the photopack

Photos are an excellent teaching tool, providing an entry point to discussion, regardless of literacy levels or general knowledge.

The photos are loosely tied to the lessons. The photos may be used to illustrate and develop activities but can also be used as an open-ended resource to explore issues.

Ideas for using the photopack

Masking: show only part of the photo and ask students to predict the rest; gradually reveal more, and finally ask students what is happening.

Display all photos around the classroom. Ask students to choose one and explain their choice. Limit the number that can choose any one photo. Allow students to share their thoughts.

Add captions to photos – each group decides on a suitable caption to display.

Display photo in the centre of a large flipchart/page explore issues or questions which can then be noted around the central photo. Using the development compass rose, the questions can then be grouped into four focus areas relating to economic, social/cultural, environmental and political issues.¹

Ranking the photos in a number of ways e.g. in order of preference, level of empathy, power in illustrating issue, portrayal of rights, happiness, remoteness or closeness to student's experience.

Question the photo: students devise a list of questions about the photo. This encourages closer visual examination.

Tell a story based on any aspect of the image.

Construct a day in the life of characters in a photo.

Role play the characters.

Keep a diary for one of the characters.

Memory game: show a photo and see how accurately details are recalled – it helps to stimulate visual analysis.

Creative activities: using photos for art, drama, story or other creative work.

What are the characters in the photos thinking? Use speech bubbles.

Photographer's view: What message did s/he want to convey?

Speak to the people in the photos or have them speak to you; develop as a drama.

List the desires of the people in the photos.

Freeze Frame: groups depict scenes from the lives of children and communities in the photo.

¹ For further information, please see www.tidec.org

Guidelines for dealing with sensitive or controversial issues in the classroom

Development education enables learners to recognise the interconnected nature of their lives and the lives of people in the developing world, by engaging them in analysis, reflection and action. A central feature of development education is the engagement of young people in open discussion about development issues, some of which may be controversial or sensitive socially, politically, and personally. Exploring such issues helps young people to improve their understanding and knowledge of others, as well as developing their critical thinking and interpersonal skills.

Teachers may be concerned that certain issues are too sensitive or controversial; for example, addressing domestic violence, child mortality or female genital mutilation. They may also be uncomfortable discussing an issue that might directly affect some of the young people in the classroom. However, such issues can be discussed sensitively and effectively by following these general guidelines.

Prepare: Create a safe, classroom environment by agreeing clear rules about discussion and interaction. Ensure that the students know that they are free to express their ideas in a way that is respectful of others. It is useful also that the students see the teacher is willing to facilitate and guide the discussion.

Explain and inform: It is important to explain any topic or issue you plan to introduce that is sensitive or controversial. Be explicit in giving factual information and ensure the students can distinguish between opinion and fact. It is useful to have a range of information, from a variety of sources.

Maintain focus: It can be very easy to lose direction during a discussion. When there is an environment of dialogue and discussion in which disagreement may occur, you may need to steer the discussion back to the topic in hand. Referring to items on a flipchart or board can be a good way to structure and refocus the discussion.

Balance: While facilitating the discussion, ensure that it is not one sided. When discussing some development issues, it can be difficult to maintain a positive balance and not be overwhelmed by the problems. Try to emphasise the solutions and progress being made in tackling these issues. Examine what young people can do, and be encouraging of their role in effecting change.

Be inclusive: Try to ensure each student is given a voice and that the discussion is not dominated by one or a few students. Teachers also need to try to avoid inappropriate personal disclosures by students. Intervene to direct the discussion if it is getting too personal.

Reflect: A useful follow up to a discussion of these issues is to ask the students to write an essay or research piece about the particular topic. This not only gives the students a chance to reflect on their discussions but reinforces their learning about the issue.

Other useful resources

→ For further information and guidance about dealing with sensitive issues, please see www.curriculum.ie and <http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/>

Aster Mamo weaving bamboo,
Bale Mountain, Ethiopia. Photo by
Richard More O'Ferrall



Section 1: Case study lessons

Lesson 1 – Food security 1 <i>History and English</i>	8
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Potatoes grown with improved seeds provided by Bembeke Potato Research Centre (International Potato Centre), Dedza, Malawi. Photo by Daniel Rowan.

Lesson 1: Food security

Getting started

SUBJECTS

- History
- English

KEY SKILLS

- Information processing
- Critical and creative thinking
- Working with others
- Being personally effective
- Communication

METHODOLOGY

- Group work
- Drama

TIME

- 1 hour

AIM

- To explore the causes and consequences of famine
- To examine the justice issues connected with hunger
- To consider ways of reducing the numbers suffering from hunger in the world

OBJECTIVES

- The students will be enabled to:
- Consider global hunger
 - Compare current food insecurity with food insecurity experienced historically in Ireland
 - Identify the causes and consequences of food insecurity
 - Discuss possible solutions to global food insecurity

YOU WILL NEED

- Photocopies of the Irish famine information and poem for half of the class
- Photocopies of the Malawi information for half the class

What to do

Introduction

- Ask students to brain storm what they understand by **chronic hunger** and what they understand by **acute hunger**. Explain that acute hunger occurs when there is a sudden disaster like a flood or drought and that chronic hunger occurs when people have insufficient food over a long period of time such that they become malnourished. Explain that food security exists when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.

Lesson development

- Divide the class into four groups. Give two groups the Malawi information and give two groups the Irish famine information and poem.
- Ask each group to read the information with which they have been provided and imagine that they are a family in the circumstances depicted in their information sheets. Ask each group to prepare a drama depicting their family discussing their situation and deciding what they should do.
- Ask the two groups working on the Irish famine scenario to perform their scenes.
- Ask the class to brainstorm:
 - i) What were the causes of the Irish famine?
 - ii) What were the consequences?
 - iii) What should have been done to address the suffering in Ireland and by whom?
- Ask the two groups working with the Malawi famine scenario to perform their scene.
- Ask the class to brainstorm:
 - i) What are the causes of food insecurity in Malawi?
 - ii) What are the consequences?
 - iii) Who should address hunger in Malawi?
 - iv) What can be done?



Steven Mvamvana (Malawi) planted an improved potato variety on half an acre after his crop was nearly wiped out by disease the previous year. Photo by Stevie Mann.

Closure

- What are the similarities between the Irish famine and the food insecurity situation today in Malawi?



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page

Irish famine

Between 1845 and 1852 Ireland suffered a period of mass starvation, disease and emigration. Potato blight destroyed the crop on which the majority of the population depended for food. As a result approximately one million people died and one million emigrated abroad. During this time corn and other crops continued to be exported from Ireland.

Extracts from

Give me three grains of corn, mother

By Amelia Blanford Edwards

Give me three grains of corn, Mother,
Only three grains of corn;
It will keep the little life I have
Till the coming of the morn.
I am dying of hunger and cold, Mother,
Dying of hunger and cold;
And half the agony of such a death
My lips have never told . . .

. . . There is many a brave heart here, Mother,
Dying of want and cold,
While only across the Channel, Mother,
Are many that roll in gold;
There are rich and proud men there, Mother,
With wondrous wealth to view,
And the bread they fling to their dogs tonight
Would give life to me and you.

Malawi scenario

Malawi is a small land-locked country in southern Africa. Its population of 13 million people live mainly in rural areas and rely on smallholder agriculture and fishing for family livelihoods.

Malawi is one of the poorest countries in the world. Malawi is vulnerable to food shortages caused by crop failure and rising food and fertiliser prices. Up to 2006, over 80% of the population experienced food insecurity¹. Poor infrastructure, a high incidence of HIV/AIDS, high rates of population growth and a high vulnerability to both drought and flooding have hindered Malawi's development.

Steven Mvamvana lives with his wife and two surviving children in Malawi. They have a small plot of land on which they grow all their food. Most of the year they grow, and live off, maize. However there are 'hungry seasons' between maize harvests and during this time all they have to eat is a small amount of potato (known as 'Irish Potato'). There is often not enough food to feed them, especially when drought comes. Steven's youngest children died from preventable diseases. He thinks they were too weak from malnutrition to survive the illnesses. Last season Steven harvested just three sacks of potatoes. He thinks he must go to seek work in Mozambique to feed his family.

Malawi's 'miracle'

Largely due to the Government Farm Input Subsidy programme, there has been a dramatic improvement in the food security situation in Malawi. In 2008/9, the percentage of households with inadequate food consumption dropped to 10% from 38% in 2006/7. Malawi now (2010) produces a surplus of maize.

¹ Food insecurity is the absence of food security as outlined in background for teacher.



Background for teacher

What is hunger?

Hunger is a condition in which people lack the basic food intake to provide them with the energy and nutrients for fully productive active lives. People go hungry due to an inability to obtain this basic food intake. This inability can arise from a number of causes including: poverty, low food production, mothers' and fathers' lack of education, poor dietary diversity resulting in low nutritional quality, poor water, sanitation and health facilities, and climatic shocks. 1 billion people now live in chronic hunger.²

What is food security?

The 1996 World Food Summit defined **food security** as existing 'when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life'.³ Food security is built on three pillars:

- **Food availability:** sufficient quantities of food are available on a consistent basis
- **Food access:** households and individuals have sufficient resources to obtain appropriate foods for a nutritious diet
- **Food use:** appropriate use based on knowledge of basic nutrition and care, as well as adequate water and sanitation⁴

To understand fully the issue of food security we must examine the direct consequences of food insecurity.

Undernutrition is when an individual has, or had in the past, an insufficient intake of food to meet dietary/energy requirements. Undernutrition is a form of malnutrition which results from serious deficiencies in essential nutrients. It can be measured in three ways: weight-for-age (underweight); height-for-age (stunting) and weight-for-height (wasting).⁵

Stunting is generally a sign of **Chronic Malnutrition** and can ultimately be addressed through improved food and nutrition security, improved care giving and better health care.

Wasting is generally a sign of **Acute Malnutrition**

which usually develops during a food emergency or famine and must be tackled through what is known as therapeutic interventions. Therapeutic intervention programmes involve the provision of ready-to-use foods designed for specific nutritional purposes, such as packs of high-energy, high protein liquidised foods.

What has caused the global food security crisis?

A dramatic increase in world food prices, brought about by a combination of local and global factors, has resulted in a global food crisis. Rising food prices affect the most vulnerable households. The 2008 Report to the Government of Ireland by the Hunger Task Force outlined the implications of rising food prices.

'As a result of increased food prices, a new face of hunger has emerged, with an additional 130 million people joining the ranks of the urgently hungry who were not there just one year ago. The most vulnerable people are running out of coping strategies. For those living on US\$2 a day, they have cut out health and education expenditure and have sold or eaten livestock. For those living on less than US\$1 a day, they have cut out protein and vegetables from their diet. For those living on less than 50 cents a day, which is more than 160 million people worldwide, they have cut out whole meals and sometimes go days without a meal.'⁶

Causes of the global food security crisis

1. **The rising cost of oil and other commodities** means that seeds, fertiliser, tools and transport costs have risen beyond the reach of small farmers, many of whom are women. Such farmers find it difficult to get small loans from credit unions or banks and there is no money available from the government to help them.
2. In some parts of the world **land is now used for growing crops like maize for bio fuel** for cars. This means less land is available to grow food resulting in higher prices for families who need to buy food.

² <http://www.fao.org>

³ <http://www.who.int/trade/glossary/story028/en/>

⁴ <http://www.who.int/trade/glossary/story028/en/>

⁵ <http://www.who.int/trade/glossary/story028/en/>

⁶ Report to the Government of Ireland, Hunger Task Force, September 2008

3. Much land in Africa and Asia has been subject to desertification as a result of **climate change and global warming** and will no longer produce food. In Africa only 7% of all farming land is irrigated so rain is essential for agriculture. Increased flooding in some areas also damages crops. Weather patterns have changed and farmers can no longer predict rain as they did before.
4. Farmers **do not get the advice and training** they need to learn about better ways of farming and how to adapt to climate change.
5. Families often have to share a piece of land, and when land is farmed year after year it **removes all the nutrients from the soil** which means that crops will not grow.
6. **The cost of food** on world markets has increased since 2003. Poor people are most affected by rising food costs as they have no savings or assets to fall back on.
7. Farmers in developing countries who sell crops such as coffee, bananas, tea and cocoa to the rest of the world **do not always get a fair price** for their produce.
8. **International trade rules** can be used, in some cases by rich countries, to impose high tariffs on certain products from developing countries thereby effectively prohibiting access to their markets. Subsidised food sold by rich countries to developing countries can undercut local producers in their domestic markets.
9. **International Overseas Development Assistance** – only 4% of aid from richer countries is targeted for agriculture as compared with 20% in 1980.
10. Often a **lack of infrastructure such as roads and transport** prevents farmers from getting their crops to market or makes it difficult for them to buy things they need for their farms.

The response to the global food security crisis

Short term or 'safety net' solutions provide immediate help to families most at risk from hunger and malnutrition. These include:

- Providing school meals for children
- Providing emergency food assistance and nutrition for the most vulnerable, especially for infants and pregnant women, in maternal and child health clinics
- Providing food and cash for work programmes for families at risk of hunger in cities

Longer term solutions focus on improving agriculture by supporting small farmers in the following ways:

- Supporting them to get or buy seeds, tools and fertiliser
- Building irrigation systems so farmers do not have to depend totally on rain
- Building better roads so farmers can take their crops to market
- Building more markets where farmers can sell their produce
- Setting up farm advisory and training programmes whereby farmers who are successful can be sent around the locality to teach other farmers new ways of getting bigger crops
- Providing cash loans to poor farmers so they can improve their farms
- Assisting farmers to set up clubs and groups so they can work together to exchange ideas and to ask for what they need from governments to improve agriculture
- Assisting farmers to set up small businesses and cooperatives to sell produce

Find
out
more

How is Ireland responding to the global food security crisis?

Ireland is supporting the global food security action plan and playing its role in fighting hunger through the Irish Aid programme, particularly in its partner (programme) countries⁷ in Sub-Saharan Africa where the global food security crisis is particularly severe.

In addition, in 2007 Ireland established a Hunger Task Force to contribute to international efforts to reduce global hunger. The Report of Ireland's Hunger Task Force, launched in 2008 at the United Nations (UN) in New York, prioritised the three following actions by Ireland, along with its international partners:

1. increase the agricultural productivity of small farmers in Africa with a focus on women
2. improve maternal and infant nutrition
3. overcome the obstacles to food security both collectively through international partnerships and in terms of what each country can do itself to fight hunger

Why is ending hunger central to development?

Food security is not only important in its own right, it is also central to all development issues. Reducing child mortality, improving maternal health, combating diseases like HIV and AIDS and increasing education levels all require that we first address food insecurity and hunger. Equally, achieving environmental sustainability, building global partnerships in terms of trade and aid, and promoting gender equality are all essential for improving food security.

Some useful links on food security and development include:

→ <http://www.irishaid.gov.ie>

Learn more about Irish Aid's work on food security and the Hunger Task Force

→ <http://www.who.int>

Visit the World Health Organisation website to read about the 1996 World Food Summit and definition of food security

→ <http://www.fao.org>

Visit the Food and Agricultural Organisation of the United Nations to read more on food security programmes and related issues

Did you know?

In Malawi in 2009, Ireland contributed €3.2 million to support 1.6 million farmers to purchase fertiliser and seeds

⁷ Ireland's 'partner countries' are nine countries where Irish Aid works in partnership with the governments of these countries to fight poverty. Seven of these are in Africa: Ethiopia, Lesotho, Malawi, Mozambique, Tanzania, Uganda and Zambia, and two are in Asia: Vietnam and Timor Leste.



Khulungira is a village in central Malawi, near the border with Mozambique. About 350 families live here. Photo By Stevie Mann.

Lesson 2: Food security 2

Getting started

SUBJECTS

- Geography

KEY SKILLS

- Working with others
- Communication
- Critical and creative thinking

METHODOLOGY

- Group discussion
- Simulation

TIME

- 40 mins

AIM

- To explore the causes and consequences of food insecurity and to identify possible ways of addressing this challenge

OBJECTIVES

- The students will be enabled to:
- Recognise the global food insecurity crisis
 - Identify possible solutions to the crisis
 - Empathise with those experiencing food insecurity
 - Consider the priorities for those experiencing food insecurity

YOU WILL NEED

- Photocopies of the cards (one per three or four students)
- Three or four copies of each role-play

What to do

Introduction

- Read the case study on Khulungira below.

Lesson development

- Tell the group that the Government in Malawi has sent a development team to the village to find out how to help villagers achieve food security, improve their lives and develop their village.
- Divide the class into teams of three or four and give each group a copy of the possible solution cards. Ask the groups to choose the top eight cards and to order these eight from what they feel is most important to that which they feel is least important. Tell them, if they want to they can give equal ranking to a maximum of two cards.
- Ask each group in turn which card(s) they put as the most important.
- Tell the students that they are now going to become villagers. Give each group one of the role cards and ask them to keep the role within their group. Ask them to re-examine all the possible solutions cards and re-rank according to how their role would rate the possible solutions.
- Ask each group in turn to read their role to the class and tell the class their top possible solutions card(s). Did they change their priorities because of the role?

Closure

- Discuss why the different groups prioritised the possible solutions as they did. Ask what the class has learned about solutions to food insecurity.



No one owns a car or motorcycle in Khulungira, Malawi. The nearest market is 12km away. Photo by Stevie Mann.



Photo-copy page

Khulungira case study

Khulungira, a village in Malawi is typical of many small farming communities in rural areas. People there depend almost entirely on what they grow themselves. The main crop is maize and the staple food is 'nzima' – a type of porridge made from maize – usually eaten with vegetables or occasionally a small amount of meat. There is no electricity or running water.

There is no doctor or clinic. It is 27 km from the nearest paved road and 12 km from the nearest market. No one owns a car or a motorcycle.

Children are needed to work in the fields, or to care for elders or younger siblings. Many students do not finish primary school. Few parents can afford to send their children to secondary school. Villagers grow their own food by hand using simple implements like hoes and slashers (machetes), cut their own firewood and build their own houses. The most successful farmers here also earn a little money from their farms. Earnings are used to buy items like medicine, soap and salt.

The rains in Khulungira come just once a year. Khulungira has experienced food shortages and hunger at certain times of the year. They grow potatoes to survive the annual 'hunger season', when their maize crop has not yet ripened but yields are small and these poor quality potatoes have low market value, though there is a big demand for potatoes in the cities.

Roles

1. You are a small farmer with very little land. Nutrients have been used up from over-farming so you need fertiliser and seeds. You have to depend on rain to water your crops or else carry water for miles in buckets.
2. You farm potatoes as well as maize and this feeds your family through the year. But you could do much better with improved potatoes and ways of storing them as there is a growing demand for potatoes in the cities.
3. You have a small farm and grow 3 crops, as well as having a few hens and a goat. You could really improve your farm if you had the time to spare but as it is you have 2 small children and you have so many household duties such as fetching water, grinding maize and collecting fuel. If you were a man you would ask for credit or a small loan. Your dream is for your children to get an education and never to have to go without food.
4. You have a wife and three children. You grow a little maize and potatoes but your farm is very small and does not produce enough to feed your family so you have to work for other people as well.
5. You are 18 years old. Since your parents both died two years ago you have to care for your younger brother and sister. You had to leave school to work on the farm. Your younger sister is doing well at primary school but it is likely she will not be able to go to secondary school and will end up working on the farm.
6. You have good yields from your crops and you also have bought some livestock for your farm. For the first time you have more than enough food to feed your family. If there were tarred roads in your area you would be able to bring your produce to the markets. The income you would generate would allow your children to attend secondary school.



Photo-
copy
page

Possible solutions

Recently the Government has sent a development team to the village to find out how to help villagers to achieve food security, improve their lives and develop their village. There are a number of possible ideas or solutions (see cards below and on the following pages).

Simple irrigation system using stored rainwater

A pump in the village to avoid having to fetch water from a well 3km away

New varieties of crops that resist disease and drought

Help to set up a farmers' cooperative



Photo-
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Free high protein food for mothers and infants

A grant to set up a market in a bigger village 4km away

A gift of a tractor

Food or cash in exchange for work

Advice about better ways of farming

Free transport, uniform and books for secondary school students





Money to buy seeds and fertiliser

Advice and help for developing a tree growing project

Help to set up a women farmers' association

A number of small grinding machines for maize

A better road to the nearest town and market

A mobile health clinic visit every 2 weeks



Photo-
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page

Access to a credit loan to develop an agribusiness

Immunisation against disease for babies and small children

An extra classroom and teacher for the primary school

Improved potatoes and better ways of storing them



Background for teacher

Please see Background for Teacher as outlined in Food Insecurity Case Study Activity 1.

Find
out
more

Some useful links on food security and development include:

- ➔ <http://www.irishaid.gov.ie>
Visit the Irish Aid website to read about Malawi and programmes and projects funded under its partnership programme with Malawi
- ➔ <http://www.wfp.org/countries/Malawi>
Visit the World Food Programme's website to learn more about the issues surrounding food security in Malawi
- ➔ <http://www.feedingminds.org>
For additional teacher resources on food security

Did you know?

In 2008, Irish Aid contributed to the establishment of a European Union €1 billion food crisis facility to help vulnerable countries worldwide.



Women at Miono Health Centre, Tanzania. Photo by Pieternella Pieterse.

Lesson 3: Gender and Development

Getting started

SUBJECTS

- Religion
- Geography

KEY SKILLS

- Working with others
- Critical and creative thinking
- Communication

METHODOLOGY

- Group work
- Simulation activity
- Discussion

TIME

- 1 hour

AIM

- To explore the causes and consequences of gender inequality
- To examine the impact of gender on poverty and development
- To consider responses to gender inequality

OBJECTIVES

- The students will be enabled to:
- Consider gender stereotyping
 - Identify the causes and consequences of gender inequality
 - Consider how gender affects poverty and development
 - Examine possible responses to gender inequality

YOU WILL NEED

- Flipchart or board
- Photocopies of role cards

What to do

Introduction

- Write 'Boy' and 'Girl' on the board or flipchart. Ask the students to brainstorm on gender stereotyping: what words come to mind for each heading? Write up responses, then continue brainstorming around what toys/careers/sports/activities are associated with each.
- Ask the students, in pairs, to jot down where we learn these gender roles: prompt by asking who teaches us these roles? Where do we see/hear gender messages? Allow a few minutes for each pair to share their answers.
- Optional extra: ask students to look through newspapers and magazines and compile a report on how men and women are portrayed.

Lesson development

- Give each student a role card and ask them to put themselves 'in the shoes' of the person described by thinking about who they are, what their life is like. Tell them not to share their role with the other students.
- Tell the students to stand in character at the back of the room in one line. Explain that you will read out some statements and after each one, the students can take
 - **a big step** if the statement applies to their character or if they can do the action
 - **a tiny step** if only part of the statement applies to them or if it is difficult to do the action
 - **no step** if they can't do the action at all or the statement doesn't apply to them.
- Start reading the statements, allowing time between each for students to think about it and decide to move or not. When all the statements have been read out, ask the students to stay standing wherever they now are in the room.
- Still in character, get students to explain who they are and what statements most applied to them. If students have the same role but are at different points in the room, ask what statements prompted different actions.

- Out of the roles, discuss as a class who moved forward the most and why? Who couldn't move forward and why? What are the differences in the experiences of the men and women?
- Read the fact file on gender and development and the case study on Tanzania. What issues particularly affect women and girls in the developing world? What has helped Asha overcome gender-based violence?

Closure

- Ask the class to discuss the ways in which gender and poverty are linked. Is there gender equality in Ireland? What can we do to tackle global gender inequality?
- How might gender inequality make poverty worse in Ireland or the developing world?

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Women and development facts:

- All across the world more girls and boys are attending primary school. However, there are still 72 million children out of school and 54 per cent of them are girls.
- In all parts of the world, women live longer than men. However, in developing countries women often die at an early age because of lack of medical attention during pregnancy and childbirth.
- In the Middle East, sub-Saharan Africa and North Africa, more than half of people living with HIV and AIDS are women. This not only affects the lives of these women but also has an impact on the families and communities who depend on them.
- In education, two thirds of the world's 774 million adults who cannot read and write are women. This proportion has not changed over the past two decades.
- While women work outside the home, they also do most of the work in the home: for example, caring for children and other members of the family, cooking and other housework.
- Over half of the employment of women and men in sub-Saharan Africa and of women in Southern Asia is in agriculture. Most of these workers, and more women than men, are in insecure employment, working for themselves or for a relative.
- Girls are more likely than boys to do unpaid work in their own household.
- In politics, there are still fewer women than men in national parliaments; on average women have only 17 per cent of parliament positions around the world.
- Violence against women happens all over the world and women suffer many different forms of violence, such as physical, sexual, psychological and economic violence. This happens both within and outside their homes.
- In sub-Saharan Africa, where many people do not have drinking water in their homes, many women have to travel long distances to collect water. This means they have less time to do other things.
- In some countries, there are still laws that make it hard for women to own land and other types of property. In many parts of sub-Saharan Africa married women have no control over how the household money is spent, including their own cash earnings.

Source: The World's Women 2010: Trends and Statistics, UN Statistics Division.

<http://unstats.un.org/unsd/demographic/products/Worldswomen/WW2010pub.htm>

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Asha Mohammed from Kivulini Women's Group, Tanzania. Photo by Irish Aid.

Case Study: Giving Women a Voice in Tanzania

Gender-based violence is a violation of human rights and slows down progress towards all of the Millennium Development Goals. Ireland supports a network of Tanzanian organisations which work to prevent violence against women and to change men's and women's attitudes to gender-based violence. The Kivulini Women's Group is based in Mwanza, Tanzania's second largest city. Here, women receive training on human rights with a focus on domestic violence and also learn about activities that will help them make an income.

35 year old Asha Mohammed joined the Kivulini Women's Group three years ago. Like many of the women in the group she was poor and was the victim of physical abuse by her husband. Asha and her colleagues in the women's group have set up a small but successful yoghurt making business. The members share the profits each month and Asha's family income has increased quite a lot since she joined the co-operative.

Asha's husband is a carpenter and at first, he was not happy with her involvement in the women's group. Changing attitudes to gender equality and gender-based violence is a long term process but it can be done. According to Asha, her husband, like many men in the community, felt that the group

was "trying to change our women". The group tries to change these opinions by encouraging men to be involved. Community discussions are a good way to help their understanding of gender equality. The extra money coming into the household also helps encourage men to support the initiative.

In the past Asha's husband decided how to spend the family money. Now, she and her husband are making these decisions together and they have decided to use the extra income to help their children's education. Asha's husband has become much more active on family issues and is more involved with the local community. Most importantly, he has now stopped using violence against Asha and he is also trying to convince his friends in the community that they should stop using violence too.

Having benefited from the training she received as a member of the women's group, Asha is now training new members of other groups in running a small business and how to deal with gender-based violence. Asha feels that her self-confidence has grown. She says that the most important benefit of her involvement with the Kivulini Women's Group is the recognition and respect she has received from the local community.



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Role Cards

David: Uganda, East Africa

You are thirteen years old and from a rural village in Northern Uganda. You were kidnapped by rebels when you were ten. You were held captive and trained to be a soldier. You fought for three years, witnessing and being part of acts of extreme violence. The fighting has now stopped and you live in a centre for former child soldiers. You are being trained as a mechanic and you are hoping that you will be reunited with your family soon.

Linh: Vietnam

You are a young woman who works in a factory making clothes that will be sold in Europe. There is huge demand for cheap clothes and you are very busy every day. Because you get paid per item and you do not receive a fair wage, you have to work very fast or you will not make enough money to provide for your family. You work extremely long hours and you cannot take breaks. You would like to complain to get better conditions but you are afraid you will lose your job if you say anything.

Esther: Nicaragua

You are eighteen years old and pregnant with your second child. You are currently living in a women's shelter in Managua. A few months ago you ran away from your family home to escape your husband's beatings. You receive good care in the shelter and have joined a women's group there where you are learning about human rights and discussing domestic violence. Through the group you can get involved in an education programme for women and small businesses where you would get help selling crafts at a local cooperative market. While you are learning and working, your children will be looked after by other members of the group. You feel that this could be a new start for you and your children.

Maluba: Zambia, southern Africa

You are a mother of four children. As a result of HIV/AIDS, you have lost your husband and a daughter. You now have to run the household by yourself. It is difficult to farm because of recent drought. You have joined a local women's group with other women, some of them relatives, in your village and surrounding area who are also affected. You learn a lot from each other in the group: skills such as making handicrafts (e.g. baskets, and mats), sewing and agricultural skills like growing vegetables. You also share information on market prices and other issues in meetings. Together, you have come up with some new ideas for making an income, which is a great help especially when farming is difficult. The men in the community were not happy at first but are now much more supportive as they can see the benefits of having the women's group.





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Durgawati: India

You are a fourteen year old girl. You work weaving saris: you have been doing this since you were eight. You work for twelve hours every day and for seven days a week. You have one day off every month. When your mother died, your father left you with your grandmother. Desperate for money, she took a small amount of money from a loom owner and sold your freedom. You are a bonded labourer or debt slave which means you cannot leave until the debt is repaid. You only earn a few cents a day so it will take a long time.

Marcelia: Mozambique

You are a thirteen year old girl. You get up at 5 a.m. every morning to help with chores such as collecting water or gathering firewood. On weekdays, after chores you go to school. Your eldest sister did not get to finish school but you hope that you will. The government has abolished school fees and introduced free textbooks which make it easier on your family. There are around forty people in your class which is smaller than the classes in lower primary. After school, there are more chores to do, so days are quite long. You enjoy school and would like to be a teacher when you grow up.

Abdul: Pakistan

You are a fifteen year old boy. Your parents work long hours in the mining industry. This allows you and your brothers and sisters to go to school. You help with housework before school, but your sisters help more. In the evening, you sometimes play cricket with your friends. You feel lucky because some of the other students in your school have to work before and after school.

John: Limerick, Ireland

You are in Transition Year. You plan to do your Leaving Cert and then hopefully go to college. Your family is very supportive and they want you to focus on your education. You do not have a part-time job as they feel that might be distracting. Instead, they provide you with pocket money. You play rugby and train regularly and enjoy socialising with your friends.

Katie: Cork, Ireland

You are a young single mother, in your early twenties. You are currently living with your parents who help out with child-minding while you finish a part-time course. You also work part-time to help with the costs of running a home. You are very glad of your parents' support. You study very hard to do well on the course as you feel this will make a better future for you and your son. However, you wish you could spend a bit more time with him and also you would like to go out with your friends.

Hawo: Somalia

You are a mother of four children. Your husband was killed in a militia attack on your village. You lost your home and livelihood and had to flee with your children across the border into Kenya. Since 2007, you and the children have been living in a refugee camp where you sleep in a tent and where there is now a shortage of food. You do not feel safe there as it is very dangerous for a woman on her own. You cannot leave the camp for fear of being attacked. You worry about the future for you and your children.





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Statements

- I have enough food and drink every day

- I have finished secondary school or am likely to complete my education

- I am paid a fair wage for the work I do

- I am free to express my opinions

- I have a say in decisions that affect me

- I can get involved in the local community

- I can dress whatever way I like

- I can be myself without people judging me

- If I am sick, I can get help from a doctor or go to a hospital

- I could go to college

- I am in control of my life

- I have leisure time and hobbies

- I can get help from others when I need it

- I can marry whoever I choose

- I live in a secure, peaceful environment

- I am looking forward to my future

Background for teacher

Why is gender important in development?

Despite some progress over the past two decades, gender inequality remains a central development challenge. Human or economic development cannot occur when major sections of the population are restricted, in terms of choice and opportunity, from realising their potential. Women account for two thirds of the world's poor. In developing countries, although rural women are responsible for much of the food production, they have limited control over land and other necessary assets.¹ Gender inequality is exacerbated by poverty and is a key factor in its persistence. Women and girls bear the direct costs associated with this inequality and as a result, women's experience of poverty is different to that of men – it is often more severe and more prevalent. The quality of life for society as a whole is adversely affected by this power differential.

Gender equality must be at the heart of efforts to achieve the Millennium Development Goals. While Millennium Development Goal 3 commits the international community specifically to “Promote gender equality and empower women”, the issue impacts on the achievement of all eight Goals.

What are the main issues?

The pursuit of equal rights for women has been a slow process. In 1979, the Convention to Eliminate All Forms of Discrimination Against Women (CEDAW) was adopted by the UN General Assembly. CEDAW lists the many areas in which women experience discrimination. Once signed and ratified, it commits countries to change their laws, to develop and promote national gender policies and provide institutions to deliver them. However, although CEDAW has been ratified by almost all countries, several states have exercised reservations, meaning they are exempt from some sections.

In 2010 the UN General Assembly agreed on a new entity for Gender Equality and the Empowerment of Women: this is known as **UN Women** and has access to a budget to help it tackle issues such as discrimination, education, poverty, conflict, gender-based violence, health and participation.

Discrimination: Promotion of women's rights has had to counter strong cultural and historical beliefs that women should be in a domestic environment and that only men should enjoy property rights. Discrimination denies equality for women by restricting their access to education and decent work, two key elements of economic status.

In many industrialised countries, the process of ending discrimination against women is relatively advanced. So too, in several countries in sub-Saharan Africa old laws are being changed to enable women to own land and property.

Education and poverty: The importance of education in the empowerment of women to overcome inequality cannot be overstated. Educated girls are less likely to marry at a very young age, more likely to secure paid work, have greater competence as mothers and are more active in their communities.

However, for many in developing countries, access to primary and secondary education for girls is still out of reach. Many women in developing countries still face a demanding life of unpaid labour, combining subsistence farming and family care-giving. Where women are in paid employment, they are predominantly in low-paid roles or in the informal and temporary sectors, often with very poor work environments. Women are particularly susceptible to unstable food prices or recession, as they lack security. Further, the situation has been exacerbated by the HIV and AIDS crisis with over 30% of households in sub-Saharan Africa now headed by women.²

Gender-based violence: In 2008, UN Secretary-General Ban Ki-moon launched his UNite to End Violence Against Women campaign, stating ‘*We must unite. Violence against women cannot be tolerated, in any form, in any context, in any circumstance, by any political leader or by any government*’.³ This is a reminder that gender-based violence occurs everywhere, although the problems are perceived to be more serious in developing countries. This is often because

1 2009 Global Hunger Index. The Challenge of Hunger: Focus on Financial Crisis and Gender Inequality. <http://www.ifpri.org/sites/default/files/publications/ghi09.pdf>

2 <http://www.ifad.org/gender/learning/challenges/women/60.htm>
For more information, please see International Fund for Agricultural Development

3 Available at: <http://www.un.org/en/women/endviolence/>

circumstances of conflict or extreme poverty are associated with higher incidence of violence against women. Discrimination on cultural grounds facilitates the practice of female genital mutilation (FGM) in a number of countries in Africa and elsewhere, despite being banned in almost all of the countries where it survives.

Health: In poor countries poverty reduction strategies are more effective when population growth is reduced. Reproductive health remains a great concern, especially for those women who cannot access the pre- and post-natal care they need. Although progress has been made, the majority of births in the developing world still do not receive skilled assistance, with resulting maternal deaths, often from preventable causes. However, the UN launched its Global Strategy for Women's and Children's Health at the MDG summit in 2010 and hopefully this will help realise universal access.

Participation: Efforts have increased to encourage greater representation of women at all political and governmental levels. In post-conflict countries the political landscape is changing, for example in Rwanda, the parliament has the highest representation of women in the world with over 50%. Overall, however, there is less cause for optimism with only 11 women amongst 192 heads of government in 2010.⁴

How is Ireland responding to these issues?

Gender is a priority issue that cuts across all of Irish Aid's work. Gender equality is an integral and essential element of any poverty-reduction strategy. A range of international commitments underpin Ireland's commitment to gender equality, including the CEDAW (ratified by Ireland in 1985) and the Platform for Action agreed at the UN's Fourth World Conference on Women in 1995.

Through Irish Aid, Ireland undertakes specific actions to improve the position and status of women: in its partner countries it supports partner governments and women's organisations to ensure that women's needs and interests remain on the development and human rights agenda.

With partners, women's economic empowerment is promoted, as well as greater access to quality education for both boys and girls and community-based health programmes that enable women's access to reproductive and other health services. In addition gender-based violence is a priority focus, as evident in the case study from Tanzania.

Giving women a voice in Tanzania: additional information.

Tanzania is one of the largest countries in East Africa and is over ten times the size of Ireland. Tanzania has seen strong economic growth since 2000, with annual GDP increases of between 5% and 7% each year. It has made some good progress towards achieving the MDG targets, particularly in education, under-five and infant mortality, declining HIV prevalence and environmental sustainability. Tanzania has benefitted from its stability, largely avoiding the strife that has blighted other African states, and it has been successful in attracting donors and investors.

However, Tanzania is also one of the world's poorest countries with income levels among the lowest in Africa. Life expectancy remains low, at just 57 years and high poverty levels remain, especially in rural areas, where 80% of the population lives.⁵ By the end of 2005, over 1 million adults were infected with HIV. The economy depends heavily on agriculture, which accounts for much of GDP, provides the bulk of exports, and the majority of the work force. However, climatic conditions and topography mean that only about 4% of the land can be used for cultivating crops. Tourism, which builds on the country's natural attractions, is an important source of revenue for Tanzania.⁶

Domestic violence is prevalent in Tanzania. A Tanzania Demography and Health Survey (2004/05) found that 60% of Tanzanian women agreed with one or more reasons why her husband would be justified in beating her. Supporting efforts to enable women to participate on a more equal footing in political and economic decision-making

⁵ UNDP Human Development Report 2010 (November 2010)

⁶ See UN Development Programme in Tanzania site: <http://www.tz.undp.org/> and the World Bank in Tanzania site: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/TANZANIAEXTN/0,,hIPK:261262~menuPK:258804~pagePK:141159~piPK:141110~theSitePK:258799,00.html>

⁴ For more information on gender issues, see <http://uk.oneworld.net/guides/gender>

is essential to tackling discrimination and violence. Furthermore, gender-based violence is a key risk factor for HIV.

By improving gender equality, women are empowered to seek their rights and to participate more effectively in poverty reduction as a whole. The story of Asha and her family is an example of this. A focus on gender equality informs wider support for key areas such as health and agriculture in Tanzania.

16 days of Activism

Each year, between 25th November, the International Day to End Violence Against Women, and 1st December, Human Rights Day, people all over the world get involved in action to speak out against gender violence.

Each year has a different theme: in 2010 the theme was militarism and gender-based violence. The campaign looked at gender violence in the context of conflicts, environmental crises, and government attacks on civilians and assaults on women in the military.

Activities involve raising awareness of gender violence and how it can be tackled in all sorts of creative ways.

Find
out
more

Some useful links on gender and development include:

- ➔ <http://www.irishaid.gov.ie>
Learn more about Irish Aid's work on gender and women's rights
- ➔ www.un.org/womenwatch
This UN site has a variety of information on gender equality and the empowerment of women
- ➔ <http://www.un.org/en/women/endviolence/>
Learn more here about the campaign to End Violence against Women

For more education resources on the issue of domestic violence:

- ➔ <http://www.womensaid.ie/training/schoolsandcolleges/onlineresources.html>
- ➔ <http://www.womensaid.org.uk/page.asp?section=0001000100280001§ionTitle=E>

Did you know?

In 2009, Ireland's funding to the NGO, Women in Law and Development in Africa, enabled the "16 Days of Activism" campaign to be held across Tanzania.



Teshoma Abera standing in his barren, stony and infertile field outside Bilak village, Ethiopia. Photo: Panos.

Lesson 4: Climate change and development

Getting started

SUBJECTS

- Geography
- Maths

KEY SKILLS

- Information processing
- Critical and creative thinking

METHODOLOGY

- Simulation activity

TIME

- 1 hour

AIM

- To consider climate change as a development issue and the consequences of climate change for people in developing countries
- To explore the urgency of action on climate change

OBJECTIVES

- The students will be enabled to:
- Recognise that climate change is caused predominantly by people living in high development countries
 - Explore the impact of climate change on people in developing countries
 - Analyse graphs showing the disparities in carbon emissions
 - Identify ways of reducing carbon emissions

YOU WILL NEED

- Post it notes with the countries listed below written out on them

What to do

Introduction

- Put up three A3 sheets on different walls in the class room, one stating 'High Human Development Countries', one stating 'Medium Human Development Countries' and one stating 'Low Human Development Countries'.
- Give each student a post-it note with a country written on it. Make sure you have a range of countries from the three categories. Ask students to stick their country to the A3 sheet to which it belongs.
- Read out all the countries on each sheet and make sure they are correctly divided.

Lesson development

- Tell students that they represent the population of the world. Ask them to divide themselves around the three sheets representing how the world population is spread between high, medium and low development countries.
- From the table below ensure students are correctly divided.
- Tell students that their chairs represent all the carbon dioxide emitted in the world. Ask them how many chairs belong to each category of countries.
- From the table below ensure chairs are correctly divided.
- What does the chairs game tell us about global carbon emissions?
- Ask students to discuss ways in which carbon dioxide is emitted. Are they surprised by the amount of carbon dioxide emitted by high human development countries compared to low human development countries?
- Read the extract from the United Nations Human Development Report 2007/2008 and the case study below on Ethiopia. How are people like Busie likely to be affected by climate change?

Closure

- Ask the class to discuss ways they can reduce their carbon emissions to help people like Busie and us all.

Extract from United Nations Human Development Report 2007/2008: **Fighting Climate Change: Human Solidarity in a Divided World.**

Countries vary widely in their contribution to the emissions that are driving up atmospheric stocks of greenhouse gases. With 15 percent of world population, rich countries account for almost half of emissions of CO₂... The carbon footprint of the United States is five times that of China and over 15 times that of India. In Ethiopia, the average per capita carbon footprint is 0.1 tonnes of CO₂ compared with 20 tonnes in Canada.

If every person in the developing world had the same carbon footprint as the average person in Germany or the United Kingdom, current global emissions would be four times the limit defined by our sustainable emissions pathway, rising to nine times if the developing country per capita footprint were raised to Canadian or United States levels. Changing this picture will require deep adjustments...Using plausible assumptions, we estimate that avoiding dangerous climate change will require rich nations to cut emissions by at least 80 percent, with cuts of 30 percent by 2020.

Climate shocks already figure prominently in the lives of the poor. Events such as droughts, floods and storms are often terrible experiences for those affected: they threaten lives and leave people feeling insecure. But climate shocks also erode long-term opportunities for human development, undermining productivity and eroding human capabilities. No single climate shock can be attributed to climate change. However, climate change is ratcheting up the risks and vulnerabilities facing the poor. It is placing further stress on already over-stretched coping mechanisms and trapping people in downward spirals of deprivation.

Climate change confronts humanity with stark choices. We can avoid 21st Century reversals in human development and catastrophic risks for future generations, but only by choosing to act with a sense of urgency.

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Ethiopia

Ethiopia is one of the poorest countries in the world with one of the lowest carbon emissions. Ethiopia has experienced chronic malnutrition, an increasing frequency in droughts and, as a result, repeated cycles of humanitarian crises since the 1980s. Even in so called 'normal' years, when there are no droughts, over seven million people are at risk of food shortages. To help these people and to reduce their vulnerability to 'food gaps', the Ethiopian government has introduced a large-scale government-run 'Productive Safety Nets Programme', with support from Irish Aid and other international donors.

The Productive Safety Nets Programme operates as a 'cash for works' programme, whereby participants receive cash (or in some cases food) in exchange for their participation in public works projects, including building roads, schools and rehabilitating degraded land. By rehabilitating agricultural lands, the programme aims to improve agricultural production in future years, thus increasing food security in a sustainable way. This can be achieved using simple techniques such as building stone terraces along the sides of mountains. When the heavy rains arrive, the stone terraces slow the flow of water down the mountain slopes. This allows more water to seep into the soil, and over time can raise the water table in the area. This in turn will improve irrigation and increase agricultural productivity. The most vulnerable, such as the sick, the elderly and pregnant or breastfeeding mothers, receive direct aid.

This programme is a good example of how the natural environment can be protected and enhanced while making an economic contribution. Its aim is to ensure that people are not forced to sell off their assets during periods of food shortages, which can make it more difficult for them to recover once the crisis has eased. A complementary scheme run by the Ethiopian government, called the 'Household Package', seeks to build the assets of the most vulnerable in Ethiopia by supporting income-generating activities such as growing cereals, pulses, and other crops; livestock ranching; beekeeping; dairy production; or raising poultry. The goal of this dual approach is to make the poorest in Ethiopia less vulnerable to food gaps.



Busie Hoshe working on a project to improve the land in Southern Ethiopia. Photo by Richard More O' Ferral.

Busie Hoshe, from Boricha district in southern Ethiopia, started on the programme two years ago to help support her family of four children. She explains why it so important for her: 'I struggle to make a living. The small plot of land we have only gives us enough food for three or four months. Before, I used to look for work from other houses but, since my husband got sick, this is not enough'. Busie works on different public works projects in Boricha district, and, in return, receives 8 birr a day (around 60 cent). Her group, from Koran Gogie village, includes around 100 people of whom half are women. The money she earns from the project enables her and her children to survive. She works hard but is pleased to have a regular source of income and enjoys helping to improve the local area.



Country labels

High human development	Medium human development	Low human development
USA	Turkey	Nigeria
Ireland	Colombia	Tanzania
United Kingdom	China	Zambia
France	India	Mozambique
Canada	Vietnam	Rwanda
Australia	Peru	Ethiopia
Sweden	Thailand	Malawi
Spain	Jamaica	Mali
Israel	Sri Lanka	Togo
Slovenia	Ghana	
Malta	Ukraine	
Japan	South Africa	
	Georgia	
	Tunisia	

Figures for a class of 25

Regions of the world	People/ Population	Chairs/ Carbon emissions
High	7	15
Medium	16	10
Low	2	0

Statistics taken from UNDP Human Development Report 2007/2008



→ Log on to <http://hdr.undp.org/en/statistics/data/climatechange/shares/> to view an interactive graph showing Unequal Carbon Footprints: Shares of CO₂ Emissions and Population

Background for teacher

What is climate change?

Climate change or global warming refers to an increase in global temperatures.

The earth's atmosphere acts as a transparent, protective shield. This shield lets sunlight in and retains heat. The atmosphere acts in the same way as the glass wall of a greenhouse. Greenhouse gases (GHG) such as carbon dioxide occur naturally in the atmosphere and serve to trap heat from the sun. Without the atmosphere the sun's heat would rebound off the earth's surface and back into space, the earth would freeze and life on earth would be unsustainable. However, since the Industrial Revolution human activity has been producing greenhouse gases at an ever increasing rate, primarily due to the burning of fossil fuels such as coal, oil and gas which release carbon dioxide into the atmosphere. Increased concentrations of these greenhouse gases in the atmosphere have led to global warming.

Change in land use including deforestation, in particular the cutting and burning of forests, land clearing and agriculture practices such as cattle breeding, rice cultivation and methods of fertilisation all contribute to an increase in greenhouse emissions. In addition trees and plants absorb CO₂ and produce oxygen; thus natural vegetation, in particular forests form carbon stores or 'sinks'. As the Earth's forests are cleared to provide land for agriculture and trees for fuel, paper and construction materials, carbon dioxide stores are lost and more carbon dioxide is released into the atmosphere.

With the increased concentration of greenhouse gases in the atmosphere, scientists predict a rise in temperature of 3°C by the end of the century. This increase in temperature is already evident: glaciers are melting in Switzerland and on Mt Kilimanjaro in Tanzania; drought is becoming ever more common in the Sahel and southern Africa; heat waves are causing deaths in Europe, the frequency and severity of hurricanes and tropical storms is on the increase and heavy rains and floods continue to threaten parts of the world from Germany to Bangladesh.¹

Emissions

Developing countries are not the major emitters of GHGs: hence they are not the main cause of the problem. However, they do face the greatest risks. Developed countries are the major emitters as can be seen from the following graphs. Ireland, for example emits in per capita terms over 10 tonnes of CO₂ per annum.²

1 European Commission, Climate Change – What is it all about? An introduction for young people. p,14–15, Belgium, 2009.

2 World Bank databank

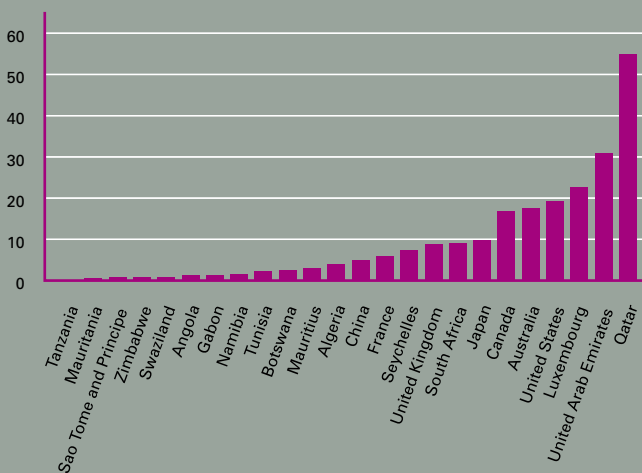
Countries with less than 0.5 tonnes per capita 2007

Source: World Bank databank 2011



CO₂ emissions (metric tonnes per capita) 2007

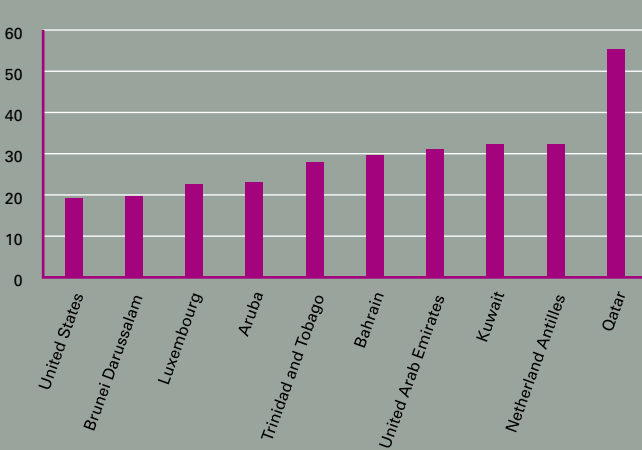
Source: World Bank databank 2011



Together, Canada and the US produce over 36 tonnes of CO₂ per capita.

Top 10 CO₂ emissions (metric tonnes per capita) 2007

Source: World Bank databank 2011



41 countries produce less than 0.5 tonnes of CO₂ per capita.

A global response to climate change

A global response is needed to address the global problem of climate change. While developed countries are the major emitters of greenhouse gases, developing countries face the greatest risk from changing weather patterns. One sector particularly at risk from the effects of climate change in Africa is agriculture. This means that the production of food will be severely compromised by climate variability and change. The United Nations Framework Convention on Climate Change estimates that in some countries yields from rain fed agriculture could be reduced by 50% in 2020. Strategies designed to combat the issue of climate change must address both the cause and effect of climate change.

Mitigation Strategies must be adapted to reduce greenhouse gases. Mitigation means avoiding further climate change by **reducing** greenhouse gas emissions. It is primarily the responsibility of developed countries such as Europe, US, Australia, China, India and United Arab Emirates, who produce the greatest quantities of CO₂ emissions. Mitigation strategies include making greater use of renewable energy sources and environmentally friendly materials.

Adaptation Strategies involve adapting to the impacts of climate change, in other words altering lifestyles to adapt to new and evolving climate changes. This is a greater priority for developing countries that are most vulnerable to the adverse impacts of climate change. One such example of an adaptation strategy is building stone terraces to prevent soil erosion in the Productive Safety Nets Programme case study included in this activity plan.

Ways to reduce carbon emissions

Recycle

Don't leave your TV, stereo or computer on standby

Take public transport, cycle or walk

Use bottled water sparingly – bottled water consumes energy in production and consumption

Don't leave you mobile phone charger plugged in

Where possible take a bus or train rather than a plane

When making a hot drink, boil just the amount of water you need

Encourage your parents to change to a renewable energy or 'green' sources of electricity

Plant a tree at school or in your garden or neighbourhood

Take a shower rather than a bath

Use an economy cycle when washing clothes, make sure to hang out clothes when warm and sunny rather than using the dryer

Buy products with the European Eco label symbolised by a little flower. This label means that products have met the EU's strict environmental standards

Switch off lights when you do not need them

Do not leave the tap running when brushing your teeth or cleaning the dishes

Use energy saving light bulbs³

³ European Commission, Climate Change – What is it all about? An introduction for young people. p,14–15, Belgium, 2009.

Find out more

Some useful links on climate change and development include:

- ➔ http://hdr.undp.org/en/media/HDR_20072008_EN_Complete.pdf
View full text of Human Development Report 2007/2008, Fighting Climate Change: Human Solidarity in a Divided World, United Nations Development Programme
- ➔ www.unfccc.int
The website of the United Nation's Framework Convention on Climate Change offers information on the Convention and global action on climate change
- ➔ http://ec.europa.eu/europeaid/what/development-policies/intervention-areas/environment/climate_en.htm
View the EU's website to read The EU Action Plan on Climate Change in the Context of Development Cooperation
- ➔ www.ipcc.ch – View the Intergovernmental Panel on Climate Change to read more on mitigation and adaptation strategies

Did you know?

In 2009, Ireland's assistance in Ethiopia helped to support 13 million people at risk from chronic hunger



Nordino Alfredo an expert patient at Alto Mae day hospital, Mozambique gives a counselling session for other patients. Photo By Richard More O' Ferral.

Lesson 5: HIV and AIDS

Getting started

SUBJECTS

- Biology
- Religion

KEY SKILLS

- Information processing
- Working with others
- Critical and creative thinking

METHODOLOGY

- Myth and fact game
- Small group discussion

TIME

- 40 minutes

AIM

- To introduce students to the issue of HIV and AIDS
- To consider its impact on developing countries and its connection with other development issues

OBJECTIVES

- The students will be enabled to:
- Consider the myths and facts relating to HIV and AIDS
 - Recognise the impact of HIV and AIDS on those infected
 - Compare and contrast the impact of HIV and AIDS in Ireland and developing countries

YOU WILL NEED

- Pens
- Paper

What to do

Introduction

- Divide the class into groups. Read out the list of statements relating to HIV and AIDS given below and ask the groups to note whether they think the statements are true or false. Go through the correct answers and see which group has the most correct answers.

Lesson development

- Keep the class in their groups. Read the case study on page 43.
- Give each group a set of cards setting out possible consequences of having HIV or AIDS. Ask the groups to think of and write out other possible consequences of having HIV or AIDS.
- Ask half the groups to imagine someone living with HIV or AIDS in Ireland. Ask these groups to put the consequence cards in order from the consequence which will be of most concern to that person, to the consequence which will be of least concern to that person.
- Ask half the groups to imagine someone living with HIV or AIDS in an African country. Ask these groups to put the consequence cards in order from the consequence which will be of most concern to that person to the consequence which will be of least concern to that person. Ask the groups to read out their orders.

Closure

- Discuss with the class the differences and similarities between living with HIV or AIDS in Ireland and in Africa.



Maboeng Sheone collecting her ARVs, Lesotho. Photo by Daniel Rowan.

Statements

1. You can become infected with HIV through everyday contact with someone who is HIV positive.
2. A mother who is HIV positive can pass on the infection to her baby while she is pregnant or breast feeding.
3. HIV and AIDS are the same thing.
4. There is no medicine to be given to people who have HIV or AIDS.
5. People in rich countries who have HIV or AIDS live healthier, longer lives, than people with the same condition in poor countries.
6. You can tell if someone is HIV positive by how they look.
7. You can become infected with HIV by kissing someone who is HIV positive.
8. The age range of people most affected by HIV is 18–45 years.
9. Europe is the area of the world most affected by HIV and AIDS.
10. HIV and AIDS has nothing to do with what you eat.
11. Russia, Eastern Europe and Central Asia is home to the world's most rapidly expanding HIV and AIDS epidemic.

Answers

1. False
2. True
3. False – HIV (Human Immunodeficiency Virus) is a virus that damages the body's immune system. AIDS (Acquired Immune Deficiency Syndrome) is the late stage of HIV infection when the immune system is damaged.
4. False – There are drugs which slow down the progression of the HIV infection. These are called antiretroviral treatment (ARVs). It is not a cure, but it can stop people from becoming ill for many years. The treatment consists of drugs that have to be taken every day for the rest of a person's life. There are also drugs which treat the infections and tumours which are associated with the disease.
5. True – People in rich countries have better access to HIV and AIDS drugs and health care systems. In sub-Saharan Africa, only a small percentage of people infected have access to HIV and AIDS drugs and many do not have access to basic healthcare.
6. False – it can take ten years before the onset of symptoms.
7. False
8. True
9. False – two thirds of people living with HIV and AIDS live in sub-Saharan Africa.
10. False – People who lack vital nutrition are likely to suffer worse from the impact of HIV and Aids and good nutrition is vital for medicine treating HIV and AIDS to work.
11. True – Since 2001 HIV and AIDS prevalence in this area has roughly doubled.

Living positively with HIV in Mozambique

The incidence of HIV in Mozambique is one of the highest in the world at around 13%.¹ In addition there are an estimated 500 new infections every day. However, Mozambique has made considerable progress in improving access to life-prolonging anti-retroviral treatment (ARVs). This treatment does not cure HIV but it delays the development of AIDS and enables people to live longer, healthier lives. There are currently 170,000 people on ARVs, which only became available in Mozambique in 2003.

Rosa and her mother Thelma, who also has HIV, have been coming to Chamanculo day hospital since 2006, when they were first diagnosed. Chamanculo, located in Mozambique's capital Maputo, specialises in the care of children living with HIV. Chamanculo has 325 child patients currently receiving life-prolonging anti-retroviral (ARV) treatment. Rather than attending their local health centre, Thelma and Rosa travel around 4km to Chamanculo because Thelma is afraid they will be stigmatised if people in the neighbourhood find out they are HIV positive.

After her husband found out that Thelma had HIV, he abandoned her and Rosa. Thelma has not really discussed the illness with Rosa but Rosa knows she is sick because she has to take medication. When she grows up, Rosa wants to be a doctor.

The ARV treatment process requires that patients take the medication at precise 12 hour intervals. For young children with HIV, this means their carers have a significant responsibility. The counselling service provided by Chamanculo day hospital gives specific support to parents, family members and other carers to this end.

Some patients are also trained to provide basic counselling services. These 'expert patients' provide information and advice to new patients on the treatment. The expert patients also go out to the community, giving their testimony to try and tackle the stigma and discrimination that surrounds HIV.



Rosa Lopez an 11 year old HIV patient at Chamanculo day hospital in Maputo, Mozambique. Photo By Richard More O' Ferral.

1 United Nations Human Development Report 2010
The Real Wealth of Nations: Pathways to Human Development

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copy
page

Consequences

People don't want to sit next to me

I have to take anti-retroviral treatment

I feel too sick to go to school

I don't know how to tell my boyfriend/girlfriend

I don't think I will find a wife or husband





I can't get life insurance or a mortgage

My mother and father died of AIDS

The teachers in school died of AIDS

I have to care for my younger brothers and sisters

I won't be able to work or make an income



Background for teacher

Introduction

HIV stands for Human Immunodeficiency Virus. The virus infects cells of the human immune system and destroys or impairs their ability to fight diseases. HIV, if left untreated can develop into a condition known as AIDS which stands for Acquired Immunodeficiency Syndrome. In effect AIDS is the collection of symptoms or infections associated with the deficiency of the immune system. The level of HIV in the body and the presence of certain infections are used to assess whether the HIV infection has progressed to AIDS. HIV can be transmitted through sexual intercourse and can also be transmitted through blood transfusion, the sharing of contaminated needles and from mother to infant, during pregnancy, childbirth and breastfeeding. HIV cannot be transmitted through touching, kissing or sharing utensils.²

Anti Retroviral Treatment (ARVs)

Anti Retroviral Drug Treatment is not a cure for HIV, but does enable HIV positive people to live considerably longer, healthier and more productive lives. The treatment consists of drugs that have to be taken every day for the rest of a person's life. The treatment works by keeping the amount of HIV in the body at a low level, thereby preventing the weakening of the immune system and allowing it to recover from any damage that HIV might have caused prior to treatment. However if treatment is discontinued the virus becomes active again, hence why it must be taken for the rest of a person's life. ARVs are available to most people who need them in rich countries; this is not the case in many developing countries due to the high cost of medicines and weak healthcare systems.

HIV and AIDS as a development issue

HIV and AIDS are linked to poverty, and serve to undermine efforts to eradicate poverty and are in fact reversing progress achieved over decades in many developing countries.

- AIDS is now the world's leading cause of premature death among both men and women aged between 15 and 59 and AIDS related illnesses are the leading cause of death in Africa. Life expectancy has been reduced by over 10 years in some of the most affected countries.
- Communities are being destroyed by the impact of HIV and AIDS. Young and middle aged adults who are in their most economically productive period of life are most severely affected by HIV and AIDS.
- When parents become sick and unable to work, their children often have to look after them. Many children are becoming stay-at-home care givers, rather than going to school.
- Education is seen as key to combating HIV and AIDS. Many of the countries affected by HIV and AIDS have low literacy rates which makes raising awareness about HIV and AIDS difficult. The vast majority of HIV positive people do not know that they are infected. Many are scared of knowing because they are concerned about the reaction of their communities. Education is key to tackling the pandemic in the world's poorest countries and is often referred to as the 'social vaccine' against HIV. This is especially the case for girls. Research has shown that girls that stay in school longer are less likely to become HIV positive. Greater access to education also means that people are likely to change their behaviour and this can reduce the rate of HIV infection. However AIDS is undermining the education system by stopping children from attending school, teachers from teaching and schools from functioning.³

² Irish Aid Factsheet 4 HIV and AIDS and Development 2008
www.irishaid.gov.ie/centre/factsheets

³ Irish Aid Factsheet 4 HIV and AIDS and Development 2008
www.irishaid.gov.ie/centre/factsheets

**Find
out
more**

Some useful links on HIV and AIDS include:

- ➔ www.irishaid.gov.ie
Visit the Irish Aid's dedicated HIV and AIDS website for further case studies
- ➔ www.unaids.org
UNAIDS is the United Nations Programme on HIV and AIDS
- ➔ www.stampoutstigma.ie
An Irish campaign focusing on fighting stigma

Did you know?

In 2009, the number of people with HIV in Mozambique receiving antiretroviral treatment reached 170,000, compared with 10,000 in 2003.



Harley Chimitu, one of the 7000 members of MASFA small farmers co-op, Mchingi District, Malawi. Photo by Daniel Rowan

Section 2: Development education in an instant

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Irish Aid Volunteering and Information Centre. Photo: Red Dog.

Activity 1: Crossword

Getting started

SUBJECTS

- Geography

METHODOLOGY

- Internet research
- Crossword

TIME

- 40 minutes

AIM

- To introduce students to the work of Irish Aid and familiarise them with the Irish Aid website as a source of information on development

OBJECTIVES

- The students will be enabled to:
- Navigate their way around the Irish Aid website
 - Answer questions on development issues and on Irish Aid
 - Complete a crossword (answers on page 61)

YOU WILL NEED

- Computers with internet access
- Photocopies of the crossword below
- Pens

What to do

Introduction

- Ask the class to brainstorm ways in which people in Ireland are linked to people in developing countries. In what ways do people in Ireland help people in developing countries?
- Explain that Irish Aid is the government's overseas aid programme and works to fight poverty in developing countries.

Lesson development

- Divide the class into groups of two or three. Each group should have a copy of the crossword, a pen and access to a computer with internet access. Using the Irish Aid website at www.irishaid.ie, each group is to complete the crossword. The first group to do so correctly is the winner.

Closure

- By way of a tie-breaker, ask each group to complete the sentence using a maximum of ten words:
"The work of Irish Aid is important because . . ."



Rosemary Kadzidtche from
NASFAM co-op, Malawi.
Photo by Daniel Rowan.



The crossword puzzle grid consists of 20 numbered starting points for words:

- 1: Down, 1st row, 5th column
- 2: Down, 1st row, 10th column
- 3: Across, 1st row, 11th column
- 4: Across, 1st row, 16th column
- 5: Down, 2nd row, 3rd column
- 6: Down, 3rd row, 8th column
- 7: Across, 4th row, 1st column
- 8: Across, 4th row, 7th column
- 9: Across, 5th row, 3rd column
- 10: Down, 5th row, 10th column
- 11: Across, 6th row, 1st column
- 12: Down, 6th row, 12th column
- 13: Across, 7th row, 8th column
- 14: Down, 7th row, 15th column
- 15: Down, 8th row, 5th column
- 16: Down, 9th row, 10th column
- 17: Down, 9th row, 16th column
- 18: Across, 10th row, 3rd column
- 19: Across, 10th row, 11th column
- 20: Across, 11th row, 2nd column

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page

Across

3. Ireland provided assistance to anti-_____ groups in South Africa. (9)
7. One of the overarching goals of Irish Aid is to reduce this. (7)
8. Irish Aid is part of the Department of _____ and Trade. (7,7)
9. Many regions in the world are vulnerable to food scarcity each year, particularly the peninsula in East Africa known as the _____ of Africa. (4)
11. As part of its commitment to assist the people of Palestine, Ireland opened a Representative Office in _____ in 2000. (8)
13. The continent where Irish Aid focuses most of its work. (6)
18. Women are responsible for 60–80% of the world's food _____. (10)
19. Irish Aid works to improve access to _____ and sanitation, recognising the link between this and health and education. (5)
20. Environmental issue which particularly affects the world's poorest people. (7,6)

Down

1. Irish Aid's Hunger Task Force is a response to the fact that just under one _____ of the world's population do not have enough to eat. (5)
2. Irish Aid headquarters is located here. (8)
4. Irish Aid is committed to sustainable development and to safeguarding the _____ as the basis for the livelihoods and well-being of the majority of the world's poor men and women. (11)
5. Irish Aid funds what type of education in Ireland? (11)
6. In December 2008 Irish Aid provided an emergency humanitarian aid shipment to people in this country as part of their emergency and recovery work. (5)
10. The need to protect the environment to ensure poverty reduction was addressed in the world summit on sustainable development in 2002 held in _____. (12)
12. Country to the west of Malawi. (6)
14. Without adequate infrastructure and roads, farmers cannot get their crops to market and will revert to this type of farming. (11)
15. The capital of Sierra Leone. (8)
16. On average 60,000 people lose their lives to 'natural' disasters each year. Irish Aid's emergency and recovery work seeks to help in disasters such as _____. (10)
17. One of the diseases to be combated under the Millennium Development Goals. (7)



Students from Larkin Community College Dublin, visiting the Irish Aid Volunteering and Information Centre. Photo By Maxwells.

Activity 2: Moving debate

Getting started

SUBJECTS

- Geography
- English

METHODOLOGY

- Debate
- Group work

TIME

- 40 minutes

AIM

- To show the complexity of development issues and the connections between our actions and the lives of people in the developing world

OBJECTIVES

- The students will be enabled to:
- Explore and evaluate contrasting opinions on development issues
 - Formulate their own opinions and argument on development issues
 - Engage in debate on development issues
 - Recognise the links between our lives and the lives of those in developing countries

YOU WILL NEED

- Pens
- Copies of the comments cards
- A clock or stop watch

What to do

Introduction

- Read out the statements below.
- Ask students who agree with the statement to stand up and those who do not to stay sitting down.
- Count and note for each statement how many students stand up and how many remain seated.
- Ask the students why they disagree or agree with the statement

Lesson development

- Arrange students into small groups of two or three. Allocate two groups to each statement, ask one group to be for the statement and one to be against the statement. Give them the related team comments cards.
- Ask the groups to consider the comments they have been given and to prepare a 3 minute argument in favour or against their statement as allocated.
- Hold debates on each statement, asking the 'for' team to present their argument, the 'against' team to respond and then allowing the 'for' team a minute to reply.
- At the end of each debate ask students to stand up if they agree with the statement. Count and record how many are for and against each statement.

Closure

- Ask which students changed their mind and why.
- Ask students what they have learnt from the activity about development and poverty.



Women of Chimundi Village, Malawi. Photo by Concern/ Irish Aid.



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Statements

1. Volunteering abroad is the best way to help the world's poor
2. Giving money is the best way to fight world poverty
3. Tourism really helps people in developing countries
4. We should only give aid to countries with strong democracies
5. We should play a part in abolishing child labour by boycotting products made by children in developing countries

Team A

Topic 1: Volunteering – For

- Developing countries need skills which Irish people can provide.
- Developing countries can benefit from such help which they might not be able to provide themselves.
- Volunteering reminds us we are in an interdependent world and need to help each other.

Team B

Topic 1: Volunteering – Against

- Our help is of limited benefit because of linguistic and cultural barriers.
- Volunteering is not nearly as useful as providing training for local people.
- You can do more good by staying at home and campaigning on behalf of people in developing countries.

Team C

Topic 2: Aid – For

- Look at how Ireland benefited from EU aid.
- Aid can really help a country to get on its feet.
- Aid can save lives, especially in emergency situations such as natural disasters.

Team D

Topic 2: Aid – Against

- The international community should focus on debt-relief and providing fair trade.
- Wealthy countries only give aid to keep their consciences clean.
- Aid often has conditions attached.



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Team E

Topic 3: Tourism – For

- Tourism is a great source of revenue and there are many fantastic destinations in developing countries.
- Tourism provides huge employment in countries like Kenya and Tanzania.
- Tourism can be used to preserve areas of natural beauty.

Team I

Topic 5: Boycotting child labour – For

- We have only one childhood. It should not be spent working.
- By buying these products we are benefiting from their misery.
- We are turning a blind eye to the situation because it is to our advantage.

Team F

Topic 3: Tourism – Against

- Tourism does not benefit the local people.
- Tourism is not locally owned and the workers have few rights.
- Tourists are a drain on the local resources and are often insensitive to local culture.

Team J

Topic 5: Boycotting child labour – Against

- We should not cut off their only means of survival.
- Boycotting is not right. We can help them in other ways.
- We can help end child labour by funding education programmes for the children and lobbying for worker's rights.

Team G

Topic 4: Democracy – For

- Some aid may not reach its intended destination.
- We should not give money to human rights abusers.
- People cannot voice their opinions when they see money being mis-spent.

Team H

Topic 4: Democracy – Against

- Countries with weak democracies need our help most.
- By providing aid the international community is helping to improve the situation.
- We should use aid as an incentive to become more democratic.



Irish Aid Volunteering and Information Centre, O'Connell Street, Dublin. Photo by Denis Gilbert.

Activity 3: Quiz

Getting started

SUBJECTS

- Geography

METHODOLOGY

- Quiz

TIME

- 40 minutes

AIM

- To provide an overview of key development issues and to highlight some of the main global concerns

OBJECTIVES

- The students will be enabled to:
- Identify the location of world sites
 - Consider world gender inequality
 - Consider some key development facts
 - Recognise global disparities

YOU WILL NEED

- Paper
- Pens

What to do

Introduction

- Divide students into four teams and ask each team to think of a country with which they have a connection. Ask the teams to name their country and their connection with that country e.g. went on holiday there, born there etc.

Lesson development

- Tell the teams that their team name is their chosen country and write the team names up on a score chart on the board. Begin the quiz.
- Ask each team to write on their answer sheet the answers to each question. At the end of each round go through each question, asking for the students' answers before telling them the right one. Record each team's result at the end of each round.

Closure

- Ask each student to name something they learnt from the quiz.

Round one: Where in the world?

1. In which continent are Albania, Macedonia and Montenegro found?
2. In which continent is the highest mountain in the world?
3. Which continent has the highest level of HIV and AIDS in the world?
4. Which continent has the worst environmental impact relative to its population?
5. In which continent are the Angel Falls, the world's tallest waterfall?
6. In which continent is the world's largest river?
7. Which continent has the greatest amount of oil, coal and gas in the world?
8. From which continent did humans first evolve?

Round two: Tongue tied

Choose a team to go first. Allow one player in that team to see the first of the words below. That player has to describe the word to the other members of the team without saying the word, or a related word and without repeating themselves. The team has one minute to guess the word and gets a point if they get it right. The next team then plays. Give each team two words.

1. Equality – can't say equal
2. Famine
3. Climate Change – can't say global warming
4. Poverty – can't say poor
5. Justice – can't say just
6. Education – can't say educate, school
7. United Nations
8. Aid

Round three: Gender inequality statistics

Write these percentages on the board and ask the groups to match the right percentage to each question.

1% 17% 54% 60% 60% 75% 87%

1. Approximately what percentage of the world's poorest people are women?
2. What percentage of the world's members of parliament (TDs) are women?
3. What percentage of children not at school are girls?
4. What percentage of land is owned by women?
5. In industrialised countries including Europe, what percentage of the average man's salary does the average woman earn?
6. What percentage of women in the world cannot get bank loans because they have unpaid or insecure jobs and because they cannot own property?
7. In Kenya, what percentage of her daily calorie intake might a woman burn collecting water?

Round four: World as a village

If there were 100 people in the world – based on present statistics – how many of the 100 would . . .

1. be Asian?
2. be white?
3. live in substandard housing?
4. be unable to read?
5. be malnourished?
6. lack access to improved sanitation?
7. have access to the internet?
8. have HIV?

Round five: General development knowledge

1. What does MDG stand for?
2. Name one of the main greenhouse gases?
3. Which deadly illness is spread by mosquitoes?
4. Which Government department has responsibility for Irish Aid?
5. What does UN stand for?
6. Which country in the world produces the most carbon dioxide emissions relative to the size of the population?
7. What is the life expectancy in Ireland?
8. What is the life expectancy at birth in Sierra Leone?

Answers

Round one: Where in the world

1. Europe
2. Asia
3. Africa
4. North America
5. South America
6. Africa
7. Asia
8. Africa

Round four: World as a village

1. 60
2. 18
3. 80
4. 67
5. 50
6. 39
7. 7
8. 1

Round three: Gender inequality statistics

1. 60%
2. 17%
3. 54%
4. 1%
5. 60%
6. 75%
7. 87%

Round five: General development knowledge

1. Millennium Development Goal
2. Carbon dioxide
3. Malaria
4. Department of Foreign Affairs and Trade
5. United Nations
6. Qatar
7. 80.3 (a point should be given if the group answers 79, 80 or 81)
8. 48.2 (a point should be given if the group answers 47, 48 or 49)

Answers to Crossword on page 52





Mukola Mwila at Chifwani Primary School, Zambia. Photo by Irish Aid.

Activity 4: Introducing the Millennium Development Goals

Getting started

SUBJECTS

- Geography

METHODOLOGY

- Group work
- Visioning

TIME

- 30 minutes

AIM

- To introduce students to the Millennium Development Goals

OBJECTIVES

- The students will be enabled to:
- Consider world problems
 - Brainstorm the Millennium Development Goals
 - Research the Millennium Development Goals

YOU WILL NEED

- Art materials
- Internet

What to do

Introduction

- Go around the class and ask each student to name something they need to be healthy e.g. food.
- Go the opposite way around the class and ask each student to name a global problem e.g. war.
- Optional extra – Ask students to look through the newspapers and name the world's problems that the newspapers highlight.

Lesson development

- Arrange the class into groups of four. Ask each group to think of 8 things they think everyone in the world should have by 2015 and to decide which 3 of these things they think are the most important.
- Ask each group to read out the 3 things they think are most important. Write up the overall list.

Closure

- Read the text below on the MDGs. Were any of the Goals reflected in the lists the students put together? Ask the students if they think that these are the most important things for the world.

Find
out
more

To learn more about Irish Aid's work in the context of the Millennium Development Goals go to:

➔ <http://www.irishaid.gov.ie/challenges.asp>

Millennium Development Goals

In September 2000, world leaders came together at United Nations Headquarters in New York to adopt the **United Nations Millennium Declaration**. They committed their nations to a new global partnership to reduce extreme poverty and set out a series of time-bound targets – with a deadline of 2015. These targets have become known as the Millennium Development Goals. The eight millennium goals identify some of the main causes of extreme poverty in today's world and underpin world efforts to reduce poverty. The Millennium Development Goals require the international community to:

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 (making trade, aid and debt relief work for people in developing countries)



Zambian children and water pump. Photo by Ruth O' Doherty

Activity 5: MDG posters

Getting started

SUBJECTS

- Art

METHODOLOGY

- Art
- Group work
- Internet research

TIME

- 1 hour

AIM

- To introduce students to the Millennium Development Goals

OBJECTIVES

- The students will be enabled to:
- Consider world problems
 - Brainstorm the Millennium Development Goals
 - Research the Millennium Development Goals
 - Visually represent the Millennium Development Goals

YOU WILL NEED

- Art materials
- Internet

What to do

Introduction

- Give out the cards, some people have solutions some have problems. Ask the students to match up each problem with a solution by finding the person with the relevant card. When the class has paired up ask each student to read out their problem and solution. Explain that the solutions are Millennium Development Goals (MDGs) and read the section below on the MDGs.

Lesson development

- Allocate each group a MDG. Ask each group to research their MDG on the internet. They can find information at www.irishaid.gov.ie.
- Ask each pair to create a poster illustrating the importance of their MDG.
- Ask each pair to show and explain their MDG to the class using their poster.

Closure

- Ask the class which MDG they feel is the most important and why.

Millennium Development Goals

In September 2000, world leaders came together at United Nations Headquarters in New York to adopt the **United Nations Millennium Declaration**. They committed their nations to a new global partnership to reduce extreme poverty and set out a series of time-bound targets – with a deadline of 2015. These targets have become known as the Millennium Development Goals. The eight millennium goals identify some of the main causes of extreme poverty in today's world and underpin world efforts to reduce poverty. The Millennium Development Goals require the international community to:

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 (making trade, aid and debt relief work for people in developing countries)



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Cards

Problems

Over 33 million people around the world are living with HIV and AIDS and over 11 million children in Africa have lost one or both parents to AIDS.

Women account for two thirds of the world's poor. Worldwide, women hold only 16% of parliamentary seats and earn 20%–30% less than their male co-workers.

97% of deaths caused by disasters such as drought, floods and windstorms take place in developing countries. These disasters are likely to increase as a result of climate change.

In parts of Africa a woman is 200 times more likely to die in child birth than a woman in Ireland.

2008 emissions of carbon dioxide were 28% above the 1990 level. Per capita emissions are highest in developed countries.

A billion people worldwide live on less than \$1 a day. Worldwide, one in five workers and their families are living in extreme poverty.

70 million children worldwide do not go to school, over 90% of these are in developing countries.

Malaria, a wholly-treatable disease accounts for up to 25% of child deaths in the developing world, while tuberculosis kills about two million people a year.

In 2009, 8.1 million children died before their fifth birthday.

Donors pledged to increase their assistance to developing countries, but due to the economic crisis and other reasons many donors have failed to meet their commitments. Aid to Africa is expected to rise by just 1% a year in real terms between 2011 and 2013.





Goals

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Fanney Steve, aged 8, with groundnuts from MASFA small farmers co-op, Mchingi District, Malawi. Photo by Daniel Rowan







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