RESEARCH

A Study of the Opportunities for Development Education at Senior Cycle

NCCA
National Council for Curriculum and Assessment
An Chomhairle Náisiúnta Curaclaim agus Measúnachta

Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

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National Council for Curriculum and Assessment
The National Council for Curriculum and Assessment (NCCA) advises the Minister for Education and Science on curriculum and assessment for early childhood education and for primary and post-primary schools in Ireland.

This report is published by Irish Aid.

Wall mural on the Millennium Development Goals (MDGs) done in partnership with Zambian artist Stary Mwaba in Presentation College, Bray, 2005 (Courtesy of 80:20 Educating and Acting for a Better World)

A STUDY OF THE OPPORTUNITIES FOR DEVELOPMENT EDUCATION AT SENIOR CYCLE

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Contents

	page
Foreword	4
Introduction	5
Chapter 1: The context	11
Chapter 2: Development education and Transition Year	15
Chapter 3: Development education and the Leaving Certificate (established)	21
Art and development education	25
Agricultural Science and development education	35
Biology and development education	41
Construction Studies and development education	49
Economics and development education	55
English and development education	63
Gaeilge and development education	73
Geography and development education	77
History and development education	85
Modern Languages and development education	91
Music and development education	99
Religious education and development education	105
Summary Overview of Leaving Certificate (established) and development education	113
Chapter 4: Development education and the LCVP	117
Chapter 5: Looking to the future - the review of senior cycle	121
Chapter 6: Conclusions and recommendations	125
Appendix: Tips on producing development education resources	129

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FOREWORD

It gives me great pleasure to write the foreword for this research report into the opportunities for development education at senior cycle. I am pleased that Irish Aid commissioned such an important piece of research in partnership with the National Council for Curriculum and Assessment.

We value the close working relationship that exists between the National Council for Curriculum and Assessment and Irish Aid. Irish Aid recognises that many of the achievements in development education are the result of a partnership approach.

I would like to congratulate the National Council for Assessment and Curriculum on the production of an in-depth report that will hopefully inform future thinking and discussion on the role of development education within the senior cycle.

The availability of such a research report provides educators in second level schools with a valuable reference document to help integrate development education content and methodologies into their subject areas and programmes.

During recent visits to schools in the greater Dublin area I was very impressed by the level of interest and knowledge young people have in development issues. Many students wanted to know what we as Ireland in general and they in particular can do to help those in the world that need our help most.

The Irish Aid programme is widely regarded as a first class one and the Government is committed to reaching the UN goal of 0.7% of GNP on Overseas Development Aid by 2012, three years ahead of the UN target date. In 2006 Irish Aid will spend €734 million on Ireland's overseas aid programme and €773 million will be spent in 2007. The overarching objective of Ireland's aid programme is the reduction of poverty in all its various manifestations.

With the significant increases in our Overseas Development Assistance budget comes the responsibility to inform and enlarge the Irish public's understanding of development issues and challenges.

Through bringing development into the classrooms of Ireland, giving the young people of Ireland an opportunity to understand their responsibilities as global citizens, we will help to ensure that Ireland can continue to play her part in global development for generations to come.

This is one of the reasons why, as part of our overall aid programme, we support development education here in Ireland and we do so by facilitating the introduction and promotion of development and human rights issues in schools, teacher training, youth and community groups, third level institutions and civil society organisations.

Young people must have access to quality education to enhance their ability to be actors for sustainable development and a just and peaceful world. Education must reflect the importance of living in a manner that promotes equality in the present and fosters a sustainable future.

I am certain that this research will support schools wishing to develop cross curricular work with a global dimension across the senior cycle programmes, thus mirroring the multi disciplinary nature of development itself.

Conor Lenihan, T.D.
Minister of State responsible for Irish Aid and Human Rights

INTRODUCTION

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... It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels[1]

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

Indeed, the pedagogical approaches and methodologies that are so central to development education - a strong emphasis on self-directed and co-operative learning strategies, the use of active learning methodologies and the promotion of skills of critical analysis, reflection and action - are no longer simply the preserve of development education, but are promoted across the curriculum today. This is also reflected in education departments in third level colleges where mainstream educational thought has been influenced by development education theorists such as Paulo Freire.
The range of players involved in development education has also grown. In addition to the voluntary and NGO sector, key players now include education departments in third level colleges, curriculum development units, institutes of further education and community based and youth organisations.

Previous studies have charted the curriculum opportunities for integrating development education at both primary level and at post primary junior cycle.[2] This study seeks to complete the picture by mapping development education opportunities at senior cycle.

The aims of the study are

- to provide an overview of current development education opportunities at senior cycle with specific reference to Leaving Certificate (established), Leaving Certificate Vocational Programme and Transition Year
- to identify areas of strength and challenges with regard to development education opportunities at senior cycle
- to point towards future developments at senior cycle and the opportunities they may present for the strengthening of development education within the senior cycle curriculum.

The Leaving Certificate Applied (LCA) programme is not examined within this publication as the opportunities for incorporating a global perspective within the Social Education modules and the Contemporary Issues task are already well established and documented.[3]

This review of the curriculum will not simply look at the links between development education and specific syllabuses/course content at senior cycle. It will also look at the shared values, attitudes and behaviours which are promoted through the curriculum, as well as its teaching methodologies and modes of assessment.

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

Charting our Education Future, p. 18.

1 Definition of development education by *Irish Aid in Development Education Strategy Plan 2003-2005*, p.11.

2 *A Global Curriculum? Development Education and the Junior Certificate* (1991) CDVEC Curriculum Development Unit and Trócaire. *The World in the Classroom. Development Education in the Primary Curriculum* (1999) Curriculum Development Unit, Mary Immaculate College and Trócaire.

3 See, for example, *Rising to the Challenge - A Guide to Teaching Contemporary Issues in LCA*. (2002) CDVEC/LCA Support Service.

DEVELOPMENT EDUCATION DEFINED

There are a range of social and political 'educations' that are rooted in human rights and justice principles and aim to increase understanding of the social, political, economic and environmental issues which shape our lives. These include human rights education, environmental education, education for sustainable development, intercultural education, anti-racist education, citizenship education and, of course, development education. While the various 'educations' have much in common, and can all make a contribution towards fostering in young people a sense of civic responsibility and a desire to make the world a better place, the distinguishing feature of development education is its emphasis on linking local and global justice and development issues. Development education begins with the local but always looks at the bigger picture. Above all, it is committed to promoting a greater sense of global solidarity with, and responsibility for, people of the developing world.

The summary chart on the following page outlines the key features of development education.

DEVELOPMENT EDUCATION HAS 5 KEY COMPONENTS

Knowledge, ideas and understanding	Attitudes and values	Skills	Action	Methodologies
Factual information about local and global justice issues how we as individuals and as nations are interdependent and interconnected the causes and consequences of global poverty and underdevelopment issues of human rights and human dignity issues of aid, trade, debt, war/conflict, the environment, migration, refugees, etc.	Respect for self and others A sense of belonging and social responsibility A commitment to human rights, justice and fairness An appreciation of diversity and of other cultures A concern for and empathy with others An appreciation of human interdependence A belief that 'I can make a difference' A sense of responsibility and stewardship	Co-operation Team-work Communication Analysis Identification of causes and consequences Critical thinking Problem-solving Information processing Recognition of stereotyping and bias Reflection Imagination	Action to effect change for a more just and equal world can include displays, exhibitions and performances letter-writing petitions campaigns action research special awareness events action projects	Use of learner-centred and active methodologies such as discussion debate group work pair work simulation exercises role-play project work organising events use of I.T., audio tapes, digital cameras, etc.

WHY TEACH THE GLOBAL DIMENSION?

The benefits of incorporating a global perspective are numerous.

- Its educational approach (student-centred and activity-based learning) and many of its central concerns, themes and issues are already incorporated in many senior cycle programmes and subjects.
- It can be accommodated within all subjects in the curriculum and can help students link knowledge and learning across different subject disciplines.
- In an increasingly complex and globalised world, development education perspectives can enrich a student's understanding of the world around her/him.
- It can help create respect for diversity and enhance understanding of the interconnections and interdependence between people in Ireland and people in other parts of the world.
- It can reinvigorate one's teaching and enliven students' interest as they address issues of relevance and concern to them – the gap between rich and poor, uneven consumption and its consequences, culture and life-style, environmental degradation, trade and aid, global communications, etc.
- It provides students with a sense of empowerment and an opportunity to make a difference both locally and globally. As such, it helps students become responsible global citizens.

USING THIS STUDY

The audience for this publication includes all those with a responsibility for, and interest in, development education. It is of particular relevance to teachers, development education practitioners and resource providers. It is hoped that this study will support school managers, programme coordinators and teachers, both individually and as teams, in incorporating development education themes and approaches into their planning of senior-cycle subjects and programmes. It can also support schools in whole school development planning where the vision and mission of the school is one that seeks to promote an awareness of, and engagement with, issues of justice and human rights. It is also hoped that it will inform the development of new teaching resources and so contribute to enhancing the opportunities for linking development education with the curriculum at senior cycle.

The study is designed for use in a number of ways. Some will read the study from beginning to end. Others will find it useful to focus on specific chapters that address their particular area of interest or expertise. In order to facilitate different approaches the study is arranged as follows:

Chapter 1 sets out current trends and developments in education which are influencing educational change.

Chapter 2 discusses the use of development education in Transition Year.

Chapter 3 examines the opportunities for development education within the Leaving Certificate (established). A representative range of subjects are considered, each one accompanied by an overview summary statement and a resource list.

Chapter 4 identifies opportunities for development education within LCVP.

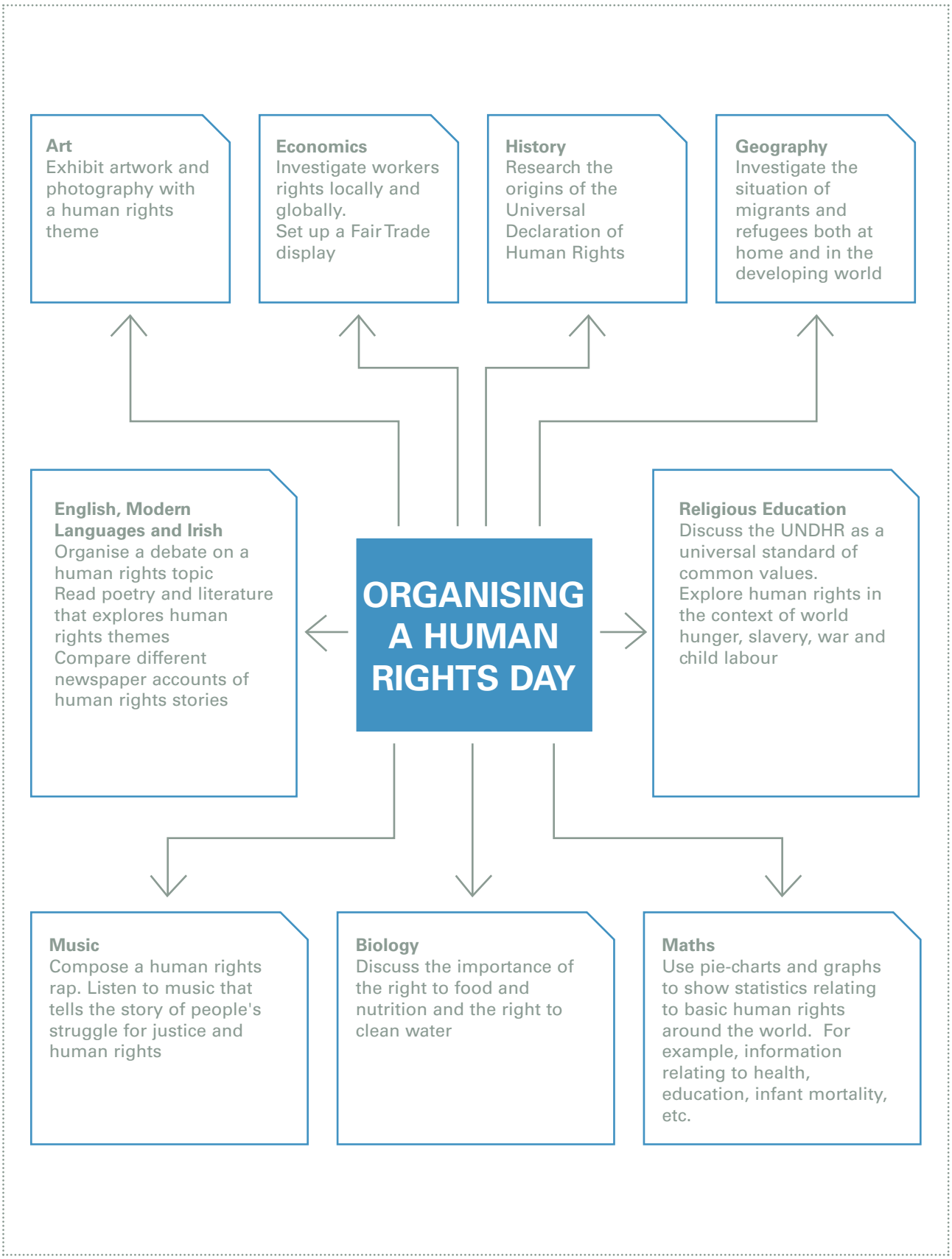
Chapter 5 identifies how the proposed changes to senior-cycle education might provide opportunities for development education.

Chapter 6 provides some conclusions and recommendations.

CROSS-CURRICULAR WORK

While many readers will be most interested in seeing the links between development education and their own area of interest and expertise, it is often useful to know what is happening in other Leaving Certificate subjects and other programmes. It is hoped that this document will build awareness of the various areas of content-overlap between different subjects and so encourage engagement in cross-curricular work. There are particularly rich opportunities for developing cross-curricular work with a global perspective in Transition Year and the LCVP programmes. These will be outlined later in chapters two and four.

Topic web showing sample linkages across a theme



CHAPTER 1

Setting the Context

SETTING THE CONTEXT

In recent years, a consciousness of the global context in which education takes place has been much in evidence in the debate on educational reform. The outward-looking character of contemporary Irish education is evident in policy documents and educational discourse. This is due to a variety of factors, such as the multiplicity of cultural ties and political relationships which Ireland enjoys, the work of Irish NGOs, the history of Irish people seeking work in many countries around the world and more recently, the growth in ethnic and cultural diversity in Ireland brought about by increased movement from an enlarged European Union, as well as an increase in asylum-seekers and those issued with work permits from around the world.

Commenting on the context in which Irish education takes places, the Government's White Paper on Education, *Charting our Education Future* (1995), noted

> Recent geopolitical developments, including major changes in Eastern Europe, concern about an apparent resurgence of racism, violence and xenophobia in many countries, and the focus on conflict resolution in the island of Ireland, serve to underline the importance of education in areas such as human rights, tolerance, mutual understanding, cultural identity, peace and the promotion of co-operation in the world among people of different traditions and beliefs. The threat to the global environment has focused attention on the importance of environmental education.

In this context, the need for education to cultivate an awareness of global issues is emphasised:

> An important component of the international dimension of education is making young people aware of the nature and causes of underdevelopment in the world and about what needs to be done to bring about change in relation to the imbalance in wealth between rich and poor countries… An aim informing policy formulation, educational practice and curriculum development at the different levels will be to create an **awareness of global issues, including the environment and third-world issues.** The objective will be to stimulate a commitment, by individuals and society as a whole, to necessary actions that respond to specific crises and, equally importantly, to search for and promote long-term solutions to the underlying problems.

EDUCATIONAL CHANGE - THE BIG PICTURE

Initial post-compulsory education is the focus of attention and review across a large number of countries today. What trends are discernable in relation to curriculum provision at this level internationally? Research commissioned by the NCCA[1] into developments in upper secondary education in a number of countries established that, compared with Ireland, many countries present learners with greater levels of flexibility in making and taking curriculum choices. Amongst other things, other countries place a greater emphasis on education for life-long learning and on education for personal development including human rights education, citizenship education, and global education. This has been triggered by a number of factors including, the expansion of the European Union (to include a wide diversity of cultures and histories many of whom are embracing citizenship education for the first time), evidence amongst young people of disaffection with and alienation from formal politics and institutions, while sustaining an interest in social, environmental and political issues, and the development of schools with an increasingly diverse and multicultural population of students.

The NCCA's paper *Developing Senior Cycle Education Consultative Paper on Issues and Options* (2002) has summarised international trends as follows:

> There are four clearly identifiable directions that progressive education systems are taking into the future. Firstly, they are moving from a predominant focus on curricular content to emphasising skill and processes. Secondly, a parallel movement from subjects and cognitive attainment as the primary source and basis of learning to a more holistic view of learning sources and ways of generating and inspiring learning. Thirdly, a related movement away from didactic teaching methods

1 Le Metais, J. 2003 *International Development in Upper Secondary Education*, NCCA.

towards greater potential for self-directed learning. Finally, a breaking down of the false dichotomy of academic and vocational and an integration of both and the blurring of boundaries between work and learning and the embedding of learning in a range of contexts.

(p. 33)

REVIEW OF SENIOR CYCLE

The NCCA's review of senior cycle post-primary education commenced with the publication of *Developing Senior Cycle Education: Consultative Paper on Issues and Options* in October 2002. It has progressed since then through an extensive consultation process and a series of publications culminating in detailed advice to the Minister for Education and Science in April 2005. Many of the ideas and proposals for change outlined in these documents have the potential to open up new opportunities for development education at senior cycle. These opportunities will be elaborated in more detail in Chapter 5.

The following paragraphs outline some of the proposals for change that will influence the future of senior-cycle education in Ireland.

AIMS AND PURPOSE OF SENIOR CYCLE EDUCATION

'The fundamental purpose of senior-cycle education is to enable and prepare people to live their lives to the fullest potential within democratic society.'

Developing Senior Cycle Education, Consultative Paper on Issues and Options p.37.

The general aims of senior-cycle education are to

- provide continuity with the junior cycle of post-primary education and to allow progression to further education, the world of work and higher education
- provide a curriculum characterised by breadth and balance, while allowing for some degree of specialisation
- contribute to equality of opportunity and outcome within a context of life long learning
- contribute to the development of each individual's moral, social, cultural and economic life and to enhance his/her quality of life
- educate for participative citizenship at local, national, European and global levels
- ensure that the highest standards of achievement are obtained by every person, appropriate to his/her ability.

MAIN ISSUES IDENTIFIED

The review of senior cycle arrived at a number of key findings which include the following:

- Senior cycle needs to be a more adult experience with the student exercising more control over his/her own learning.
- There is a need for a greater focus in the curriculum on basic and key skills.
- More flexibility and accessibility is needed to enable learning in a lifelong context.
- Gaps within the curriculum need to be addressed, such as education for personal well-being and education for active citizenship.

SKILLS

The review of senior cycle has suggested that alongside the emphasis on the knowledge-content of subjects, there should be a strong emphasis on skills and how they are linked to knowledge. Particular skills to be embedded and developed include the skills of learning to learn, information processing, personal effectiveness, communication, critical and creative thinking and working with others.

DEVELOPMENTS IN SENIOR CYCLE

Amongst the changes recommended are

- Reducing the content of subject syllabuses in order to create more space for a greater student role in structured, well-managed, independent learning and research.
- Over a two or three-year programme of study senior-cycle students would have access to a range of curriculum components – subjects, short courses and transition units
- In order to balance the range of subjects available to learners, a number of additional subjects would be introduced on an optional basis (for example, Social and Political Education). In addition, short courses are proposed which would be developed on a phased basis.
- Assessment would be more frequent and spread out across the programmes of study
- Changes to school culture would be promoted to allow students take more responsibility for their learning and to enable access to learning environments beyond the school.
- A new form of certification would record more of the student's achievements and give greater insight into the range of skills students have encountered in their programme of study.

IN CONCLUSION

The proposed rebalancing of the curriculum at senior cycle looks set to open up greater space for the study of subjects with a focus on citizenship, human rights and global issues. These areas of study will be made available through transition units, new subjects, and within revisions of existing subjects. More importantly, future development at senior cycle look set to emphasise key skills and values, a different learning environment and a learning relationship much more compatible with democratic models of learning promoted by development education. At the outset of this study it is important to stress that the kinds of dispositions, understanding, values and attitudes central to development education are, in the first instance, laid through the encounter of the learner with the individual teacher, through the relationship experienced, through the teaching approaches and finally, through the actual curriculum (in the narrow sense) itself. Development education then, is not another subject within the curriculum and is much more than the sum of a series of random opportunities.

The review of senior cycle education is discussed in more detail in Chapter 5.

CHAPTER 2

Development Education and Transition Year

DEVELOPMENT EDUCATION AND TRANSITION YEAR

CURRENT PROVISION

Transition Year is a one-year, school-based programme between junior cycle and senior cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from adolescence to adulthood, from a highly structured to a more flexible and independent learning environment and from school to working life.

All second-level schools have the option of offering the Transition Year programme to their students and currently 526 schools are doing so. This represents approximately 75% of all Irish post-primary schools.

AIMS OF THE TRANSITION YEAR PROGRAMME

The overall mission of Transition Year is

'To promote the personal, social, educational and vocational development of pupils and to prepare them for their role as autonomous, participative and responsible members of society.'

Transition Year Guidelines 1994-95, p. 4.

The aims of Transition Year are to provide

- education for maturity with an emphasis on social awareness and increased social competence
- experience of adult and working life as a basis for personal development and maturity
- general technical and academic skills with an emphasis on self-directed learning.

AREAS OF STUDY IN TRANSITION YEAR

The Transition Year programme is designed and delivered in schools by the Transition Year Co-ordinator, core team and teaching staff in consultation with management. Currently a Transition Year programme offers students a broad and balanced curriculum for one year covering such areas as

- Core subjects, e.g. Irish, English, Maths.
- Subject sampling, e.g. Drama, Economics, Environmental Studies, Japanese, Spanish, ICT.
- Modules designed specifically for Transition Year, e.g. Development Education, Health Education, European Studies, etc.
- Calendar events, e.g. work experience, community outreach, visiting speakers, field trips.

TEACHING METHODS AND APPROACHES

A key feature of Transition Year is the use of a wide range of teaching/ learning methodologies and situations. There is a strong emphasis on

- negotiated learning
- personal responsibility in learning
- activity-based learning
- integration of current research on learning (such as multiple intelligence theory).
- team teaching approaches
- group work, discussion, debate, interview, role-play
- project work and research
- visiting speakers and seminars
- study visits and field trips
- work experience, work simulation and community service.

ASSESSMENT AND CERTIFICATION

The activity-based learning ethos of the year requires each school to engage in school-based assessment, which helps students to identify their own strengths and weaknesses, as well as develop the skills of self-assessment and reflection. Assessment is on-going, with portfolio assessment, project work, and exhibitions of students' work, as well as oral, aural, practical and written activities all forming part of the assessment process. Since 2000, the Department of Education and Science has issued an official Transition Year certificate to participants. This is in addition to schools providing their own school-based certification.

DEVELOPMENT EDUCATION AND TRANSITION YEAR

Amongst the core aims of Transition Year is the fostering of social awareness. Social awareness must be local and global. Development education is therefore an essential part of the Transition Year programme. Indeed, it is difficult to imagine a school doing justice to the aims of Transition Year without incorporating development education in the programme.

Transition Year presents a tremendous opportunity to assign a substantial amount of time to development education and so lay a solid foundation for further work in this area at senior cycle. Because the Transition Year programme is designed to allow great flexibility of content, approaches and timetabling,

there are numerous ways that development education can be included in the programme.

SOME OF THE OPTIONS FOR INCLUDING DEVELOPMENT EDUCATION ARE:

a) Whole-school approach
The entire Transition Year programme is built around a commitment to increasing social awareness and social justice. The entire curriculum is infused with this vision and work experience/ social outreach support this vision. Explicit reference is made to development education in the Transition Year contract of learning.

b) Cross-curricular approach
Teams of two or more teachers can develop a cross-curricular TY module on a particular development theme such as human rights, trade or gender. See example.

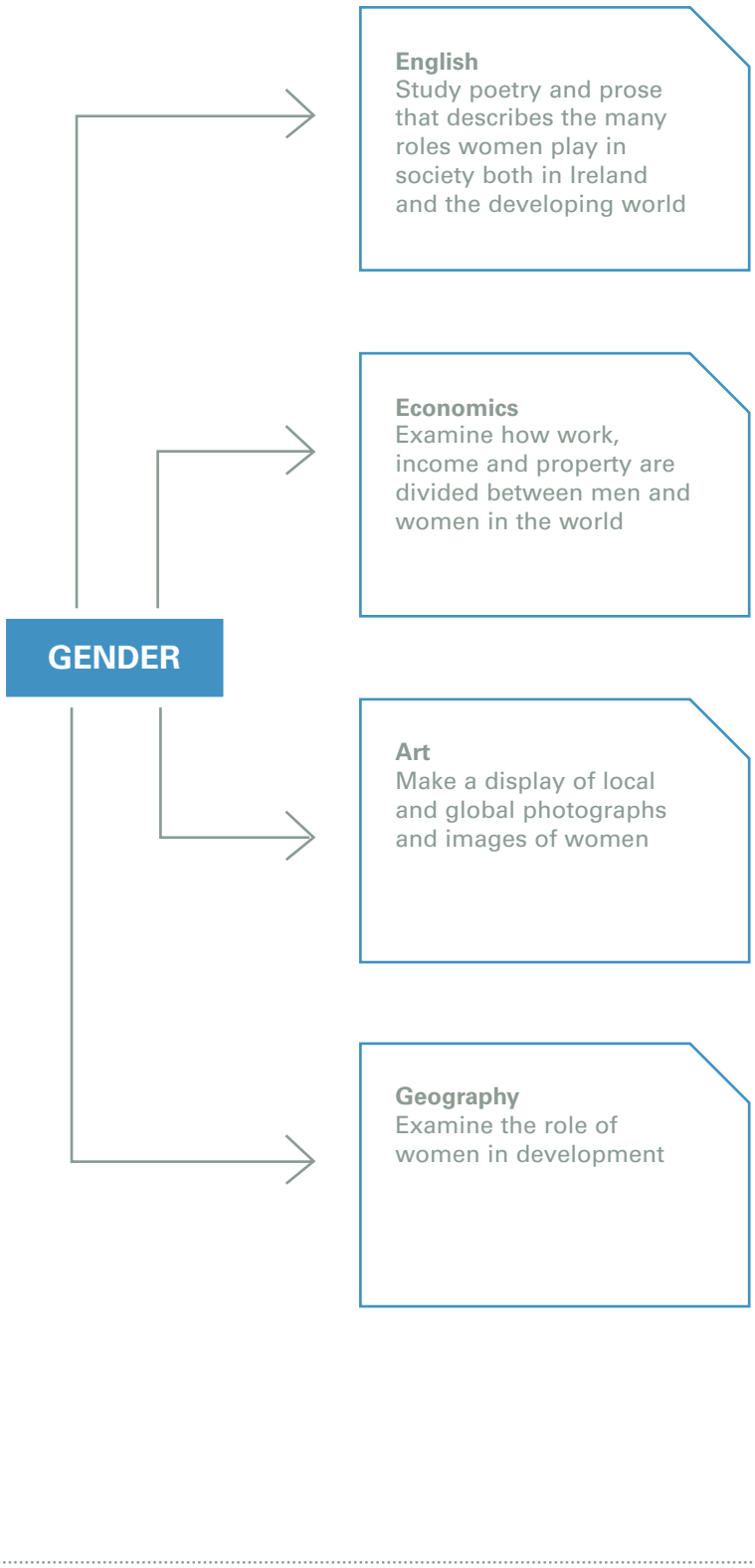
c) Integration into existing subjects
Individual teachers can incorporate a global/justice perspective into their subject areas, e.g. Geography, History, Religious Education, etc.

d) Stand-alone module
Individual teachers can develop a short course or module in development education (perhaps 10/12 weeks). This would be timetabled for a minimum of one double class period per week or could be timetabled for up to four class periods.

Individual teachers can develop a year-long module in development education. This approach allows an opportunity to investigate a number of key development themes in some detail.

See **www.ty.slss.ie** for sample modules and resource materials for Transition Year

Example of a cross-curricular approach to development education in Transition Year



Great variety is observed in the way schools incorporate a global justice perspective in Transition Year. The greatest impact is achieved when development education is part of the school's overall commitment to justice and human rights education. In such cases, the theme of social justice is woven throughout the curriculum and throughout the school year and development education plays a vital role in this.

The flexibility afforded by Transition Year presents opportunities for special days (such as International Human Rights Day) and special weeks (such as One World Week and Fair Trade Fortnight) to be celebrated. By setting aside special dedicated days, schools can enable creative work across cross-curricular themes that involve the whole school community.

THE ROLE OF DEVELOPMENT NGOs AND DEVELOPMENT EDUCATION ORGANISATIONS

The development education community has played an important role in supporting development education at Transition Year. Many NGOs now provide extensive, easily accessible development education resources on their websites. In one instance, a number of agencies have cooperated in developing a dedicated site (www.developmenteducation.ie) involving Irish Aid, Aidlink, 80:20, Concern, NYCI, Self Help Development International and Loreto Schools Justice & Peace Network. The Concern Debates involve around 150 schools each year, with the majority of participants coming from Transition Year. Trócaire has a special Transition Year project, Pamoja (www.pamoja.ie) which involves Irish schools linking with schools in Kenya to explore issues of human rights. Both Concern and Trócaire provide teaching materials and website support for development education, including a number of campaigns which students can support. For example, campaigns on child labour, fair trade and global education. Amnesty International's initiative "Voice Our Concern", where well known Irish artists and writers work with Transition Year students on human rights issues, is a particularly striking example of the creativity that is possible in this area. Other NGOs have taken imaginative initiatives related to development education, some of which involve Transition Year students spending short periods in a developing country.

There are numerous development education resources designed specifically for Transition Year. The Transition Year Support team carried out an audit of the modules used in Transition Year over the years and found that the most popular modules were those which offered an 'incentive' where, for example

- students received a certificate on completion of the module
- students could win a prize, e.g. a trip to Brussels
- teachers were given a video or CD ROM resources
- the school raised its profile from their engagement with the project.

They also concluded that materials must be attractive, high-tech, engaging for the students and appropriate to their age group, culture and interests. Hence development NGOs have found a strong interest amongst students in child labour, because it is an issue that engages young people emotionally and has an immediate relevance. Students are particularly interested in learning where and how their clothes are produced.

FUTURE DIRECTIONS

The experience of Transition Year points to the importance of providing students with opportunities that enable them to make a difference and so gain a sense of empowerment. The growth in popularity of the Young Social Innovator programme, an Gaisce and other such awards in Transition Year points to the importance of education linked to meaningful action. The Young Social Innovator programme includes a special category award (sponsored by Irish Aid) for development education projects with a global dimension. The ESAT Young Scientist and Technology competition also offers opportunities for working on projects with a development focus. Irish Aid in partnership with Self-Help sponsor a development for science special award in the Young Scientist Competition. Self-Help's Africa Alive programme encourages schools to enter development projects in this competition (www.selfhelpintl.ie/selfhelp/main/youngscientist). There is scope for further development education initiatives that provide opportunities for Transition Year students to investigate an issue of global justice and take action for change. The development of a project related to setting up a Fair Trade mini-company is one area that could be explored.

The experience of Transition Year has also shown the key role played by individual teachers and Transition Year coordinators in including development education in their programmes. Where a global justice perspective is evident it is largely due to the interest or experience of a particular teacher. Once again, this points to the need for professional support for such teachers, including training and networking opportunities.

Proposals for the Future Development of Senior Cycle Education in Ireland by the NCCA recommends a restructured senior cycle that would include new curriculum components called transition units (TUs). These are forty five hour units of study which would be derived from current best practice in Transition Year. It is envisaged that the NCCA would support schools in developing TUs which could then be validated and made available to other schools. There is potential here for the development of a number of TUs with a development education focus. The involvement of schools, teachers, curriculum development units, non-government organisations and other partners with experience in Transition Year education would be essential to the development of these new TUs.

Chapter 5 will discuss *Proposals for the Future Development of Senior Cycle Education in Ireland* in more detail setting out how changes at senior cycle might enable a more structured and focused integration of development education in subjects, short courses and transition units.

CHAPTER 3

Development Education and Leaving Certificate (Established)

DEVELOPMENT EDUCATION AND LEAVING CERTIFICATE (ESTABLISHED)

INTRODUCTION

Many Leaving Certificate subjects present rich opportunities for exploring development education issues. Most subjects approach learning from both local and global perspectives and provide opportunities for students to explore issues of justice and human rights that impact on their daily lives and on the wider world. All Leaving Certificate subjects emphasise the importance of self-directed learning and independent thought and highlight the importance of critical thinking, reflection and problem-solving.
Values of respect for diversity, human rights, justice, solidarity and care for the earth are both explicitly and implicitly evident across a wide range of Leaving Certificate subjects.

A core set of aims is also evident which corresponds with the aims of development education. These common aims include:

- To foster an appreciation of the diversity of life
- To promote mutual understanding and respect for the diversity of peoples and cultures that share our planet
- To understand how humans can responsibly use the natural resources of the earth for the production of food and non-food materials
- To critically evaluate the impact of scientific, technological and economic progress
- To engage critically with information and be able to recognise perspective, bias or prejudice

CONVERGENCE OF ATTITUDES AND VALUES

The Leaving Certificate programme is grounded in a core set of values which correspond closely to the attitudes and values promoted through development education. Some syllabus documents explicitly name the values and attitudes underpinning the subject (e.g. Religious Education, Biology, Geography, Modern Languages) while in other subjects those values and attitudes are implicit (e.g. Construction Studies).
Some common values and attitudes that can be seen across a range of subjects studied in the mapping exercise are:

- An appreciation of human interdependence
- An empathy with and concern for others
- A commitment to justice and fairness
- A concern and care for all living things
- A sense of global responsibility and stewardship for the earth's resources
- An awareness of the effect of human and commercial activities on the sustainability of life (e.g. pollution, deforestation)
- An appreciation of the need for a respectful relationship between science/technology and the natural elements
- An awareness of the need for sustainable development

CONVERGENCE OF SKILLS ACROSS LEAVING CERTIFICATE SUBJECTS

A common set of skills are promoted across Leaving Certificate subjects. These are

- Research skills
- Use of ICT
- Team work
- Ability to understand and interpret information and images
- Ability to select, analyse and evaluate information
- Critical judgement
- Ability to communicate ideas
- Ability to evaluate different opinions, judgements and perspectives
- Ability to recognise prejudice and bias
- Skills of ethical discernment.[1]

The following chapter identifies specific links and opportunities for the inclusion of development education in a representative selection of Leaving Certificate subjects. The selection of links and opportunities is not exhaustive and teachers will find additional opportunities.

1 For example, where students are invited to critically apply scientific knowledge to ethical issues such as population (Geography), patenting of life (Religious Education), genetic engineering (Biology), human use of raw materials and natural resources (Agricultural Science/Art/Construction Studies), etc.

THE CHAPTER INCLUDES THE FOLLOWING:

1. A series of summary statements commenting on the links between development education and a range of Leaving Certificate subjects (highlighted below).

2. A series of summary 'maps' showing the opportunities for development education within those subjects.

3. Conclusions.

4. A topic web showing cross-curricular linkages.

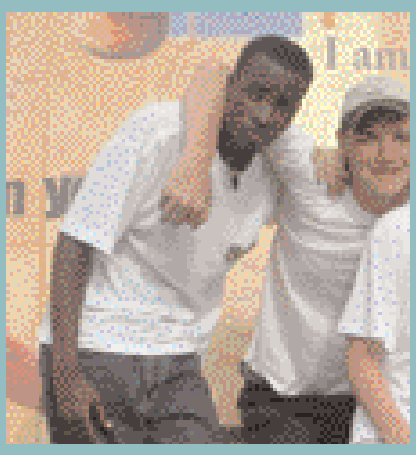
LEAVING CERTIFICATE SUBJECTS

Groups	Subjects
Social Studies Group	**Art** **Geography** **History** **Music** **Religious Education**
Science Group	Applied Mathematics, **Biology** Chemistry, Mathematics, Physics, Physics & Chemistry
Business Studies Group	Accounting, Business **Economics**
Applied Science Group	**Agricultural Science** **Construction Studies** Engineering, Home Economics (Scientific and Social), Technical Drawing
Language Group	**English** **French** **German** **Irish** **Italian** **Spanish** Latin, Greek, Classical Studies, Hebrew Studies

Boxes indicates those subjects included in mapping exercise

Art

and development education



ART AND DEVELOPMENT EDUCATION

THE SYLLABUS IS DESIGNED AS ONE COHESIVE UNIT AND IS DIVIDED INTO THREE SECTIONS:

Section A: Drawing
Unit 1: Observational Drawing
Unit 2: Life Drawing
Section B: Studio Work
Unit 3: Craft
Unit 4: Fine Art
Unit 5: Visual Communication
Section C: History and Appreciation of Art and Design
Unit 6: History and appreciation of Art and Design

It is envisaged that all the above sections should be interlinked for teaching and learning purposes.

Art encourages the individual to see and appreciate the world around them through a variety of artistic media. The study of Art takes place in the personal, local and global contexts. Art invites the student to enter into other cultures, to learn from those cultures, and to understand and appreciate how people have expressed their joys, hopes, struggles and dreams through artistic forms.

The practice of visual art provides an opportunity for the student to develop skills necessary for creative engagement with the world. The Leaving Certificate Art course actively encourages the student to develop contemplative and reflective skills as well as critical sensibilities, which are at the core of development education.

Students engage in a process of reflection, analysis, synthesis and evaluation of art. Students are invited to consider works of art from a range of historical, cultural, religious and social contexts. This helps promote respect for the diversity of people and cultures that contribute to the world of art, as well as breaking down stereotypes and prejudices regarding what is valued as art.

Coursework comprises 45% of the total assessment of Leaving Certificate Art. Here we see a further convergence between the skills fostered by development education and those which coursework seeks to develop.

Skills include:

- Research, use of ICT, libraries, surveys of the media, etc.
- Ability to make personal, visual and tactile responses to ideas, emotions, ideas and environments
- Ability to understand and appreciate images in their historical context and in the contemporary environment
- Ability to select, analyse and evaluate information for a given purpose
- Critical judgement, including the ability to articulate ideas, opinions and preferences
- Communication: the ability to use information, make it one's own and present ideas concisely and cogently
- Ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experiences
- Ability to interpret, contrast and evaluate different opinions/judgements

In summary, Leaving Certificate Art offers opportunities for the exploration of a wide range of global justice issues. These issues first need to be initiated by the teacher as starting points for studio work and classroom discussion. Taking such an approach could contribute to student creativity and bring 'life' and relevance to the teaching of Art.

Useful websites

www.irishaid.gov.ie
www.8020.ie
www.KeepOurWord.org
www.trocaire.org
www.developmenteducation.ie
www.cafod.org.uk

Fair Trade
www.fairtrade.ie
www.tradejustice.ie
www.maketradefair.com
www.cleanclothes.org
www.labourbehindthelabel.org
www.sweatshopwatch.org

Child labour
www.ilo.org
www.antislavery.org

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) **Section A: Drawing Units 1 and 2**	**Drawing has many roles within art and design education. It acts as a record of the process of visual thinking and is integral to all stages of the design process. It offers a method of visualising ideas.** **Visual exploration of the environment, using a wide variety of media through which students depict and express that environment** **Historical and/or contemporary links to Unit 6- History and Appreciation of Art and Design** Syllabus, p. 5	**Have an awareness of social, religious, economic and political circumstances that conditioned the making of works of art** Syllabus, p.11 ↗ Appreciation and respect for the richness of the resources available to us in the world ↗ An awareness and understanding of the importance of protecting such resources ↗ Sensitivity to the aesthetic quality of the natural and cultural environment ↗ An informed attitude towards the wise use and proper disposal of natural resources, having due regard to social, economic, ethical, environmental, technological and cultural influence or limitations	**Develop a visual response to the world around us through drawing** **Develop discriminative, perceptual and representational skills, which combine looking, seeing and drawing** Syllabus, p.5 ↗ Ability to challenge the concept of the primitive in art, and recognise the uniqueness of ethnicity ↗ Understand how choices in art are shaped by one's own culture and society ↗ Ability to respond to the visual stimuli of the world around oneself ↗ Independent thinking through active engagement in own learning/project work ↗ Ability to use technology appropriately for research and experimentation ↗ Collaborative global learning by means of the internet ↗ Use of ICT ↗ Identifying problems, reflecting on problems and applying a variety of perspectives/solutions ↗ Understand methods of production of artefacts through practice of same/similar skills	Use of a variety of pedagogical methods: ↗ Teacher-initiated discussion ↗ Self-directed learning ↗ Group and pair work, e.g. collage, mural, etc. ↗ Visualisation ↗ Role-play ↗ Project work ↗ Research ↗ Use of ICT ↗ School exhibition ↗ Virtual Art Gallery

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) **Unit 1: Observational Drawing**	Explore and appreciate objects observed, from both the local and global environment ↗ Their origin ↗ The working conditions of those who make/produce the product ↗ Raw materials/manufactured goods, problems for developing world producers ↗ Multinational Corporations ↗ Fair wage/Fair Trade ↗ Fair Trade Mark, Traidcraft, Ethical Trading Initiative [ETI] ↗ Take one product and research its origins ↗ Use information gained to create artwork to inform or effect change Use artefacts, for example African wood carvings, masks, textiles, as starting point for still-life study. ↗ Discuss the rich cultural heritage of Africa and contrast this with our understanding of Africa as often presented by the media, e.g. starving children, warlords, etc. ↗ Create artwork based on the themes of *richness* and *diversity.*		↗ Understand the richness and diversity of art, both locally and globally ↗ Recognise and critically analyse biased and negative images of Africa	↗ Drawing ↗ Collage ↗ Photography ↗ Use of a variety of media ↗ School exhibition ↗ Virtual Art Gallery

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) **Unit 2: Life Drawing**	**Life Drawing offers the student the opportunity to respond in visual terms to the human form. The anatomical /figural inquiry should connect with/be related and relevant to the design, fine art and history /appreciation/ design components of the syllabus.** Syllabus, p. 7 Brainstorm issues related to the body which students may feel strongly about, e.g. bullying, homelessness, body art, beauty culture, HIV/Aids, prostitution, genocide, gender violence, war, etc. ↗ Pursue one issue ↗ Examine and reflect on its local and global dimensions ↗ Analyse and reflect critically on the investigation ↗ With the information accrued, create an art piece that may in some way raise awareness or effect change **Historical and/or contemporary links to Unit 6 History and Appreciation of Art and Design** Areas1-11 Syllabus, p. 7 **Example 1** ***'Expulsion from Paradise'*** **Masaccio, early 15th century** ↗ Despair, loss, grief (Adam's face buried in his hands) ↗ Forms simplified and expressions reduced to essentials, yet retaining their dignity in the face of the unknown ↗ Timelessness -comparison with *'Raft of the Medusa , Gericault* ↗ Make contemporary links with news stories ↗ Use photography (Bosnia, Beslan, South East Asia) ↗ Discuss suffering and its causes	**Be aware of the underlying influences and philosophies which have caused the human form to be given so many interpretations** Syllabus, p. 7 ↗ Appreciation of potential questions of justice and human rights in a given situation ↗ Commitment to raise such questions when necessary ↗ Sensitivity to issues of justice in the student's own lives and in the lives of others ↗ Empathy for and appreciation of the diversity of the human form historically and culturally ↗ Appreciation of human interdependence ↗ Understanding of and empathy for the situations of others facing suffering ↗ Appreciation of the dignity of the person ↗ A commitment to justice, human rights and fairness ↗ Awareness of taking responsibility for our actions, words, etc. ↗ Appreciation of human strength and courage in the face of suffering	↗ Recognition of stereotyping and bias ↗ Reflection on problems critically, reasoning and applying a variety of perspectives ↗ Identification of causes and consequences ↗ Drawing conclusions ↗ Imagining solutions ↗ Active engagement for change ↗ Ability to respond to a variety of visual stimuli ↗ Empathising ↗ Reflecting ↗ Using imagination ↗ Active engagement for change	↗ Working in groups to look at news, media and other images with a critical eye

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) **Unit 2: Life Drawing**	**Example 2** ***'Crowning with Thoms'*** **Bosch, late 15th century** ↗ The concept of ideology (the beliefs/backgrounds of the four tormentors). ↗ The rule of the 'Mob' ↗ Might vs right: the fallibility of such a concept ↗ The contemporaneous nature of suffering ↗ The right of all people to the expectation of justice **Other examples:** *'The Scream'*, Munch *'Pope'* Francis, Bacon *'Disasters of War'* or *'Mental Institutions'*, Goya *Other possibilities for study in this Unit:* ↗ Portrayal of people in magazines, films, etc. ↗ Make comparisons between the portrayal of people in developing countries and the portrayal of people in developed countries ↗ Use portraiture to convey the feelings and lives of those suffering from hunger, injustice, poverty, etc.	↗ Understanding and appreciation of the situations of others ↗ Commitment to justice, human rights and fairness ↗ Awareness of taking responsibility for our actions, words, etc. ↗ A sense of responsibility for the well-being of others	↗ Ability to analyse situations and formulate opinions based on evidence and understanding ↗ Ability to recognise the beliefs/opinions of others	↗ Discussion ↗ Debate

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) **Section B** **Unit 3: Craftwork** **Unit 4: Fine Art** **Unit 5: Visual Communications**	**Studio work gives students the opportunity to engage in a sustained personal response to stimuli within which initiative, responsibility and self-reliance may be developed.** Syllabus, p.7 Craftwork/Fine Art/Visual communication Reflect on the cross-cultural value of artwork, such as: woodcuts, weaving, pottery, calligraphy and bookmaking, photography, printmaking, painting, sculpture, multimedia, graphic application in 2D and 3D ↗ Investigate various ethnic traditions ↗ Investigate exploitation of workers, e.g. weaving/stitching in factories in Bangladesh ↗ Explore use of child labour, e.g. in carpet-weaving, gem-making ↗ Discuss changes in moral thinking regarding child labour, and how this has come about ↗ Discuss the reasons for the continued exploitation of vulnerable workers	↗ Recognise the importance of promoting a 'green' environment through exploring the use of reusable and recyclable materials ↗ Awareness of the wide range of materials used in the art process and their sources ↗ Appreciation of potential questions of justice and human rights in a given situation ↗ Sensitivity to issues of justice in the students own lives and in the lives of others ↗ Commitment to justice	**Each craft has its own skills and techniques, which have to be learned, understood and explored together with the particular materials being used.** Syllabus, p.8 ↗ Identify how art, craft and design evolves from necessity, ritual or desire for beauty in our lives ↗ Communicate ideas and concepts related to global and local issues using modern visual communication methods ↗ Become familiar with the origins of some of the crafts and the long tradition associated with handcrafts and skills nurtured over centuries, such as bookmaking in the Islamic tradition or printing and batik in China ↗ Exploration, reflection and action, as a result of stimulation from the local and global environment **To perceive, discriminate, differentiate, and create through the use of a variety of materials, approaches and beliefs** **To use technology appropriately for research, experimentation, design and development** Syllabus, p.9	Convey an idea to a wide audience by modern means of visual communication

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) **Section B** **Unit 3: Craftwork** **Unit 4: Fine Art** **Unit 5: Visual Communications**	**Historical, critical and contextual influences are seen to be interdependent with the practice of craft, fine art, design and visual communication.** Syllabus, p. 7 *'The Lacemaker'*, Vermeer *'The Sowers'*, Breton *'The Sower'* or *'The Gleaners'*, Millet *'Three Pairs of Shoes'*, Van Gogh *'Weaver's Rebellion'*, Katie Kollwitz Explore the dignity of work: ↗ Role of the individual ↗ The dignity of the task ↗ Sense of accomplishment ↗ The right to work ↗ The vocational aspect of work ↗ The loss of dignity when one is made to work in poor conditions Students could ↗ explore themes that reflect local and global issues ↗ create an art piece that displays individual commitment to their chosen concept ↗ compare issues expressed in the work of contemporary or past artists	↗ Respect for the dignity of work and the dignity of the person ↗ Commitment to purchase from legitimate suppliers ↗ Commitment to taking action for justice, e.g. support Fair Trade	↗ Reflecting on problems critically, reasoning and applying a variety of perspectives ↗ Identification of causes and consequences ↗ Drawing conclusions ↗ Imagining solutions ↗ Active engagement for change	
	Photography ↗ How we see the world, our environment, ourselves ↗ How reliant we are on photography as an information source ↗ The role of caption: eliciting response ↗ Photography as an agent of justice, as a witness and chronicler of events, e.g. Mc Callum/Vietnam, Sebastiao Salgado ↗ Photography as history, a social study, a form of propaganda ↗ Role of the individual ↗ Manipulation of images	↗ Awareness of how photography can foster empathy, compassion, pity, generosity, outrage, etc ↗ Awareness that your standpoint is your viewpoint. ↗ Understanding of the historical/social background and/or religious stimulus related to a work ↗ Respect for the rights of those involved despite the contradictory emotions/opinion that may be experienced	↗ Observation ↗ Recording ↗ Analysis ↗ Critical thinking ↗ Information processing ↗ Ability to disseminate imagery ↗ Judgement regarding good or bad, suitable or unsuitable, ethical or unethical photography ↗ Reflection ↗ Evaluation ↗ Action	↗ Discussion ↗ Instruction ↗ Fieldwork

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) Section C Unit 6: History and Appreciation of Art and Design	**Stage Set Design** ↗ Role of theatre in society - past, present, future ↗ Theatre - for pleasure, revolution, social justice, shock value ↗ Universality of theatre	↗ Appreciation and understanding of how various world cultures impact on the world today ↗ Appreciation of how historical and contemporary issues influence our current reasoning and rationale ↗ Openness to the aesthetic values of others and understanding of these values ↗ Sensitivity to an unfamiliar variety of ideologies and the cultural notions of others ↗ Recognise the nobility in the art and culture of others ↗ Awareness of the role and responsibility of art in society.	↗ Observation ↗ Listening ↗ Critical thinking ↗ Interpretation ↗ Reflection	↗ Visit a theatre prior to attending play. Examine set design, costumes, etc. ↗ Attend play with a social justice theme ↗ Perform critical analysis ↗ Create a set: make a model

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Art (new syllabus) **Section C** **Unit 6:** **History and Appreciation of Art and Design**	**Images in their historical context and in the contemporary environment** Syllabus, p. 11 ↗ The impact of a particular event, time, place, culture or ideology, on a specific work of art ↗ Identify works of art and designed objects as they relate to specific cultures, times and places ↗ Development of new technologies/materials/techniques and their impact on production of art works		**To acquire the visual skill to analyse a work of art and to comment on it critically** **To compare and contrast works of art where appropriate** **To perceive that there may be alternative interpretations, which may differ from one's own** **To understand the art of the present day as a result of the knowledge of the art of the past** **Appreciate sympathetically the work of other artists** **Evaluate, with constructive criticism, own work and the work of others.** Syllabus, p.7	↗ Discussion ↗ Instruction ↗ Fact-finding ↗ Fieldwork ↗ Reflection ↗ Evaluation ↗ Reaction ↗ Action ↗ Assimilation ↗ Project work ↗ Exhibition
	Example 1 ***'The Peasant Wedding',*** **Peter Breughel the Elder** ↗ Discuss the need for human security, happiness, etc. (Mazlow's hierarchy of human needs) ↗ The complex structure/s of society 9monk, nobleman) ↗ The need for such structures ↗ The role that each member plays in society/world ↗ Issues of concern: the unequal distribution of power/wealth, etc.	↗ Respect for rights and needs of all people ↗ Openness to diversity and respect for difference ↗ Respect in all dealings with people	↗ Understanding of the hierarchy of human needs ↗ Understanding of inequalities in human relationships and global structures ↗ Co-operation ↗ Team work ↗ Communication ↗ Tolerance	
	Example 2 ***'The Raft of the Medusa', Gericault,*** ***'Guernica',*** **Picasso** ↗ Explore the concept of 'disaster' ↗ The role of the individual within the group ↗ The role of the wider/global community ↗ The concept of equality when faced with loss of life	↗ Respect for nature and its laws ↗ Awareness of the impact of our actions ↗ Awareness of our global responsibility to alleviate human suffering	↗ Communication ↗ Analysis ↗ Critical thinking ↗ Reflection ↗ Imagination	

Agricultural Science

and development education

AGRICULTURAL SCIENCE AND DEVELOPMENT EDUCATION

THE SYLLABUS IS DIVIDED INTO 3 SECTIONS AS FOLLOWS:

Section 1 Natural Resources Sciences
Section 2 Food Science and Technology (comprising Animal Enterprise Science and Crop Enterprise Science)
Section 3 The Agricultural Industry in Context.

At the heart of Agricultural Science is a concern and care for living things, an awareness of the interdependence of land, plants and animals and an emphasis on the management of the earth's resources for the economic and social benefit of all humanity.

This central focus on the managed use of the world's natural resources is stressed in the aims of the syllabus which states through a study of Agricultural Science:

- an understanding of human utilisation of the natural resources of the environment for the production of food and non-food materials is developed
- the science and technology employed is explored and uncovered
- an awareness of the need to enhance environmental quality through greater scientific understanding of agricultural principles and practices is promoted.

Agricultural Science places a strong emphasis on active learning methodologies through hands-on laboratory and field-based activities, independent and guided research, projects and assignments. Students of Agriculture Science develop a wide array of skills when handling, observing and investigating plants and animals and in the other practical activities encountered. They learn skills of analysis and interpretation of data, hypothesis formulation, the planning of investigations, problem-solving, etc. As a group-member undertaking project work, they gain the experience of communicating, interacting and co-operating in and through the group. Skills of ethical discernment are also fostered when students learn to critically apply scientific knowledge to modern farming practices, to the maintenance and care of farm animals, and to the care of their natural environment.

Students are encouraged to show concern and care for all living things and to be aware of their responsibility and role in protecting a healthy environment.

While much of the content of the syllabus focuses on the local, national and EU context, there are ample opportunities to extend discussion and learning to include a global dimension.

The assessment of the Agricultural Science syllabus at Higher and Ordinary level has two components:

(i) a terminal examination paper, accounting for 75% of the marks, and

(ii) coursework, accounting for 25% of the marks.

Candidates are expected to demonstrate a range of skills in completing their coursework. The competencies, incorporating knowledge and understanding, skills and abilities, and attitudes to be assessed include the following:

- Recognition and formulation of the problem to be solved
- Design and planning of experimental procedures
- Setting up and execution of experimental work (manipulation)
- Observation and measurement (including the recording of data and observation, recognition and identification of plant, animals, equipment)
- Interpretation and evaluation of experimental data and observations

Useful websites

www.agriaware.ie
www.coillte.ie
www.sustainableireland.ie
www.nationalgeographic.com
www.school.discovery.com
www.selfhelpintl.ie
(curriculum development publications)
www.developmenteducation.ie

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Agricultural Science (new syllabus)	**Section 2.1 Natural Resource Sciences** **A.3 Agriculture and the environment** Environmental or ecological impact of the following as they relate to agriculture: weather management of organic wastes and inorganic fertiliser application pesticide, herbicide and fungicide usage hedgerow removal and shelter odour and noise management land management and utilisation conservation policies The relationship between agricultural activities and the 'greenhouse effect' Arguments for and against low input and organic agriculture Protection of the rural environment In section A.3, students might, in the context of developing countries, consider the effects of extremes of weather on crop growth (drought, flooding), deforestation (shelter, water cycle, carbon cycle, greenhouse effect), the importance of organic waste management in soil conditioning/fertilisation/release of nutrients, water retention, as well as the use of inorganic fertilisers. Consider also, ecological impact of different patterns of agricultural practices on the environment and small scale versus large scale, intensive agriculture.	Appreciation that planned management based on sound ecological principles will contribute in a positive way to the maintenance of a healthy environment Transgressions of good environmental management principles will be recognised, and avoided through commitments to raise such issues when necessary Appreciation of the need for balanced approaches and relationships between the natural elements (weather, soil, shelter, etc) and the application of science and technology Awareness of the effect of some commercial practices, such as deforestation, on the global environment	↗ Analysis and interpretation of situations, data and other forms of information ↗ Development of communication skills in a variety of formats ↗ The ability to plan, design and implement scientific investigations ↗ The development of informed attitudes towards the wise use of the natural resources and environment ↗ The development of logical thinking and deductive reasoning derived from project work/case studies, etc. ↗ Critically evaluate arguments for/against low-input and organic agriculture versus intensive agriculture ↗ Critically evaluate the role ofTNCs in promoting intensive agriculture	The overall approach to the teaching of Agricultural Science recognises the practical and applied nature of the subject. It also takes account of the relevance of many of the topics to the day-to-day experiences of the students. Hence the teacher is placed in a facilitative role where the student is central to the learning process. Students are engaged in active learning through hands-on laboratory experiences (including field work), group and individual project work and independent research (reading, library, interviewing) activities. The use of ICT features as an integral feature of the teaching-learning process. Teamwork and a spirit of collaborative learning is encouraged.

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Agricultural Science (new syllabus)	**A.6 Soil composition and characteristics** Physical characteristics; major soil components and properties Soil characteristics and land use Students should appreciate the relationship between the physical characteristics of soil, the major soil components and their properties. Such appreciation will enable a better understanding of the reasons for/impact of drought/flooding on crop growth.	Appreciation of the concept of a soil eco-systems	↗ Students will investigate at first hand the links between biological characteristics and factors such as soil temperature and organic matter ↗ Students will identify the reasons for and impact of drought and flooding on crop growth	
	A.8 Soil fertility and plant nutrition Source and function of the nutrient elements in the soil; major and minor nutrients The importance of soil as a source of primary food production Refer to temporary nature of agricultural settlements versus the more permanent intensive production units of developed countries	Awareness of the need to protect and promote sustainable agriculture	↗ Examine the importance of soil as a source of food in the developing world ↗ Examine the factors that effect soil fertility in both the developed and developing world	
	A.9 Manures and fertilisers Scientific and economic appraisal of two organic manures and two inorganic fertilisers, including their properties, nutrients (major and minor elements), composition, contribution to soil structure and fertility, usage, and environmental concerns Compare use of organic matter (FYM, grass/vegetable clippings and cuttings, etc.) and inorganic fertilizer input	As above	↗ Critically evaluate the cost (economic, environmental, health, etc.) of both intensive farming and organic farming ↗ Critically evaluate the impact of intensive agricultural production in developed countries (environment, global economy) versus developing economies ↗ Identify the links between intensive agriculture, over production and depressed economies, in particular in developing countries	

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Agricultural Science (new syllabus)	**Section 2.2 Food Science and Technology** **Animal Enterprise Science** **B.1 Economic and social importance of the selected animal enterprises** The relative size, value and social and economic importance of the selected animal enterprises in Ireland; factors determining that importance; overview of importance in the EU and global context A comparison of the relative sizes, value and social and economic importance of the major commercial animal enterprises in developed and developing countries	Appreciation of the animal production priorities in various developing economies (fish, poultry, pigs, beef) Awareness of the competitive disadvantage experienced by developing countries (social, economic, climatic, scientific, organisational, tariffs) and reasons why developing world producers find it difficult to trade on the world markets	↗ Identify ethical implications of developed world agricultural trading policies ↗ Examine trends in changing food preferences and reasons for this ↗ A critical understanding of the detrimental effects on developing economies of trading policies of the larger trading blocks (EU, GATT) ↗ Compare the relative sizes, economic importance of the selected enterprises and the yield and quality expectations in both developed and developing world	
	B. 2. b Study selected animals as part of an economic productive enterprise **B.6 Marketing of the animal product** Influence of market factors on the nature of the primary and added-value products of the selected animals; factors determining the quality of the products Income aid arising from EU or other supports/subsidies	Awareness of issues such as inequality in the market place, the morality or otherwise of subsidisation of agricultural produce exported from developed countries to developing countries; negative impact on indigenous agricultural industry, etc in the developing countries. A sense of equity and social justice An appreciation of the ethical issues underpinning agricultural policies	↗ Evaluate impact of agricultural subsidies on both developed and developing countries ↗ An analysis of the factors that favour production in Ireland/EU (the economy, climate, soil, developed markets, technology, subsidisation) contrasted with the impediments to similar levels of production in developing countries; issues such as competitive disadvantages, the impact of trade barriers, lack of trading supports, etc.	

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Agricultural Science (new syllabus)	**Crop Enterprise Science** **B.4 Crop production in Ireland** The range and distribution of crops grown in Ireland The relative importance of the selected crops in the national economy; significant trends; the factors that favour their growth, production and national distribution; overview of their EU and global importance	A sense of equity and social justice An appreciation of the ethical issues underpinning agricultural policies	↗ Identify the inhibitors/ impediments to commercial, globally competitive, crop production, and its marketing and sales in a selected developing country ↗ Review the impacts of world trade agreements and/or EU subsidies on crop and food production	
	Section 3 The Agricultural Industry in Context **C.1 Agricultural economics** Basic economic concepts: needs, wants, goods, markets, supply, demand, price, value-added, competitive and comparative advantage, free trade The role of agriculture in economic development Key characteristics of agriculture in developed and less developed countries	Appreciation of the agricultural needs and wants of a developing economy Appreciation of the contribution of agricultural development to a developing economy Ability to compare the key characteristics of a developed versus a developing agricultural economy	↗ Evaluate the important role played by agriculture in a developing economy ↗ Case study a Fair Trade Agricultural initiative	
	C.2 Rural and community development The concepts of development; problems and opportunities The meaning and importance of integrated development Area-based development strategies Most of the concepts identified above in C.1 and C.2 could be considered in the context of developing countries; similarities, differences, impediments to development, etc.	Appreciation of the problems and opportunities presented during the development process. Understanding and appreciation of the importance of an integrated approach to development	↗ Establish from literature, aid agencies and other reliable sources what are the particular needs and wants of a community in a selected developing economy ↗ Through project work and independent study on integrated development issues, skills such as the following will be developed and applied: observation, identification of causes and consequences, critical analysis and reflection, co-ordination, debate, discussion, presentation and reporting.	

Biology

and development education

BIOLOGY AND DEVELOPMENT EDUCATION

The introduction to the Leaving Certificate Biology syllabus states that through the study of biology students will employ a process of scientific investigation to explore the diversity of life and the inter-relationships between organisms and their environment. Students develop an understanding and knowledge of the cell – the unit of life – whose structures and processes are shared by all living organisms and in doing so gain an insight into the uniqueness, function and role of organisms including themselves. In addition, they become aware of the use by humans of other living organisms and their products to enhance human health and the human environment. They learn how to make informed evaluations about contemporary biological issues. This should enable them as future citizens to discuss and make judgements on issues in biology and science that impact on their daily lives and on the wider world.

The aims of the syllabus encourage individual study and personal initiative, team work and class-directed work. It aims to enhance an interest in, and develop an appreciation of, the nature and diversity of organisms; to create an awareness of the application of biological knowledge to modern society in personal, social, economic, environmental, industrial, agricultural, medical, waste management and other technological contexts. Finally it aims to develop in students an ability to make informed evaluations about contemporary biological issues.

'The 20th Century was the century of Physics and Chemistry but it is clear that the next century will be the century of Biology'.

Robert F. Curl, Nobel Laureate for Chemistry, 1996

This statement challenges all of us involved in education to prepare our students well for the impact that new discoveries in biology will have on their lives. The development of DNA profiling in 1984 opened the door to genetic screening and the eventual sequencing of the entire human genome in 2003. Scientific discovery is about global issues and is therefore intrinsically linked to development education.

Thirty percent of the biology syllabus relates to 1) application and interface with technology and 2) science in the political, social and economic spheres. In addition, the syllabus emphasises skill attainment with particular reference to practical activities and health and safety issues. The Teacher's Guidelines advise the adoption of creative teaching strategies. Forty hours or sixty class periods are set aside for non-prescriptive materials. This allows teachers to spend more time on areas where the teacher has a special interest or enthusiasm, time to discuss contemporary biological issues such as those of a global dimension, and to introduce new teaching methodologies.

Students are encouraged to integrate information and communication technologies in their study of Biology.

The introduction of this revised syllabus is an opportunity for teachers to update their knowledge of biology and related areas such as development education, to renew their interest in and mastery of the subject, develop new teaching methodologies and to emphasise the issues of health and safety. In summary, it encompasses new approaches to teaching, new content in biology, introduces contemporary issues and technology as prescribed areas of the syllabus and places new emphasis on skill attainment.

The syllabus is assessed in relation to its learning objectives through a terminal examination paper. All material within the syllabus is examinable. Practical work is an integral part of the study of biology. A practical assessment component may be introduced at a later stage.

Resources:

Science: The Global Dimension. 2003 Development Education Association (DEA), London www.dea.org.uk

Global Perspectives in Science - Resources for teaching Chemistry, Biology and Physics. 1999 VSO Available from Oxfam UK

A series of resources have been produced by Self Help International (dealing with issues of water, health, food, etc.) and are available to download as PDF documents from www.selfhelpintl.ie

Useful websites:

BBC education website **www.bbc.co.uk/learning**

The Earth Charter **www.earthcharter.org**

World Resources Institute **www.wri.org**

Environmental Protection Agency **www.epa.ie**

The New Scientist Magazine **www.NewScientist.com/hottopics**

National Geographic Magazine **www.nationalgeographic.com**

Discovery channel **www.school.discovery.com**

Young People's Trust for the Environment **www.yptenc.org.uk/docs/environmental_facts.html**

Population Reference Bureau **www.prb.org/**

A development website with 1,500 groups affiliated **www.oneworld.net**

A portal that links to sustainable development sites **www.eco-portal.com**

A portal linked to sustainable development sites **www.sustainable.ie**

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Biology **Unit One: Biology - The Study of Life**	**Section 1.1 The scientific method** **1.1.2 Scientific method:** **Process of scientific method** **1.1.3 Experimentation:** **Principles of experimentation** Biologists seek solutions to problems that relate to the living world and employ processes of science that lead to the discovery of new knowledge	**The scientific method may be used in areas that raise ethical issues. In recent years such contentious issues have been mainly related to the origin of life, human reproduction, medicine and developments in biotechnology** This suggests the importance of fostering ↗ an attitude of openness to different perspectives ↗ a commitment to critical dialogue and debate in the pursuit of knowledge ↗ an awareness of the role of perspective and bias in scientific enquiry	**The process of the scientific method should be developed as much as possible in all activities throughout the course.** ↗ Skills of observation, hypothesis, experimentation, verification and interpretation are at the heart of the scientific method. ↗ Students might also be invited to investigate and critically evaluate how the scientific method has been predominantly developed by white, male, Western scientists. ↗ Evaluate how has this affected scientific enquiry and its outcomes	The scientific method as a process to solve problems It follows its own universal rules and guidelines for investigation and reporting. It can be conducted individually or as a member of a team. Classroom methodologies and activities are designed to reflect both individual and group work
Leaving Certificae Biology	**Section 1.3 Nutrition** **1.3.1 Function of food** **Explanation, in simple terms, of the need for food** Compare consumption patterns and calorie intake in different regions/countries Discuss causes of unequal access to health and nutrition	Awareness of causes of famine Awareness of issues of equity and human rights relating to access to health and nutrition	↗ Investigative skills ↗ Analysis ↗ Identification of causes and consequences ↗ Critical thinking ↗ Reflection ↗ Discussion ↗ Debate ↗ Imagination	↗ Use of research tools including the web ↗ Discussion ↗ Debate
	1.3.7 Metabolic Role of Biomolecules **Disorders associated with deficiency of water and fat-soluble vitamins** **1.3.9 Water** **Importance of water for organisms**		↗ Investigate health implications on global dimension ↗ Investigate legal access to water rights in Ireland and in the developing world Understand causes and effects of drought internationally	↗ Class project work

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Biology	**Section 1.4 Ecology** **1.4.2 Ecosystem**			
Leaving Certificae Biology	**1.4.3 Biosphere** **Definition and diversity of ecosystems** **Explanation of the term biosphere** **The entire earth is itself a true ecosystem as no parties completely isolated from the rest**	Awareness of the interdependence of the ecosystem	↗ Investigate international commitments made at UN Conference on the Environment, Rio De Janeiro, 1992 Earth Summit, Johannesburg, May 2002, Kyoto Protocol, etc.	↗ View and discuss audio- visual material (see resource list) ↗ Research the efforts to prevent deforestation at international level
	1.4.9 Human impact on an ecosystem: **Pollution** **Conservation** **Waste management - importance of waste minimisation**	Critical evaluation skills in discerning scientific and technological progress and its impact on the environment Awareness of the need for conservation and sustainable methods of waste management	↗ Compare and contrast different approaches to waste management and pollution control. ↗ Critical reflection on the implications of different approaches for the planet and its people	
	Pollution: The ecological impact of one human activity **Conservation: Outline one conservation practice from the following areas:** **Agriculture (mixed farming, crop rotation, biological controls, gene banks)** **Fisheries (net size, quotas, re-stocking)** **Forestry (replanting, broadleaf/conifer mix)** **The need for continuing monitoring of the environment** **Role of micro-organisms in waste management and pollution control**	Awareness of the different impacts of human development and activities on the environment from both a local and global perspective A sense of stewardship and respect for the environment	↗ Identification of causes and consequences ↗ Imagine future impact on the environment and on the human race	↗ Examine the use of changing materials e.g. plastic bags to paper bags. Survey response from the public as an indicator of environmental care ↗ Teacher Gudielines p.18 suggests a number of non-prescribed activities which could also extend to global studies

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Biology	**H 1.4.12 Population dynamics** **Movement of populations for food availability to more abundant locations.** **The effect on the human population of:** ↗ **War** ↗ **Famine** ↗ **Contraception** ↗ **Disease**	An awareness of the impact of different factors on global population patterns Respect for the equal dignity and rights of all people	↗ Critically evaluate proposed 'solutions' to problems of population, including those solutions which view the problem as belonging to the developing world without linking it to first world consumption patterns	↗ Examine different climatic conditions which influence the choice of crop grown What other factors effect crop choice - diet/nutrition or economic reasons? (e.g. growth of drug related plants in Asia and South America)
Unit 2: The Cell	Section 2.2 Cell metabolism **2.2.2 Sources of energy:** Reference to solar energy and cellular energy	Awareness of the finite nature of the earth's resources Awareness of the interconnectedness and interdependence of all life An appreciation of the role of renewable energy An appreciation of the need to respect the laws of nature	↗ Compare conventional bio-energy sources: coal, oil and gas, with renewable and alternative sources ↗ Critically evaluate the impact of renewable vs non renewable sources ↗ Investigate the impact of deforestation on life through a particular case-study	↗ Conduct a project on biofuel generation - research and application across the globe. Explore implications for Ireland and Europe
	2.2.4 Photosynthesis: The need for light, carbon dioxide and water for photosynthesis. Examples from a variety of environments and cultures **Human intervention: use of artificial light and carbon dioxide enrichment to crop growth in greenhouses**		↗ Compare the economic value of crop growth under glass in Ireland and that of other countries where similar natural environmental conditions exist. Do the social and economic benefits outweigh the environmental costs of transporting produce? ↗ Investigate the effects of climate change on plant growth and on human life ↗ Critically evaluate the role of science and technology and its effect on developed and underdeveloped countries	↗ Compare global examples of renewable and non-renewable sources of energy

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Biology **Unit 2: The Cell**	**2.2.5 Respiration** **Examine the role of micro-organisms in industrial fermentation including bioprocessing with immobilised cells** **2.3.3 Cancer**	Appreciation of the ethical issues surrounding cigarette advertising in particular, its effect on people in the developing world	↗ Research the different occurrences of different types of cancer. Describe the global picture ↗ Describe the occurrence and avoidance of skin cancer in sun rich/warm climatic countries ↗ Examine links between smoking and cancer. Critically evaluate the effect of cigarettes on underdeveloped countries (now the main target for cigarette advertising)	
	Section 2.5 Genetics **2.5.1 Variation of species** **Knowledge of the diversity of organisms.** **Definition of 'species'** **2.5.9 Genetic Engineering** Applications of genetic engineering - development of germ warfare, development of genetically modified plants - impact on societies and diversity	Appreciation of the global diversity of organisms Awareness of the ethical issues and values surrounding the debate on genetic engineering	↗ Research the positive and negative implications of genetically engineered plants. Critically evaluate the arguments for and against	↗ Survey the benefits and disadvantages of modern developments in genetics using newspaper articles websites, magazines, etc.

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Biology **Unit 3: The Organism**	**3.1.1 Diversity of organisms** **3.1.2 Micro-organisms** **Distribution of bacteria and fungi found in nature.** **Economic importance of bacteria - beneficial and harmful.** **Potential abuse of antibiotics in medicine** **3.2 to 3.6 Plant and animal kingdoms** **Anatomical and physiological treatments** **Reference to the following:** **Knowledge of the effects of smoking, diets and exercise on the circulatory system** **Breathing disorders** **Use of plant regulators** **Nervous system disorders** **Hormone supplements** **Disorders of the musculoskeletal system** **Vaccination and immunisation** **Economic and medical importance of viruses** **Seedless fruit production** **Birth control, infertility, in-vitro fertilisation** **Biological benefits of breast feeding**	Awareness of how concepts of social justice, human rights and equality relate to access to life-saving and life-prolonging drugs How has drug patenting affected the cost and distribution of drugs used in the fight against AIDS, malaria, etc? Appreciation of the interconnectedness and interdependence of all life Appreciation of the need for partnership and consultation in the development of new technologies - need to assess beneficial and negative effects on both developed and developing countries?	↗ Understand use of global system to classify organisms - importance of international collaboration ↗ Investigate different patterns of behaviour and life for survival throughout the plant and animal kingdoms ↗ Examine possible effect of global vaccination and immunisation. (e.g. HIV/AIDS vaccine) ↗ Assess impact of the use of fertilisers and pesticides (plant regulators) in agriculture Assess impact on both developed and developing world ↗ Investigate the link between diet and crop selection	

Assessment - 30% of the Biology syllabus includes issues that relate to application and interface with technology and science in the political, social and economic sphere. This forms 30% of the syllabus objectives, all of which are assessed in formative and summative assessments.

Note: Bold font indicates direct reference to the Syllabus or Teacher's Guidelines (TG).

Construction Studies

and development education

CONSTRUCTION STUDIES AND DEVELOPMENT EDUCATION

Construction Studies concerns itself with a body of knowledge about building technology and the built environment. The teaching and learning process can promote an awareness of the built environment both today and in the past, current building practices, technological advancements in relation to building technology and the need for sustainable use and management of resources.

Construction Studies, like development education, engages and develops skills of critical thinking, reflection and problem-solving. Students are encouraged to become active learners through assignments, project work and practical tasks. These activities require skills of planning, teamwork, problem-solving and reflection, all of which are central skills of development education.

The attitudes and values which underpin Construction Studies have direct links and similarities to those fostered by development education. Students are encouraged to explore the global dimension of topics studied, the effect of the built environment and building technologies on the planet now and for future generations. There is huge potential to encourage a sense of global responsibility and stewardship of our planet and an awareness of how the building technologies and the built environment can destroy or protect our planet. Values of social justice, human rights and equality are fostered in the areas of defining dwellings, the need for shelter and human comfort.

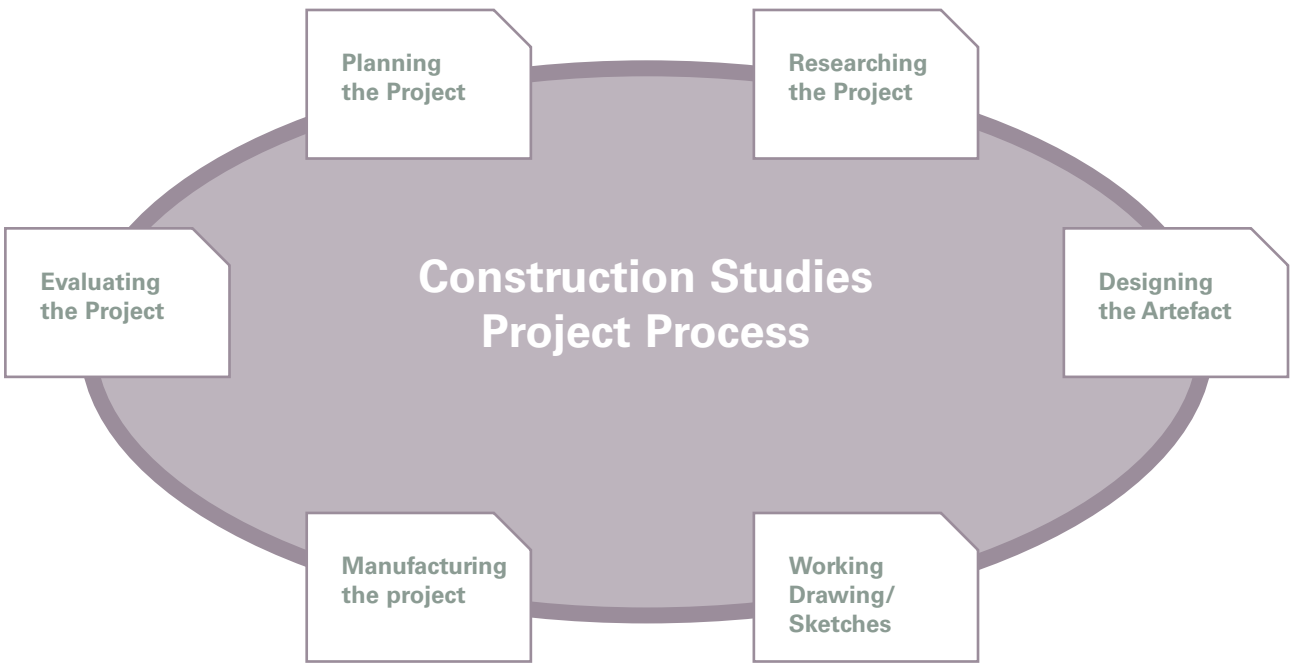
Construction Studies offers a variety of learning methodologies, many of which are central to those advocated by development education. The teaching approach focuses on learning by experience and practical application. Students are engaged in their learning through the use of practical workshop tasks, creation of scaled drawings, sketching and the use of the internet as a learning tool.

Through appropriate studies and reflection as well as practical experience and project work, participants are encouraged to learn from the architectural past as well as endeavoring to appreciate and understand local and national building and crafts heritage and their influence on the present.

The project coursework in Construction Studies comprises 25% of the assessment. This offers most potential for the delivery of development education in the subject.

Students are active learners following a process indicated in the diagram below.

Topics and issues which are common to development education and Construction Studies can be easily delivered through this model.



The main categories of projects which students can choose from are as follows:

PRACTICAL CRAFT

- *Articles of furniture*
- *Construction trade skills:* carpentry, joinery, block/brick-work, plastering, electrical, plumbing/heating
- *Heritage:* restoration, reproduction and traditional craft skills

BUILDING SCIENCE

- *Construction models:* projects analysing any area of building construction, e.g. roofing, walls, and foundations
- *New technologies:* projects looking at new methods of building construction, e.g. timber frame, heating systems, solar power, etc.
- *Investigative:* projects analysing the materials or components involved in building construction, e.g. concrete, soil, insulation, etc.

WRITTEN/DRAWN WITH MODEL

- *Architectural:* projects concerned with the design of domestic/ industrial/commercial buildings, including plans and a scaled model
- *Building models:* projects analysing the construction of specific historic buildings or modern constructions with a scaled model
- *Interior design:* projects looking at the architecture and design of interior spaces, with an accompanying model

Many of the above areas can be approached from a development education perspective. They provide the opportunity for the student to select a topic from the core as outlined in the template and advance its study via the project model. Also development education issues could easily be integrated into any Construction Studies project. The following examples of Construction Studies projects contain links or potential links to development education.

Example Project No. 1
Under Floor Heating

In this project the student analysed under floor heating versus conventional central heating systems. This led to exploration of how homes can be heated in a sustainable manner. The student developed this project on a global scale by reference to energy needs of the developed world and its effect on developing world countries.

Example Project No. 2
Wind Farm - Sustainable Energy Supply

The student investigated energy needs, from a global perspective and presented information on technologies used to protect our planet and built environment. The model consisted of a wind farm, which feeds into the Air Tricity network. This project spanned both local and global dimensions.

Note: Construction Studies is due to be replaced by a new subject 'Architectural Technology'. At time of printing a date has not been determined for implementation of the new syllabus.

Useful websites

World Resources Institute
www.wri.org

Sustainable Ireland
www.sustainable.ie
(see directory for useful links)

Sustainable Energy Ireland
www.sei.ie

Centre for Education in Built Environment
www.ctiweb.cf.ac.uk/

Caoillte
www.caoillte.ie

Greenpeace
www.greenpeace.org.uk/forests/
(click on 'Good Wood Guide')

Just Forests
www.justforests.org/

The Forest Stewardship Council
www.fsc.org

Irish Wind Energy Association
www.iwea.com/index1.html

UN website and information
www.unhabitat.org
(under 'Products' see The State of the World's Cities Report)

Self Help International has produced a teaching resource 'Food, Land and Trees' that can be downloaded from
www.selfhelpintl.ie/main/currdev

South Africa - Townships
www.irishtownship.com

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Construction Studies (based on pending Architectural Technology syllabus)	**Core** **1. Architectural Awareness** **1.1 Architectural appreciation** ↗ **Vernacular architecture** ↗ **Formal architecture** Students can explore architecture in a global and local environment and make comparisons between past and present. **1.2 Planning to build** ↗ **Building for shelter** ↗ **Climatic influences** ↗ **Economic constraints and considerations** **1.4 What is a dwelling?** ↗ **Comfort and privacy** ↗ **Shaping the building space** Discussion of concepts such as, what is human comfort, how do buildings in different parts of the world achieve comfort and privacy, etc.? **3. The External Envelope and Superstructure** **3.1 Wall types and construction** ↗ **Materials for wall construction** ↗ **Openings in walls** **3.3 Roof design** ↗ **Principles of weather protection** Compare these topics from developed world and developing world perspectives. Discuss how different factors have resulted in different types of wall and roof design and construction.	**Understand that the human need for shelter has developed in many ways and with great diversity throughout the world** **Understand the evolution of building types and technologies** **Appreciation of the history, scale, proportions and materials of existing buildings** **Appreciation of how the human need for shelter has developed in many ways and with great diversity throughout the world** **An awareness of the impact of environmental and climatic conditions should be developed.** **Appreciation of the need for energy conservation.** Awareness of the importance of sustainable wood use	↗ **Critically evaluate both traditional and modern building design** ↗ **Model and be able to describe buildings & structures** ↗ **Describe the primary functions and requirements of a dwelling** ↗ **Know the sources of clean water** ↗ **Describe how geographic location and climatic conditions influence the design of dwellings** ↗ Recognise how planning the built environment is influenced by different issues, constraints and considerations which differ on a global scale ↗ **Conversant with the reasons for enclosure, the types of materials used and the manner in which they are assembled in order to satisfy comfortable living conditions** ↗ **Contrast past and present uses of materials**	A variety of learning methodologies are employed in the delivery of Architectural Technology. Students are encouraged to question, discuss and debate issues. They are also expected to draw on their own environment for concrete examples. Spatial development through the use of drawing and sketching is central. The students are active in their learning. Methodologies which enable students develop skills of problem solving can be used throughout the course. Project work forms a major component of Architectural Technology. Students must plan, research, design and produce a project on completion of the course. This project engages students in their learning and provides opportunities for students to investigate an area of particular interest. ICT, and CAD (Computer Assisted Design), is used in project work.

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Construction Studies (based on pending Architectural Technology syllabus)	**4. Services and Environmental Technologies** **4.1 Services for domestic construction - human comfort** ↗ **Conditions effecting human comfort** ↗ **Water sources supply and distribution** ↗ **Energy sources and environmental considerations**	**Be conscious of conservation issues regarding clean water and air.** Awareness of the need to use natural resources wisely, having due regard for social, economic, ethical, environmental, technological and cultural factors Awareness of the interdependence of all people	↗ Skill of comparison using local and global examples, using the Internet and other sources ↗ Skills of critical evaluation in discerning the impact of technologies on the environment ↗ Identifying problems, reflecting on problems and applying a variety of perspectives/solutions ↗ Assess the impact of energy use and waste in the developed world on the developing world. Explore how our energy needs are having long term effects on the environment and on people in the developing world. Discuss the concept of sustainable buildings as a global issue ↗ Compare sustainable wood use with unsustainable wood use and the impact of both	

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Construction Studies (based on pending Architectural Technology syllabus)	**4.2 Drainage and Waste Disposal** ↗ **Clean air and water** ↗ **Disposal of domestic waste** **7. Architectural and Craft Heritage** ↗ **Built heritage - what it means** ↗ **Explore, observe and record local heritage in architecture and craft** Architecture and craft heritage could be used as a vehicle to explore the culture of other countries. For example, students might explore the history of dwelling provision in townships in South Africa, how they were formed, what factors influenced their design, construction methods, materials, etc. Students are required to elect **two options** for study as an extension of the core. The following three options have content links with development education: **Option 1 Architectural Heritage and Design** **Option 2 Services and Control Technology** **Option 4 The Built Environment**	Respect for the rights of all people to share the earth's resources A sense of stewardship of the earth's resources. **Appreciate how the past influences the buildings of today as well as how availability of materials and technologies are reflected in the buildings and fumishings of the past** Awareness of the impact of deforestation and the need to use wood from sustainable sources		

Assessment
50% of total mark for terminal examination.
25% of total mark for terminal practical craft examination.
25% of total mark for project work.

Project work presents the strongest opportunity for development education issues in architectural technology. The students have a wide choice of topics from which to select a project, many of which have direct links to development education. (See previous examples.)

Economics

and development education

ECONOMICS AND DEVELOPMENT EDUCATION

Economics is a way of thinking about how people make decisions and interact. It explains how we get our incomes, how we use them, the supply of resources and the production and exchange of goods and services. Decisions relating to these matters have social and human consequences, intended and unintended, which are analysed in Economics.

Economics is primarily concerned with the use of knowledge and the allocation of resources. By their nature, economic resources are scarce. Consequently, the direction and efficient use of resources requires prioritisation and co-ordination. Nowadays, co-ordination is primarily achieved through markets and governments. Economic decisions have a crucial influence on the quality of life experienced by all people.

The need to prioritise the allocation of resources results in trade-offs and dilemmas for both individuals and society. Thus Economics is also concerned with the interdependence between actions and behaviours of individuals and individual units in society. The understanding provided by Economics can therefore inform our moral, ethical and political decision-making, and thereby contribute to improving quality of life.

Economics students can develop a knowledge and understanding of the decision-making processes within society. Through this understanding Economics students can make informed judgements about issues and policies and participate in decision-making in society. Thus they can become active citizens - consistent with the aims of senior cycle-education and also development education.

Students can also gain a critical understanding of the positive and negative effects of economic policies.

The introduction to the economic syllabus states:

> It is intended that this syllabus will be relevant to the lives of students and inspire in them an interest and excitement about economic issues. It should enable them as citizens to understand the economic issues that affect their lives and to offer informed comment on these issues. It should provide them with the knowledge, skills and understanding to … respond to the needs of the economy and contribute to sustained economic development.

The aims of development education are thus closely linked with the aims of Economics which include

- to give students, in general terms, an understanding of the economic forces which affect their everyday lives and influence societal change at local, national and global levels
- to give students, in more specific terms, an understanding of fundamental economic concepts and principles and their application in problem solving
- to develop student's ability to interpret economic information and to offer informed evaluations about contemporary economic issues
- to enhance an interest in, and develop a critical attitude towards, the study of contemporary economic issues and how they relate to society
- to develop in each student self-reliance, clear and logical thinking, methods of investigation and critical analysis
- to enhance the ability and confidence of students in communicating and presenting informed views.

In summary, Leaving Certificate Economics provides opportunities for the exploration of a range of global justice issues of urgent concern and it can therefore readily support and complement the work of development education.

Useful websites

World Bank Development Data
www.worldbank.org/html/schools

The Economist Magazine
www.economist.com

The Organisation for Economic Cooperation and Development
www.oecd.org

United Nations Development Programme
www.undp.org/

The International Labour Organisation
www.ilo.org

Corporate Watch
www.corporatewatch.org

Ethical Consumer Magazine
www.ethicalconsumer.org

Oxfam campaign for fairer trade
www.maketradefair.com

Globalisation
http://www.globalization101.org/issue/

Maquila Solidarity Network (supporting garment workers in Latin America, Asia and Africa)
www.maquilasolidarity.org

New Internationalist magazine
www.newint.org
Under 'Hot Topics' check out topics such as globalisation, fair trade, etc.

One World
www.oneworld.net

A portal on brands and corporations
www.transnationale.org

A useful teaching resource:

The World at Work Locally - A LCVP Resource
(See Section one on globalisation and TNCs)

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Economics	**Unit 1: Key Issues** People face choices Trade can make everyone better off Markets are usually a good way to organise economic activity but governments can sometimes improve market outcomes	↗ Appreciation that making choices involves opportunity costs ↗ Appreciation of how trade may benefit individuals and countries and why/how countries may not benefit from trade ↗ Appreciation of the role of governments and IFIs in intervening in markets to ensure fairness in the distribution of resources ↗ Appreciation of the interdependence of all people and nations	↗ Identification of causes and consequences ↗ Ability to understand, interpret and analyse ↗ Research ↗ Communication ↗ Reflection ↗ Ability to challenge/critique the prevailing 'wisdom' of free trade	
	Unit 2: Economics as a way of thinking The economist as policymaker Why economists disagree Renewable and non-renewable resources Economic systems The role of government in economic activity	↗ Appreciation that some resources are not renewable ↗ Appreciation of the choices that must be made regarding the use of the earth's resources ↗ Appreciation of the factors that influence a country's economic decisions about what it produces, how it produces it and for whom	↗ Understand why economists differ in their solutions to economic problems ↗ Investigate the role of government in a modern economy ↗ Investigate the role of 'civil society' groups in influencing economic policy	
	Unit 5: Firms: Production & Costs Multinational Companies	↗ Appreciation of questions of justice and human rights in relation to the role of MNCs ↗ Commitment to raise such questions and support solidarity campaigns/actions that promote corporate responsibility	↗ Identification of impact of MNCs on workers and communities worldwide ↗ Identification of problems, reflecting on problems and examination of a variety of solutions (e.g. codes of conduct for MNCs, consumer boycotts, Ethical Trading Initiatives)	

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Economics	**Unit 6: The Factor Market** Labour and wage rates	↗ Respect for the contribution that a person contributes to society though work ↗ Openness to, and respect for, groups who campaign for fair trade/introduction of a minimum wage rate, etc.	↗ Understand, interpret and analyse data ↗ Develop a critical attitude towards the determination of wage rates (and the distribution of wealth)	
	Unit 9: Market Failure Private costs, social costs and externalities Competition policy within the EU	↗ Appreciate the social costs and social benefits of production/consumption ↗ A critical awareness of the need for/methods of equalising private costs with social costs ↗ Openness to various methods of equalising private costs and social costs ↗ Appreciation of the influence that decisions made at EU and international level have on the everyday lives of people, both in Ireland and the wider world	↗ Understand that the total cost of production of a product or service may not be what the consumer pays ↗ Develop a critical attitude towards the role which the EU can play in the creation and distribution of wealth globally	
	Unit 10: National Income Analysis Circular flow of income Alternative measures of economic welfare	↗ Appreciate the effects that shocks to the economic system have on individuals and societies ↗ Awareness of the groups in society who are most effected by economic shocks	↗ Understand that alternative measures of economic welfare exist (to GDP/GNP) such as Human Development Index (HDI). See www.undp.org for Human Development reports ↗ Recognise and critique the bias towards over reliance on GDP/GNP as a measure of economic welfare	

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Economics	**Unit 13: International Trade and Globalisation**	↗ Appreciate the advantages and disadvantages of international specialisation and trade ↗ Appreciate the constraints that limit free trade in practice and the role of trading blocs/agreements in international trade ↗ Awareness of the obstacles that block poorer countries from benefiting from international trade ↗ Appreciate the reasons for globalisation and its effects (both positive and negative) on developing economies	↗ Understand the effects that changes in a country's terms of trade may have on that country ↗ Research the role of the WTO ↗ Critically evaluate the effect of trading blocs/agreements on international trade ↗ Investigate the blocks to development that arise as a result of unequal power in trade negotiations between the developed and developing countries ↗ Identify who wins, who loses and who chooses in a globalised economy ↗ Research the key ideas of the anti-globalisation movement	
	Unit 15: Investment, Employment & Income Distribution Work, employment and self-employment Unemployment Income inequality	↗ Respect the difference between work and employment and the importance of both ↗ Appreciate the reasons for, effects of, costs of and strategies for reducing unemployment ↗ Respect for the value of all work	↗ Identification of causes and consequences ↗ Recognition that income inequalities exist and analyse why this is so ↗ Understand that there are social costs to inequality ↗ Identification of strategies for reducing income inequalities	

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Economics	**Unit 16: Development, Economic Growth & Sustainable Economic Growth** Developing countries and development	↗ Appreciate the costs and benefits of economic development ↗ Awareness of the impact of a global economy on the developing world ↗ A sense of social responsibility ↗ A commitment to human rights, justice and fairness	↗ Identification of key factors which impede economic development in developing countries ↗ Critically evaluate the impact of a global economy on developing countries ↗ Identification and examination of policies for promoting development ↗ Ability to evaluate and communicate different views and perspectives ↗ Ability to critique an understanding of development as simply an increase in production and consumption	
	Sustainable growth	↗ Appreciation of human interdependence ↗ A sense of responsibility and stewardship as global citizens ↗ Appreciation of the need for sustainable economic growth and the need for integrating economic policies with environment policies that aid sustainable growth ↗ Recognise the limits of growth-led development	↗ Investigate the link between sustainable growth and sustainable development ↗ Investigate the link between economic development and full human development ↗ Critically evaluate the impact of economic policies on the future sustainability of the earth and its people ↗ Compare the economics of *growth* with the economics of enough (e.g. Richard Douthwaite, *The Growth Illusion,* Herman E. Daly, *Beyond Growth - The Economics of Sustainable Development* or the writings of Marcos Arruda, use search engine to find web links)	

English

and development education

ENGLISH AND DEVELOPMENT EDUCATION

The Leaving Certificate English syllabus builds on the aims of the Junior Certificate emphasising the development of a range of literacy and oral skills in a variety of domains, personal, social and cultural. These skills will enable students to become independent learners who can operate in the world beyond the school in a range of contexts. The Leaving Certificate not only accommodates vocational needs and further education, but also the life-long needs of students and the language demands that are placed on them by the wider community. The principle of integrating the teaching of language and literature is central to the Leaving Certificate course.

Language is not a neutral medium of expression and communication. It is embedded in history, culture, society, and ultimately is the chief means by which we make sense of our experience. It gives us a sense of personal and cultural identity, enables us to relate to each other and empowers us in multitudinous ways.

English is thus a subject of immense potential in many areas of students' personal development, not least in its contribution to learning to reflect on the human condition. Developing control and power over language is the most essential educational achievement for all students if they are to become confident, thoughtful and articulate adults and citizens. Through using language accurately and appropriately they can gain a sense of personal significance and efficacy.

The aims of Leaving Certificate English clearly promote a global perspective and thereby support and foster the objectives of development education. Students encounter material from different periods and cultures to develop an understanding of how the language a person uses shapes the way that person views the world.

In trying to achieve these objectives it is vital that students are introduced to texts which create a meaningful context and invite dialogue and critical thinking. This interaction can be fostered by encouraging students to adopt a variety of critical stances, to question the authority of texts, to distinguish between fact and opinion, to uncover the bias or prejudice of the text, and to analyse the values, perspective and world-view being expressed by the author.

The wealth of resources that are available in the study of English at Leaving Certificate level can be employed to engage students in reflecting on global issues and increasing their awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. The opportunities extended by the English syllabus to promote development education are manifold. The extent to which this is achieved depends very much on the individual teacher and his/her choice of material for study in the classroom.

Useful websites

Amnesty International
www.amnesty.ie

Concern
www.concern.org

History of slavery/child labour, etc
www.historyonthenet.com

Human Rights Watch
www.hrw.org

International Labour Organisation
www.ilo.org

Liverpool Museum (slaves' stories)
www.lliverpoolmuseums.org.uk

National Geographic magazine
www.nationalgeographic.com

Newspapers from around the world
www.onlinenewspapers.com

The New Internationalist Magazine. (Under teaching global issues find 'Cartoons')
www.newint.org

Oxfam
www.oxfam.org.uk

Trócaire
www.trocaire.org

United Nations Development Programme
www.undp.org

Artists Against Racism
www.artistsagainstracism.org

The Economist
www.economist.com

Film resources

Hotel Rwanda
Cry Freedom
Fahrenheit 9/11

Sample literature

Things Fall Apart
Chinua Achebe

The House of the Spirits
Isabel Allende

I Know Why the Caged Bird Sings
Maya Angelou

Boyhood: Scenes from Provincial life
J.M. Coetzee

The House Gun
Nadine Gordimer

The Grass is Singing
Doris Lessing

The Poisonwood Bible
Barbara Kingsolver

Long Walk to Freedom
Nelson Mandela

View from the Bridge
The Crucible
Arthur Miller

The Statement
Brian Moore

The God of Small Things
Arundati Roy

A Suitable Boy (excerpts)
Vikram Seth

The Road to Memphis
Mildred Taylor

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate English				
General Approach The study of English consists of developing students' understanding and skill in the two broad domains of comprehending and composing	In developing the skills of comprehending and composing, students should encounter material that interests them and connects with the real world. Much of this material will have a global perspective. The concepts of text and genre are fundamental to the English syllabus and refer to any communicative product: oral, written, or visual. Letters, reports, newspaper articles, political speeches, films and poems can all be described as texts and offer opportunities to raise topics/issues relevant to development education.	Determined largely by choice of text	Comprehending denotes the ability to ↗ read, listen and view ↗ understand at literal and inferential levels ↗ interpret and evaluate ↗ question ↗ identify genre and purpose of text Composing denotes the ability to ↗ **explore experiences in a range of genres and give expressive shape to personal viewpoints** ↗ **research and prepare relevant materials** Teacher's Guidelines, p. 9	**Preparatory session focused on the general topic** **Students encouraged to air their views, speculate, question and raise issues/ problems** **Texts are then introduced as contributors to class discussion** Teacher's Guidelines, p. 10

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate English	**Language awareness/knowledge about language** (Essential for developing the reflective stance of critical literacy)	**Appreciation of how language is largely determined by social, cultural, political values and structures** **A realization that texts are embedded in specific cultural assumptions and practices Awareness that texts participate in ways of structuring society, in attributing significance and power to particular groups and activities and possibly disempowering others** **Appreciation that texts seek to position the reader and to persuade the reader to see the world in a particular way** Teachers' Guidelines, p. 18	↗ **To develop a reflective capability about their own use of language and the language use of others** ↗ **Critical understanding of how language works, how words are selected and organised in patterns to make meaning in a variety of contexts** ↗ **To resist the 'persuasiveness' of a text** ↗ **To perceive from whence it is coming in terms of values and assumptions** ↗ **To enter into dialogue and critically assess these values and assumptions** ↗ To identify structures of power in word usage, e. g. asymmetrical address forms, sexist/racist expressions which reinforce negative attitudes, order of precedence, etc.	Discussion of three broad questions: ↗ **Why was this text written?** ↗ **How was it written?** ↗ **Are there other ways of writing this text?** Teacher's Guidelines p. 19 **Exemplar:** A study of *The Grass is Singing* by Doris Lessing (Comparative Studies) will reveal the racist language and attitudes of the Apartheid system in South Africa. The de-humanisation of the natives is encompassed in the constant debasing referales. Lessing said that "colour prejudice is only one aspect of the atrophy of the imagination that prevents us from seeing ourselves in every creature that breathes under the sun". www.artistsagainstracism .org Similarly, a clip from the movie *Fahrenheit 9/11* could be used to illustrate how the rhetoric of war attempts to persuade the viewer to see the world in a particular way.

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Leaving Certificate English **Developing students' ability to think critically is central to literary study and to development education**	**Critical Literacy** **(gives rich moral, social and political perspectives to language awareness)** Texts carry, either explicitly or implicitly, statements about structures of authority and power in society. **The manner in which narratives conclude reveals how an author views the world.** **e.g. In Frank O'Connor's short story *The Guests of the Nation* the shooting of the two English hostages, Belcher and Hawkins is a powerful statement on the dehumanising impact of war and extreme nationalism.** Teacher's Guidelines, p. 22		↗ To develop an awareness of the cultural context of a text ↗ **To reflect and become aware of their own interpretative position and realize the relative nature of it.** Teacher's Guidelines, p. 23 ↗ To read and respond with understanding and empathy	**A useful way of looking at a text is to ask:** **Who in the text are active, take initiative and make decisions?** **What kinds of words are associated with these people?** **Who in the text appear as passive victims, as being powerless and manipulated/** **Are people treated as individuals or as members of a group?** **What assumptions lie behind the attribution of identity to these groups?** **What beliefs inform this article?** **How could these beliefs be challenged?** Teachers' Guidelines, p. 20
Language of Information	**4.1 Within this category students encounter a range of texts composed for the dominant purpose of communicating information, e.g. reports, records, memos, bulletins, abstracts, media accounts, documentary films.** Syllabus, p. 8 Students could be encouraged to explore the above material using both local and global case-studies.	A commitment to human rights, justice and fairness	↗ Summary of the information ↗ Evaluation of the adequacy of the information ↗ Identification of the point of view ↗ Outline of the values assumed ↗ Detection of bias	Compare different accounts of world events www.onlinenewspapers.com Examination and analysis of informative texts, e.g. U. N. Development Reports or Human Rights reports Composing assignments: Students write a report on a significant global issue of their choice Examination and analysis of news reporting

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Leaving Certificate English **Language of Information**	**4.2 Here students encounter a range of texts with an argumentative function which offer models of both deductive and inductive reasoning as used in journalistic, philosophical, scientific and legal contexts** Syllabus, p. 9 Students might examine the above from a global or social justice perspective	Awareness of the ethical issues and values inherent in many arguments	↗ Outline of the stages of an argument and identification of the conclusion ↗ Distinction between statements and examples, opinions and evidence ↗ Evaluation of the validity of an argument ↗ Identification of assumptions and values present ↗ Justification of a decision	↗ Class debates and discussion ↗ Petitions ↗ Active participation in youth fora Exemplar motions for debate: ↗ Multinationals are cleaning up their act ↗ The UN should take early retirement ↗ Child labour is a necessity in the developing world (See *80:20 Development in an Unequal World,* Chapter 8, p. 127 The case for and against aid)

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Leaving Certificate English **Language of Persuasion**	**4.3 In this category students encounter a range of texts which have a persuasive function, e.g. political speeches, campaign materials, advertising, forms of journalism, propaganda.** Syllabus, p. 10 Students could be encouraged to explore such material, focusing on local and global issues.	Awareness that persuasion is the characteristic language of those who seek to achieve or to retain power An appreciation of diversity and of other cultures/beliefs	↗ Identification of techniques used to persuade, e.g. tone, image, choice of words, etc. ↗ Evaluation of impact of a text Analysis of the value-system advocated/implied ↗ Recognition of stereotyping and bias	Comparison of texts which have very different purposes, e.g. appeals for charity aid for developing countries and campaigning/advocacy materials on development issues **Composing assignment in this genre. Suggested topic: Exploitation of the Amazonian Indians by multinational companies. Purpose of task: to highlight what is happening and to recommend action** Guidelines, p. 46 'The 'Graduation Day" speech of Mr Donleavy in *I Know Why the Caged Bird Sings* Maya Angelou *(Comparative Studies)* assumes a tone of patronage and discrimination.
Language of Narration	**4.4 Students encounter a wide range of texts which have predominantly a narrative function. For example, short stories, novels, drama, autobiographies, biographies, travel books, etc.** Syllabus, p. 11	An appreciation of diversity and other cultures	↗ Approaching narrative texts from a variety of critical viewpoints ↗ Analysis and comparison of texts under such categories as gender, power and class, and from different periods and cultures	Comparison of texts in different genres on the same theme, (e.g. Power, Identity, Justice) Students asked to write a narrative using elements of the fable form, with a clear moral message commenting on an issue of social justice

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Leaving Certificate English **Aesthetic use of Language** **Although literary texts are aesthetic artefacts they can be gainfully approached from a range of other viewpoints e.g. cultural, historical, social.**	**4.5 Students encounter a wide range of texts in a variety of literary genres - fiction, drama, essay, poetry and film.** Syllabus, p.12 **Modes of comparison of texts are prescribed: e.g.** **Theme/issue** **Historical/literary period** **Cultural context** **General vision and outlook** **And at ordinary level:** **Hero/heroine/villain** **Relationships** **Change and development** Guidelines, p. 71 Many themes/issues selected for comparative study will have a social/global justice perspective, e.g. Theme: Justice; Texts selected: *The Statement, View from the Bridge.* Comparison of cultural contexts of texts also provides a global perspective by focusing on social rituals, values and attitudes, structures of society- familial, economic, religious and political; the respective roles of men and women; significance of ethnicity and class	Openness to different views and perspectives Willingness to perceive issues from the point of view of others both historically and culturally Sensitivity to the moral dimensions of the issues of the text A concern and empathy for others Respect for others Awareness of how propaganda can exclude the voices of those who dissent Appreciation of the role of individual conscience and the concept of self-sacrifice for the greater good Respect for the value and dignity of all people Understanding of the intricate mesh of historical forces that fuel struggles for emancipation	↗ **An awareness of their own responses: affective, imaginative and intellectual.** Syllabus, p. 13 ↗ Integration of the experience of reading into an understanding of life. ↗ Interpretation both at literal level and at a level of ulterior meaning ↗ Ability to discriminate and evaluate texts ↗ Development of a mature and critical literacy which enhances and strengthens the capacity to recognise prejudice and bias ↗ Ability to interpret from a variety of perspectives and cultures	**Texts approached as events to be performed/interpreted / transformed** Guidelines, p. 59 Students keep response journals Re-reading of texts to encounter rich and diverse levels of suggestion, inference and meaning Hot-seating, role-play/interviews (For example, Banquo brought before a team of inquisitors, Iago facing a court of law). Selection of a significant moment/still/freeze-frame, creative modelling, semiotic perspectives Selection of appropriate texts is central to the link with development education. For example, *Things Fall Apart* by Chinua Achebe as an exploration of the nature of prejudice which challenges traditional Western perceptions of Africa as the dark continent

Assessment A number of opportunities to engage with development issues may present themselves in the Leaving Certificate English written examination. The choice of essay taken by a student may allow them to discuss an issue from a global justice perspective. For example: 'One big family hugging close to the ball of Earth for its life and being'. Write a personal essay in response to the above phrase. (Leaving Certificate English Higher level paper I 2002) or 'Rights must be observed' - You have been asked to give a short talk on radio or T.V. about a fundamental human right that you would like to see supported more strongly. Write out the text you would give. (Leaving Certificate English Higher level paper I 2002). Another possibility arises in paper 2 where students are asked to discuss a chosen theme (justice, power, etc.) and compare its treatment in two or more texts.

Note: Bold font indicates direct reference to the Syllabus or Teacher's Guidelines.

Gaeilge

and development education

GAEILGE AND DEVELOPMENT EDUCATION

The Gaeilge syllabuses at Leaving Certificate (established) level seek to build on the language competences developed by students in Junior Cycle. Gaeilge is offered at three levels - Foundation level, Ordinary level and Higher level, allowing students across the ability spectrum and of a wide range of language learning experience opportunities to actively participate in learning Gaeilge. A positive attitude towards language learning and speakers of other languages together with respect for other cultures are cited among the general aims of the syllabuses.

The methodologies and skills recommended in implementing the Gaeilge syllabuses essentially match those of development education and include discussion, debate, pair work, group work, communication, analysis and critical thinking, to mention but a few. The syllabuses are based on the communicative approach to language learning. The language functions outlined provide for the integrated development of all language skills. The syllabuses and the teacher guidelines state that students are to develop language awareness, cultural awareness and an awareness of the target language literature at an appropriate level. Students are also to reflect on their learning and learn about themselves as learners and about the world around them. This clearly encourages and affords students opportunities to learn about other countries, cultures and traditions through the medium of Irish and in so doing to further develop the skills reflected in development education.

The study of literature, an important vehicle for the development of cultural and language awareness, is a key component of the study of Gaeilge at Higher level. Literature is also studied at Ordinary level and while there are no prescribed texts for Foundation level students, this does not preclude a teacher from introducing students to literature and other authentic texts from a variety of print and broadcast media appropriate to their ability levels - notices, advertisements, or short excerpts from newspapers/magazines, for instance.

The list of topics suggested in each of the syllabuses is merely a guide through which the language functions outlined in the syllabuses can be realised. The teacher is free to choose topics of interest to the students and their experiences, thus allowing further opportunities to develop greater awareness of the developing world. While the developing world and national and international issues are specifically mentioned in the case of the Higher level course, these issues can also be adapted and included in the course content for students at other levels.

The Irish language is recognized as an important part of the culture and identity of Irish people. The syllabuses and teacher guidelines emphasize the opportunities provided by the study of the language for students in gaining a greater understanding of their self-identity and culture through which their self-confidence and sense of self is developed. This in turn allows students to gain greater appreciation of and respect for other cultures.

Useful websites:

www.litriocht.com
www.foinse.ie
www.beo.ie
www.nuacht.ie
www.gaelport.ie
www.tg4.ie
www.coislife.ie
www.cic.ie

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Gaeilge Offered at three levels - Foundation Level, Ordinary Level, and Higher Level. **The topics listed are essentially a means through which the basic language skills are to be developed and perfected through ordinary every-day events and communicative activities. The students' interests should always be included when choosing topics** (Guidelines OL/HL p.26)	Six language functions are cited in the syllabuses and these are to be practiced and perfected through the various topics. The language functions are as follows: ↗ Socialization ↗ To seek and to give information ↗ To express ideas or attitudes ↗ To persuade ↗ To express feelings ↗ To amend conversation	**An in-depth knowledge of Irish culture allowing students to develop an awareness of their own culture and by so doing an appreciation and understanding of other cultures and socio-cultural settings** Guidelines OL/HL, p. 7 **The course should address the needs of students in preparing for life and working life outside full-time education** Guidelines OL/HL p. 9; FL, p. 5 **To develop students' self-respect and self-efficacy and to give them an understanding of their self-identity and their cultural heritage** Syllabus FL, p.1; Syllabus OL/HL, p. 1 & p. 38 **Appreciation and respect of self and others** Guidelines OL/HL, p. 10 **That students would have a positive attitude towards the learning of languages and speakers of other languages together with a respect of other cultures and learning** Syllabus FL, p. 2; Syllabus OL/HL, p. 1 & p. 38 **Students are to reflect on the world around them** Guidelines OL/HL, p. 10 **Cultural and literature awareness are to be developed through the various topics** OL/HL, p. 10	↗ Identification of techniques used to persuade, e.g. tone, image, choice of words, etc. ↗ Evaluation of impact of a text Analysis of the value-system advocated/implied ↗ Recognition of stereotyping and bias, e.g. in literature, broadcast programmes and film ↗ To express opinions, e.g. orally and in writing on topics, texts, and to listen to and respect the opinions of others ↗ Reflection on themselves as language learners and on the world around them, e.g. local national and international issues ↗ Imagination:The development of students' imagination through reading, writing, drama, role-play, film ↗ Co-operation and teamwork through group work, pair work	Communicative approach to language teaching: The integration of the development of language skills (listening, speaking, reading and writing through active learning methodologies such as: ↗ Pair work ↗ Group work, ↗ Project work ↗ Debate topics ↗ Use of drama /role-play ↗ **Use of authentic texts from the print and broadcast media, radio, television, film** Syllabus OL/HL p. 8

Assessment

Oral: the general conversation component of this examination affords opportunities for the discussion of topical issues which may include issues relating to the developing world.

Listening comprehension: excerpts include, for example, news items or notices from radio which may relate to developing world issues.

Reading comprehension: the reading comprehension items may be newspaper/magazine articles, excerpts from letters, diaries, and reports on various events. This allows for the inclusion of material related to the developing world as appropriate to the level in question.

Writing: students are given a variety of options from which to choose e.g. essay, speech, report, story, debate, newspaper/magazine article. For instance, one of the newspaper/magazine article title options on the Higher level paper 2005 was as follows:
'Tháinig an príomhoifigeach ar eagraíocht idirnáisiúnta carthanachta ar cuairt chuig do scoil le déanaí. Iarradh ortsa agallamh a chur air. Scríobh alt bunaithe ar an agallamh sin d'iris na scoile'

*** Gaeilge syllabuses and guidelines are available in Gaeilge only**

Geography

and development education

GEOGRAPHY AND DEVELOPMENT EDUCATION

The revised Leaving Certificate Geography syllabus offers clear opportunities for the embedding of a development education approach in its aims, objectives and content. Geography is concerned with the study of people and their environment. It seeks to examine changing inter-relationships between the physical and human world. It seeks to foster positive attitudes in students towards themselves, others and their environment. Listed among the **aims** of the syllabus are to

- understand the opportunities for, and challenges of, global interdependence
- promote the conservation and sustained management of the earth's resources for the welfare and happiness of its inhabitants and for future generations
- recognise, and be sensitive to other people and their culture, here in Ireland and elsewhere
- develop and promote active citizenship and to encourage informed participation, through lifelong learning, in society at local, national, European and global levels.

(Syllabus, p. 2)

Among the **attitudes** which it wishes to see developed in students are:

- a willingness to perceive and evaluate natural and cultural phenomena from the point of view of others
- an appreciation of social, cultural, and environmental diversity
- an awareness of the dangers of all types of stereotyping and prejudice.

(Syllabus, p. 3)

The **content** of the syllabus is divided into core, elective and optional units. The core units focus on patterns and processes in the physical environment and regional geography. Within these units, there are limited opportunities for adopting a development education approach to studying topics. The third core unit, geographical skills, encourages active learning methodologies as a means of integrating content and skills.

The two elective units, one of which must be selected for study by all students, offer much greater scope for examining issues from a perspective of justice and human rights. One unit focuses on patterns and processes in economic activities. Global inequalities in economic development are studied with particular emphasis on the dominance of multinational companies in global trade. The impact of economic development on the environment is also emphasised and sustainable development is suggested as the way forward.

The second elective unit examines patterns and processes in the human environment. The impact of population growth, migration and urbanisation are issues which benefit from adopting a human rights and justice perspective in their study.

One elective unit must be taken by Higher level students who choose from Global Interdependence, Geoecology, Culture and Identity and the Atmosphere-Ocean Environment.

The elective unit Global Interdependence offers ample opportunities for teaching issues which are at the heart of development education. The idea of development is itself put under the microscope and differing views of development are examined. The unit links closely with Elective Unit 4 in its focus on the role of multinational companies (MNCs) within the global economy. It examines the consequences of global trade for those regions excluded from world manufacturing activities and those supplying raw materials. The unit examines the economic and social impacts of the global economy on developing regions.

The unit also examines the validity of current strategies in dealing with the problems of underdevelopment, including the aid debate and the role of Non-Governmental Organisations (NGOs). It takes sustainable development as a model for future human and economic development. Having completed the study of this unit, students should have a critical understanding of different views of and approaches to development and have an appreciation of the real impact of global interdependence.

The development of **skills** in students is considered equally important as the acquiring of knowledge. These skills are important not just for their own sake, but to enable students to be active participants in their own learning, to promote active citizenship and participation in society and to prepare them for the world of work. The use of information and communications technology is encouraged throughout the syllabus. A key component of the syllabus is the geographical investigation which must be undertaken by all students. This too presents a convergence of aims with development education.

Amongst the aims of the geographical investigation are to

- develop a variety of geographical skills which can be applied to the world of work and to many other aspects of life
- develop and promote active citizenship and to encourage informed participation, through lifelong learning, in society at local, national, European and global level
- encourage the use of information and communications technologies in the teaching and learning of geography
- assist students to become well-informed and responsible citizens and to enable them to progress to further studies or to enter the world of work.

(Syllabus, p. 2)

Resources:

Geography: The Global Dimension (2004) Published by the Development Education Association, (DEA) London. Can be downloaded from **www.geography.org.uk/global**

80:20 Development in an Unequal World. Published by 80.20. Available from info@8020.ie

A series of resources has been produced by Self Help International and is available to download at **www.selfhelpintl.ie/main/currdev**

Useful websites:

Irish Aid
www.irishaid.gov.ie
This is the site of Ireland's official government programme of assistance to developing countries, which is administered by The Department of Foreign Affairs. Contains details of Ireland's Bilateral Aid programme along with a list of aid topics. Lots of photographs also.

World Bank Development Data
www.worldbank.org/html/schools/
Comprehensive information on population and social conditions for world regions.

New Internationalist
www.newint.org
A journal giving alternative views on development issues.

United Nations Development Programme
www.undp.org/
Provides an annual global report on human development.

Young People's Trust for the Environment
www.yptenc.org.uk/docs/environmental_facts.html
Information leaflets on many environmental issues aimed at students.

Exploring the Environment
www.cotf.edu/ete/main.html
A NASA site on environmental issues such as global warming.

Unicef
www.unicef.org/sowc05/english/index.html
United Nations International Children's Emergency Fund. Good on statistics, maps, reports, and contains the Universal Declaration of Children's Rights.

Population Reference Bureau
www.prb.org/
Everything you wanted to know about population.

United Nations High Commission for Refugees
www.unhcr.org
Statistics and reports on global refugee flows.

Trócaire
www.trocaire.org/

World Vision
www.worldvision.com.au
This Australian site has many resources for downloading, including handouts on hunger, debt and trade.

One World
www.oneworld.net/article/frontpage/
A comprehensive resource with a magazine-like approach, concentrating on issues and regions.

Globalisation
www.globalization101.org/issue/
Deals with issues arising from globalisation.

A sustainable environment
www.eco-portal.com/
This is a portal which links to sustainable development sites.

Irish Refugee Council
www.irishrefugeecouncil.ie
Up-to-the-minute news on refugee movements into Ireland.

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Geography		↗ **A willingness to perceive and evaluate natural and cultural phenomena from the point of view of others** ↗ **An appreciation of social, cultural, and environmental diversity** ↗ **An awareness of the dangers of all types of stereotyping and prejudice** ↗ **Sensitivity to the aesthetic quality of the natural and cultural environment, leading to a desire to maintain and enhance this quality.** Syllabus, p. 3	Core Unit 3 of the syllabus is devoted to geographical investigation and skills. **In the study of this unit, students should understand and use a range of geographical skills including** ↗ **map interpretation** ↗ **photograph analysis** ↗ **statistical analysis** ↗ **information technology applications** ↗ **geographical information systems** ↗ **planning a geographical investigation** ↗ **data collection** ↗ **the use of documentary sources** ↗ **report planning** ↗ **analysis and presentation of results and conclusions.** Syllabus, p. 17	**Active learning methodologies are encouraged in the guidelines.** Guidelines, p. 85 **The Teaching for Understanding approach is recommended.** Guidelines, p. 61 **The use of Information and Communications Technology is strongly supported as a means of delivering the syllabus** Guidelines, pp. 72-73
	Core Units - to be taken by all students **1.7 Human interaction** **Human activities can impact on the operation of surface processes** Syllabus, p. 12. Students can study mass movement processes and the impact of overgrazing, over-cropping and deforestation in the context of poverty.	↗ An appreciation of the interconnectedness of all life and the impact of human activity on nature ↗ A responsible attitude towards the use of the earth's resources ↗ Awareness of the need for environmental planning, including social, aesthetic, ecological, economic, etc.	↗ Critical analysis of problems ↗ Identification of causes and consequences ↗ Ability to see and evaluate different solutions	↗ Debate ↗ Group work ↗ Project work ↗ Simulation exercises ↗ Role-play ↗ Geographical investigation ↗ Use of ICT for research and presentation of information

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Leaving Certificate Geography	**Elective units** Students shall select from			
	Unit 4: Patterns and process in economic activities or **Unit 5: Patterns and processes in the human environment**	↗ Awareness of the limits of growth-led development ↗ Commitment to global justice and equality	↗ Understand the value and limitations of various measures for development (GNP/GDP, Human Development Index) ↗ Critique an understanding of development as simply growth in GNP/GDP	A case study of a developing economy outlining the impact of colonialism, debt, and adjustments to a global economy
	4.1 Economic development **Economic activities are unevenly distributed over the earth** Syllabus, p. 24	↗ An awareness of the issues of injustice (both historical and contemporary) which impede development	↗ Critically understand the impact of colonialism, debt, structural adjustment, and other factors that cause underdevelopment.	
	4.2 Levels of economic development show major spatial variations and can change over time. Levels of economic development evolve through the complex interaction of factors including physical, social, cultural, and political Syllabus, p. 24			
	4.3 The global economy **A single interdependent global economy has emerged with different areas having different roles** Syllabus, p. 25	↗ Appreciation of questions of justice and human rights in relation to the role of MNCs ↗ Commitment to raise such questions and support solidarity campaigns and actions that promote corporate responsibility	↗ Identification of impact of MNCs on workers and communities world-wide ↗ Critically assess the factors that influence the setting up of a MNC in a particular country ↗ Critically evaluate the positive and negative impact of globalisation ↗ Identification of problems and identification of a variety of responses/ solutions	A case study of a MNC showing how mobility of modern economic activity can influence the opening and closure of branches around the world

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Geography	**4.5 Environmental impact**	**A sensitivity to the aesthetic quality of the natural and cultural environment, leading to a desire to maintain and enhance this quality** Syllabus, p. 3 Appreciation of the need for sustainable economic development and the need for integrating economic policies with environmental policies which aid sustainable growth Awareness of the conflict of interests that may exist between global economic interests and environmental interests	↗ Critically evaluate the impact of burning fossil fuels against alternative energy sources ↗ Evaluate the impact of environmental pollution on the future sustainability of the earth and its people ↗ Investigate and propose sustainable alternatives to non-renewable energy resources	↗ Discussion ↗ Debate ↗ Group work ↗ Project work ↗ Simulation exercises ↗ Role-play ↗ Use of ICT for research and presentation of information ↗ Consequence mapping. The teacher poses 'what if?' questions and prompts students to follow through on the consequences, e.g., What if we continue to burn fossil fuels at the present rate?
	5.1, 5.2, 5.3 The dynamics of population **Population characteristics have an impact on levels of human development** Syllabus, p. 28 **Population movements have an impact on the donor and receiving regions** Syllabus, p. 28	↗ A willingness to perceive and evaluate natural and cultural phenomena from the point of view of others ↗ Awareness of the dangers of all types of stereotyping and prejudice ↗ Respect for the equal dignity and rights of all people	↗ Ability to analyse the causes and effects of over-population ↗ Ability to critically evaluate various proposed 'solutions' to problems of population, including those solutions which view the problem as belonging to the developing world without linking it to first world consumption patterns	↗ Case studies from the developed and developing world to show contrasting impacts of rural/urban migration
	5.4, 5.5, 5.6 The dynamics of settlement **Problems can develop from the growth of urban centres** Syllabus, p. 29	↗ Awareness of the need for urban planning, including social, aesthetic, ecological, economic, etc. ↗ Empathy and concern for others	↗ Analyse the causes and effects of urban growth as evidenced in developing world cities ↗ Propose a vision for 'cities of the future'	↗ Case studies from developing world cities to show the problems presented by rapid expansion of cities

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Geography	**Optional Units** **To be taken by Higher Level students only** **Unit 6: Global Interdependence** **6.1 Views of development and underdevelopment are subject to change.**	↗ Sensitivity to eurocentric thinking ↗ Awareness of the dangers of all types of stereotyping and prejudice	↗ Critically examine differing views of development and underdevelopment ↗ Critically examine the idea of the 'first world' and 'third world' ↗ Critically examine images and language associated with the developing world	↗ Maintain a classroom noticeboard with newspaper reports and advertising which illustrate different views and images of the developing world. ↗ A case study of a specific multinational company
	6.2 We live in an interdependent global economy. Actions or decisions taken in one area have an impact on other areas Syllabus, p.34	↗ Awareness of the interdependent nature of the global economy ↗ A commitment to economic justice and equality ↗ A commitment to human rights	↗ Assess the impact of current economic patterns on developing economies ↗ Examine the causes and consequences of deforestation, desertification and global warming ↗ Examine migration patterns and the causes and consequences of economic and political refugees	↗ A case study of a specific multinational company ↗ Research ↗ Group work ↗ Project work
	6.3 Empowering people is a way of linking economic growth with human development Syllabus, p. 35	↗ Awareness of the link between national debt and poverty and between landlessness and poverty ↗ Appreciation of the role of civil society groups in decision-making processes ↗ A sense of solidarity	↗ Assess the impact of Irish aid programmes and the role of Irish NGOs ↗ Examine the concepts of 'participation', 'power' and 'partnership' in decision-making processes ↗ Examine the role of women in development	↗ Organise a debate on the topic 'Aid is just a band-aid'.
	6.4 Sustainable development as a model for future human and economic development. Syllabus, p. 35	↗ A sense of global responsibility and stewardship ↗ Appreciation of the ethical and justice issues which underpin human and economic development	↗ Examine the idea of sustainable development as a model for the future ↗ Investigate examples of development as self-help ↗ Assess the role of Fair Trade and its potential impact on development	

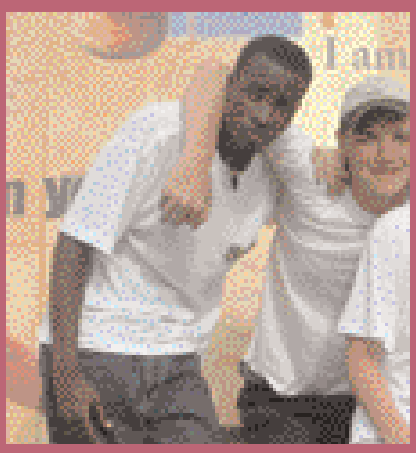
Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Geography	**Unit 7: Geoecology** **7.4 Biomes have been altered by human activities** Syllabus, p. 38	↗ Awareness of the interdependence of all life ↗ Commitment to protecting and preserving the environment	↗ Critically examine the causes and consequences of the felling of tropical rainforests, intensive agricultural practices, and industrial development	↗ Use of appropriate case studies ↗ Consequence mapping (see above)

Assessment
Assessment is through a terminal written examination with a weighting of 80% of the total marks, and a Geographical Investigation to be conducted by students on a topic taken from a list supplied to schools annually by the State Examinations Commission.
Assessment for learning is promoted in the Guidelines as an integral part of the learning process (see Guidelines, p. 47).

Note: Bold font indicates direct reference to the Syllabus or Teacher's Guidelines

History

and development education



HISTORY AND DEVELOPMENT EDUCATION

In the revised History syllabus topics are arranged in two discreet fields of study: Early Modern, 1492-1815 and Later Modern, 1815-1993. Students must study topics from one of the fields of study. It appears that the majority of students are choosing the Later Modern period. Within each field of study there are six topics from Irish history and six from the history of Europe and the wider world. Students must study two topics from Irish history and two from the history of Europe and the wider world. Two topics are prescribed for document-based study. Students also have to undertake a research study of a significant historical subject, which they submit prior to the final examination.

The preface to the history syllabus states that

'time and change may be described as the essence of history. While other disciplines investigate aspects of human life, human institutions and cultural traditions, only history is primarily engaged with measuring and explaining the manner in which all of these have undergone the experience of change.'

Understanding how change comes about is integral to the study of History and is also a central theme of development education.

The aims and objectives as laid out in the syllabus are compatible with the aims of development of education:

1. To develop knowledge and understanding of human activity in the past
2. To promote understanding of the present through the development of a historical perspective on issues of contemporary importance
3. To develop students' understanding of historical concepts
4. To provide students with a perspective of change in a world of change

The skills which are fostered through the study of history are necessary skills for development education. Amongst the skills listed in the syllabus are to

1. develop an awareness of different interpretations of particular historical issues.
2. develop a range of research skills essential for the study of history including
   - locate historical data from a variety of primary and/or secondary sources
   - select and record relevant data
   - evaluate data
   - collate data
   - present findings in a well structured, logical format.
3. develop an appreciation of the nature and variety of historical evidence.

In many cases the topic being studied may not be directly related to development education but the skills acquired in History are transferable when dealing with issues in development education. (For example, skills of critical thinking, ability to distinguish between fact and opinion, ability to recognise bias and identify propaganda, ability to look at issues from more than one point of view, etc.)

Under Later Modern Europe and the Wider World, two topics are particularly relevant to development education; Topic 5 - European retreat from Empire and the aftermath, 1945-1990 and Topic 6 - The United States and the World, 1945-1989. Both offer many opportunities to examine issues from a justice perspective and to understand historical factors that have influenced current development issues. However, it remains to be seen if these topics will be chosen by many students or whether they will continue to study the topics that are more similar to sections of the old history syllabus. The availability of teaching resources is an influence here.

Each student must submit a research study as part of the final examination. This may be on any subject of historical significance. This allows the student to choose any issue or subject of interest to him/her. This presents a great opportunity to study issues directly relevant to development education. For example, a student could choose to research the history of the debt crisis in Africa, the history of the World Bank or the history of a specific developing country, etc.

Useful websites:

www.historyonthenet.com
www.bbc.co.uk/learning
- subject by subject materials
www.educationguardian.co.uk
www.eblast.com
- encyclopaedia and links to web.
www.school.discovery.com/
Discovery channel website
www.un.org/Pubs/CybersSchoolBus
- UN education website aimed at teachers and students
www.newint.org
New Internationalist magazine
www.nationalgeographic.com
www.dea.org.uk

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate History **Early Modern Europe**	**Topic 5: Establishing empires, 1715-1775** Territorial expansion; colonial acquisitions and European reclamations International trade; tobacco, sugar and slaves The West Indies slave plantations	Awareness of eurocentric worldview Awareness of stereotyping and prejudice Empathy and sensitivity to the human cost of international trade Appreciation of human interdependence	↗ Analysis of causes and consequences ↗ Understanding that the benefits of international trade can be very unequal	↗ Compare views and perceptions of the colonizers towards the colonized with contemporary views/perceptions of the developed world ↗ Use stories to illustrate the human cost of the slave trade. (www.liverpoolmuseums.org.uk)
	Topic 6: Empires in revolution, 1775-1815 Abolition of slave trade	Awareness of issues of justice, fairness and human rights.	↗ Understand the construct of the slave as less than human Recognition of stereotyping ↗ Ability to identify factors which bring about change	↗ Emphasise that this was a particular area at a particular time and that it did not mean the end of slavery. Slavery continued in North America and still exists today (www.antislavery.org)
Later Modern Europe	**Topic 3: Dictatorship and democracy in Europe, 1920-1945** The Nazi and Stalinist states Anti-semitism and the Holocaust	Appreciation of the nature of totalitarian states and the difficulty of addressing issues of human rights, justice and fairness in such situations Awareness of the dangers of racism today	↗ Understand how such regimes come about ↗ Analysis of how totalitarian societies function ↗ Understand the stereotyping of the Jew and the construct of the Jew as subhuman	↗ Comparisons can be made to recent examples of genocide, (e.g. Rwanda) Emphasise that this is not just an event in history but is still a problem today
	Topic 4: Division and realignment in Europe, 1945-1992 The Western economies, 1945-1973 Marshall Aid Impact of the oil crisis; recession	Appreciation of the interdependence of economies. Awareness of the roots of the current debt crisis in the oil crisis of 1973 Awareness of the limits to natural resources and that we must act responsibly	↗ Understand the unequal relationship between suppliers and consumers. ↗ Analyse the effect of the oil crisis on both the developed and developing world	↗ Geography students might compare the Marshall plan with aid flows and debt repayment today

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate History	**Topic 5; European retreat from empire and the aftermath, 1945-1990** Implications of World War II for European role in Asia; independence struggles and the reactions of the European powers; post-independence relations with the colonial powers; Africa and the " winds of change" – Algeria, Nigeria, the Congo, Tanzania and Angola Economic consequences of the process of de-colonisation; the Lome Conventions; trade, aid and famine in post-colonial Africa Julius Nyere and the policy of *Yujamaa*	Appreciation of the complex problems facing developing countries post-independence Awareness of origins of contemporary problems facing developing countries Commitment to justice and fairness Respect for the capacity of people to overcome oppression and poverty Appreciation of interdependence between Africa and Europe	↗ Identification of causes and consequences ↗ Understand, interpret and analyse problems facing developing countries post-independence ↗ Compare the different paths to independence ↗ Examine the legacy of colonialism ↗ Analyse the relationship between trade and aid ↗ Understand the causes of famine ↗ Assess role of the EU in supporting development in Africa	↗ Geography students might make links with issues of trade, aid and famine today
Later Modern Ireland	**Topic 1: Ireland under the Union 1815-1870** Economic crisis - 1815-1850, the Famine, post-famine economy, emigration, government response to the Famine	Awareness that famine is not just a 'food shortage' Appreciation of human interdependence and solidarity Appreciation of the reasons for emigration and the difficulties faced by migrant communities	↗ Critical analysis of complex reasons for famine Assess the effect and impact of the Irish Famine ↗ Ability to make links between causes of Irish Famine and famine today	↗ Discuss possible links between Irish generosity to the developing world today and our historical experience of famine

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate History **Later Modern Ireland**	**Topic 2: Movements for political and social reform, 1870- 1914** Land agitation and land reform	Appreciation of the importance of land for economic survival Awareness of historical inequalities regarding access to land and its consequences	↗ Ability to discern how change has occurred in a particular historical context	↗ Geography students might compare land distribution/access in 19th century Ireland with some developing countries today, e.g. Brazil, the Philippines, Honduras. ↗ Watch excerpts of 'The Field' and discuss how it illustrates the importance of land for the Irish people
	Topic 3: The pursuit of sovereignty and the impact of partition, 1912-49 Impact of world economic crisis from free trade to protectionism	Awareness that we live in an interdependent world	↗ Analysis of crisis admits impact on Ireland and the wider world ↗ Identification of national self interests in a given situation	↗ Debate the case for and against free trade versus protectionism ↗ Discuss the relevance of this debate for developing economies today
	Topic 4: The Irish diaspora, 1840-1966 **The main trends in Irish emigration** Irish missionaries in Africa and Asia The Holy Ghost mission to Nigeria, 1945-1966	Appreciation of the reasons why one million emigrated from Ireland Sensitivity to the plight of those forced to migrate around the world today Appreciation of diversity and of other cultures. Awareness that a small number of people can effect great change	↗ Understanding the causes of emigration - past and present. ↗ Analysis of the role of missionaries in colonial and post- colonial societies.	References could be made to contemporary movement of peoples from underdeveloped to more prosperous areas Find out from which countries migrant workers are coming to Ireland and why Statistical tables on work permits granted are available at www.entemp.ie

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate History **Later Modern Ireland**	**Topic 6: Government, economy and society in the Republic of Ireland, 1949-1989** Economic planning The move to Free Trade The First Programme for Economic Expansion, 1958-1963 Economic change and social consequences Increasing international involvement United Nations EEC Social change The status of women	Appreciation that national economies cannot operate in isolation Sensitivity to issues of justice and fairness and the growing uneven distribution of wealth Commitment to international cooperation for justice and peace Awareness of gender equity as a key to change	↗ Identification of causes and consequences ↗ Critical analysis of economic growth ↗ Ability to recognize that benefits are not evenly distributed ↗ Understanding the role of an international organization and the positive role that a small country can play in it ↗ Analysis of the role of the EU in promoting economic growth ↗ Understanding how change came about for women and the obstacles that had to be overcome	Debate and role-play can be useful here For example, debate the following topics: Women still have a long way to go on the path to equality Ireland could play a more positive role in promoting international cooperation and peace in the world

Modern Languages

and development education

MODERN LANGUAGES AND DEVELOPMENT EDUCATION

The Leaving Certificate syllabuses for Modern Languages present opportunities to explore target language communities and their relationship with Ireland, cultural differences and similarities and the cultural, social and political situation of countries where the target languages are spoken. The concept of 'target language community' is normally associated with the relevant European countries where these languages are spoken. However, students could be invited to look beyond Europe to learn about other countries in the world where these languages are spoken and could be exposed to materials from such areas, particularly in the case of French and Spanish (e.g. French: Angola, Rwanda, Mozambique; Spanish: Bolivia, Peru, Mexico, Guatemala, etc). Also, in section 3.5 of the syllabus (cultural awareness), the Third World is mentioned as a possible topic, though it is not mandatory.

It is important to notice that the skills and methodologies involved in the study of modern languages are largely compatible with the study of these languages from a development education perspective. For example, students can be helped to recognise prejudice, bias and stereotyping in print and images. Students can develop skills in interpreting a wide range of texts from a variety of perspectives and cultures. Students can use the target language to register their concern regarding issues of injustice using different means of communication (email, letters, petitions). Students can be helped to develop a critical consciousness with respect to all language use.

Studying languages from such a perspective would also reinforce positive values such as awareness of and appreciation for diversity, empathy for the experience and perspectives of other people, including those who experience injustice and inequality, a sense of global citizenship and appreciation of our human interdependence.

Identifying appropriate materials would be central to the development of such a programme. Hence the importance of training and building up appropriate resources, as well as the development of a network of teachers.

It would also seem that the incorporation of a development education perspective in modern languages would be most effective if an interdisciplinary approach was taken.

In summary, the syllabuses for Modern Languages provides opportunities to explore language not simply as a tool for communication, or even as the study of a body of literature, rather it can be seen as an opportunity to discover and understand our world.

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Modern Languages	**1.1 Meeting and getting to know people and maintaining social relations** ↗ Giving and seeking details ↗ Asking what languages someone speaks ↗ Discussing family and home ↗ Enquiring about and describing studies or work ↗ Asking about and describing the general nature of the region or locality in which someone lives Students could be encouraged to establish contact with a peer from a developing country. The topic of family could be discussed from a global perspective: size, roles, demographic patterns, etc. Investigate the languages spoken in the developing world: facts and reasons. **1.2 Making plans and discussing future actions** ↗ Discussing your plans for future studies and/or your career possibilities Students could research the following aspects from a global point of view: access to education, literacy, job opportunities, typical jobs, migrant labour, child labour, exploitation, etc. Possible links: Geography, Economics	↗ **Wider language education and intercultural consciousness-raising functions of foreign language learning** Syllabus, p. 2 ↗ **Taking into account cultural differences is often absolutely essential for successful communication** Syllabus, p. 3 ↗ **Focus not only on the target language community but also on its relationship to Ireland and the Irish way of life… refer not only to culture-specific issues but also to issues which go beyond cultural divisions** Syllabus, p. 3 ↗ **Derive enjoyment from the more accessible literature of the target language community** Syllabus, p. 5 ↗ **To equip learners with a broad acquaintance with the cultural, social and political complexion of countries in which the target language is a normal medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.** Syllabus , p. 5	↗ Analysis ↗ Critical thinking ↗ Comparison and contrast ↗ Co-operation ↗ Team-work identification of causes, consequences and solutions ↗ Analysis and reflection on different types of text ↗ Ability to recognise bias and prejudice ↗ Communicating orally ↗ Writing to support a cause ↗ Presenting ideas and information ↗ Use of imagination	Use of learner centred methodologies such as: ↗ research ↗ discussion and debate ↗ interview ↗ group work ↗ project work ↗ organising events ↗ creating a school magazine on global issues ↗ use of drama ↗ use of IT, videos, DVDs, digital camera, etc Visits from relevant people could play an important role

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Modern Languages	**1.3 Understanding, seeking and giving information about climate and weather** ↗ Describing the general weather pattern in a particular country, region or locality ↗ Enquiring whether particular activities are going to be possible under particular weather conditions Some of the following aspects could be discussed: weather, natural disasters, global warming, drought, natural resources, sustainable development, impact of the weather and environment on people's lives. Possible links: Geography, Biology **1.5 Buying goods and services** ↗ Changing money ↗ Ordering goods and services ↗ Negotiating purchase and hire Develop an awareness of currencies and their buying power; fair trade; what is produced, where it is sold, what is exported, how much it costs, who gets the profits, etc. Possible links: Economics **1.8 Understanding and expressing feelings and attitudes** ↗ Expressing hope ↗ Expressing like, dislike and preference ↗ Expressing satisfaction and dissatisfaction ↗ Expressing surprise and regret ↗ Expressing disappointment ↗ Expressing horror and embarrassment ↗ Expressing disbelief An excellent tool to help master the above is the letter/email. Letters could be written to governments, newspapers or embassies highlighting an issue of global concern. Possible links: English/Irish	Other attitudes and values that are not made explicitly mentioned in the syllabus, but would also be part of the teaching/learning process include: ↗ Awareness and openness to diversity ↗ Sensitivity to issues of justice, war, human rights and children's rights, etc. ↗ A sense of empathy for people and their situations ↗ Appreciation of human interdependence		

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Modern Languages	**1.10 Engaging in discussion** ↗ Expressing an opinion ↗ Stating that something is true or untrue ↗ Confirming that something is true or untrue ↗ Insisting that something is true or untrue ↗ Denying ↗ Contradicting ↗ Taking sides in discussion ↗ Ordering points in a discussion ↗ Concluding a discussion Students can apply the above to letter/email writing and to free compositions, such as writing a journalistic passage about issues related to the developing world. Students could also form a debating group. Possible links: English/Irish **2.1 Learning about language from target language material** ↗ Understanding the main elements of target language material dealing with language-related topics such as language as a social, regional and educational issue, changes in language and language use (new words, spelling changes, foreign influences, etc.) ↗ Exploring target language literary texts as sources of linguistic information and illustration Explore how European languages spread around the world Explore in what circumstances people in the developing world use their native language or their second one, namely a European language Provide students with texts about issues related to the developing world Possible links: History			

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Modern Languages	**3.2 Reading modern literary texts in the target language** Texts could be chosen that deal with issues related to the developing world **3.3 Describing and discussing everyday life in the target language community** ↗ Describing the similarities and contrasts between normal everyday life in Ireland and normal everyday life in one of the communities associated with the target language, with particular reference to where people live; how people are educated; what people work at; how much people earn in various jobs; how much holiday time people have and how they use it; how people spend their leisure hours generally; what transport facilities are available; what kinds of amenities people expect to have provided in their cities, towns and villages; what people eat and drink; what kinds of public services are available; what aspects of the natural environment are prominently referred to in conversation and/or involved in work and leisure activities ↗ Critically examining national stereotypes			

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Modern Languages	**3.4 Understanding, describing and discussing aspects of the relations between the target language community and Ireland** ↗ Outlining in broad terms the principle links between the target language community and Ireland ↗ Stating and defending personal opinions about the desirability of maintaining, developing or changing Ireland's links with the community in question Schools could establish links with a school in a developing country. Students might research the role of the Irish government and international organisations in supporting development and humanitarian work. Issues such as international cooperation, aid, development, etc. could be dealt with. Possible links: Geography **3.5 Understanding, describing and discussing in general terms issues that transcend cultural divisions:** ↗ Discussing issues such as: teenage culture, health and lifestyle, ecology, equality; ethnic minorities, migration, changing perspectives regarding human relationships (marriage, the family, etc., the European dimension; international issues ↗ Describing how such issues present themselves in Ireland and in the target language community ↗ Stating and defending personal opinions in respect of such issues Issues such as the following could be dealt with: factors that have an impact on people's health; diseases; mortality rate; child mortality; life expectancy, etc			

Assessment

The Leaving Certificate examination for Modern Languages consists of:

Oral Assessment: The three main components of the oral assessment are general conversation, picture description and role-play, though not all languages have both the second and the third component. In the case of French, German, Japanese and Russian candidates may avail of the option of discussing a project they have worked on and which is relevant to the syllabus content, while in the case of Italian and Spanish they may avail of the option of discussing a literary work.

The project component offers opportunities from a development education perspective. A discussion of a portfolio developed by the candidate would be worth considering, as it would give students the possibility to show how they explored issues from this point of view.

Listening Comprehension: Candidates in all languages answer questions in English/Irish on what they have heard (conversations, public announcements, interviews, extracts from radio and other sources). This too has the potential to include global justice issues.

Reading Comprehension: The syllabus states that 'candidates will be expected to demonstrate understanding of, and extract relevant specific information from such texts as public signs, menus, timetables, brochures, guides, letters, newspaper or magazine articles and works of literature'. In the case of Italian and Spanish, 'candidates will have the option of answering questions on literary text they have studied'. In the case of Russian, 'candidates will also be required to show an understanding of the cultural context in which the texts were written by writing short notes on key words or concepts arising in the texts'. The text types used in examination papers depend on whether they are at Ordinary or Higher level. The reading comprehension section is compatible with development education, provided that appropriate materials are used.

Written Production: The syllabus states that 'the tasks set will primarily require the candidate to use the target language for purposes of communication, such as expressing feelings and attitudes, giving and obtaining information, describing, relating, offering explanations, summarising, elaborating, etc.' The tasks mentioned can be based on a journalistic passage, a letter, a guided composition, a dialogue, etc. and they vary also according to the level of the paper.
This part of the assessment also has potential to incorporate development education content.

Music

and development education

MUSIC AND DEVELOPMENT EDUCATION

The opening statement of the Leaving Certificate Music syllabus asserts the historical position of music from earliest times as

'an important expression of human creativity. Today it is a valued social and cultural art form that transcends language, religious and racial barriers.'

Syllabus p. 1

Today, diversity is most apparent in the many musical genres and styles that make up the spectrum of musical practices that students encounter. 'Today, individual differences in musical values and experiences are an indication of the diversity and vitality of the nation's musical life. In accommodating these differences, this syllabus also accommodates divergence in students' musical needs, interests, and ambitions' **(Syllabus p.1).**

Musicians must always be open to new musical experiences in order to sustain creativity and its expression. In fact some of the most interesting modern forms of traditional Irish musical expression result from fusions between diverse styles. Indeed, the basis for all musical structures always involves unity within diversity, that is unity resulting from patterns of predictability (or recurring themes) and diversity resulting from the accommodation of change or difference. Music, then, in its expression and celebration of diversity, mirrors one of the essential values of development education.

Whereas all three areas of the syllabus contain opportunities to explore development education issues, some students will encounter it most immediately in performing, while all students can experience it routinely in listening.

The wide and rich scope of musical experience allows for significant thematic engagement with development education.

Themes of identity and belonging can be explored through performing and listening to music from one's own and other environments, e.g. Irish musical styles, Negro spirituals, indigenous and ethnic music, nationalism in the classical music of various countries, etc. Human rights and responsibilities can be explored through popular songs and ballads, e.g. protest songs of the 1960s, Irish ballads celebrating the 1798 rebellion or the Irish Famine, work songs and songs of slavery and freedom, etc. Discrimination and equality issues can be focused on through researching the music of female composers during the 19th century, Christy Moore songs describing the despair and injustice of particular situations, music identified with particular groups and identities (punk, rock, blues, spirituals, etc.). Themes of conflict and resolution can be seen in the intrinsic nature of harmony, which often involves discord seeking to be resolved. The rich musical theatre tradition (especially the modern works) also involves situations of conflict in search of resolution. In other cases, it is situations of conflict and resolution that provide the impetus and inspiration for music. Examples include *Romeo and Juliet Overture* by Tchaikovsky, the ballet *Romeo and Juliet* by Prokofiev, the opera *Madam Butterfly* by Puccini, the musicals *West Side Story* by Leonard Bernstein and *Les Miserables* by Claude-Michel Schonberg.

Whereas it is not always possible for the music teacher to accommodate an in-depth study of these issues and themes, the syllabus will provide some opportunity to engage with them from time to time. These opportunities are identified on the following pages.

Useful websites

www.amnesty.ie/trading

www.irishfiddle.com/article_on_styles1.html

www.europeanworld.com/musical_genres/styles/

www.icr.dit.ie/volume7/articles/article02.html

www.somusical.com/musical-styles/index.html

www.rpfuller.com/gcse/music/

http://intranet.twynham.dorset.sch.uk/music/gcse_ethnic_notes/indian_african.htm

http://bubl.ac.uk/link/E/ethnicmusic.htm

www.rskstudio.freeserve.co.uk/timelywords/2003/gmhistory.htm

www.musicsmiles.com/go_spiritual!.htm

www.efdss.org/songbib.htm

www.cdswap.ws/Content/findanamazon-/Asin-B00000I85F.html

www.comhaltas.com/education/Treoir/Tr3-1997/Songs.htm

www.ireland-information.com/irishmusic/irishsongs-music-lyrics-midis.htm

www.mustrad.org.uk/reviews/hungry.htm

www.iol.ie/~98com/ballads.htm

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Music **Performing**	**All students perform individually or as a member of a musical group** Syllabus, pp.5ff. **Music may be chosen from classical art, traditional Irish, ethnic, folk, rock, jazz, stage musical and/or other modern popular repertories.** Syllabus, p.19 Option 5 in Appendix A describes non-specified performing skills i.e. **performing skills** [that] **cannot be described under any of the previous options.** This option caters for special cases, including students who might wish to present indigenous ethnic music. **Example:** Students could explore similarity and difference by being involved in performing music from different musical practices.	Objective: **To value, through participation, musical creativity and the social sharing of music.** Syllabus, p. 2 Objective: **To cultivate and awareness of and a tolerance for the artistic views of others.** Syllabus, p. 2 Students involved in group music making learn the importance of cooperation towards a common good and learn to respect each person's contribution to group performance.	Objective: **To provide opportunity for the regular practice and development of individual and/or group performing ... at an appropriate level consistent with individual differences, needs and interests.** Syllabus, p. 2 Performance practices and genres are a matter of choice. Performance skills may develop from ↗ class-based teaching (i.e. aural memory, sight-reading skills, group performing, etc.) ↗ school-based musical activities (i.e. choirs, musicals, bands, etc.) ↗ privately acquired skills and skills developed within wider social contexts (i.e. learning an instrument, learning traditional music, pop bands, orchestras, involvement in ethnic music, etc.)	Within given criteria, students choose their own programme of pieces Methodologies vary depending on the student's choice of musical practice and genre. Methods may be those appropriate to professional training (as in learning a classical instrument) or result from self-directed learning or action learning (as in popular musical genres or through social sharing as is the case with ethnic music).
Composing	Composing melodies and harmonies **Example 1:** Students set texts illustrating themes of human rights and personal freedoms, etc. **Example 2:** Students engage with themes of justice, human rights and equality by composing chord progressions to well-know work songs, blues and protest songs, anti-war songs, etc.	Students become aware of and open to diverse musical sources, values and idioms	Objective: **To provide opportunity for the regular practice and development of individual and/or group ... composing skills at an appropriate level consistent with individual differences, needs and interests.** Syllabus, p. 2	Through analysis and imitation of musical exemplars from classical, popular and folk music, students study and become aware of musical idioms and practices.

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Music **Listening**	In listening to music, students **develop an understanding of how music contributes to the social, historical, technological, economic and cultural aspects of life** Syllabus, p. 2)	Students become aware of and open to diverse musical styles from different cultural perspectives, values and idioms Objective: **To cultivate and awareness of and a tolerance for the artistic views of others** Syllabus, p. 2	Objective: **To encourage students to listen purposefully to a wide variety of musical styles and genres, including music from the past and the present, and from our own and other environments, and to articulate their perceptions in a musically literate manner.** Syllabus, p. 2	↗ Purposeful listening to live and recorded music ↗ Stylistic and structural analysis ↗ Identification of musical features ↗ Comparing and contrasting musical features and idioms ↗ Group learning ↗ Teaching by topic
Prescribed works	Prescribed works are taken from a range of musical styles, genres and periods **In the case of each work, students must understand, identify and describe the range of musical features used; study its musical style and place it in its historical context;** **be able to analyse and describe patterns of repetition and change within the music;** **make comparative judgements about music.** Syllabus, p. 10 **Example 1:** Students use prescribed songs and works as a discussion point for study of other cultures. **Example 2:** Students use their study of prescribed works to enhance their understanding, e.g. Queen's *Bohemian Rhapsody* (poverty and its effects). Bob Dylan and Beatle's songs are also powerful expressions of social issues.	Accept and value classical, contemporary and popular genres Be open to 'other' and non-familiar musical forms	Develop a sense of 'same' and 'difference' among musical styles and genres	

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Music **Irish Music**	**Students listen to Irish Music to understand, identify and describe from aural and visual perception** **1. the range and variety of Irish music heard today; 2. Irish musical idioms and influences; 3. traditional and modern-day performing styles; 4. the contribution Irish music has made to folk music in other countries, especially in North America.** Syllabus, p.11	Develop a sense of identity and belonging Learn about national idiom in music.		
Aural Skills	Students learn about **idiomatic features (melodic and rhythmic) upon which specific pieces of music are based [and] ... to perceive aurally the stylistic features that affect particular musical textures.** Syllabus, p.11 Through the use of selected music, students could become aware of discrimination and social justice issues, e.g. modern ballads that concern poverty, famine songs and historical ballads	Further develop a sense of 'same' and 'difference' in musical styles and genres and performance practices		
Higher Level Elective in Listening - Special Study Topic	**Students taking this elective choose their own study topic within the criteria given in the** Syllabus, p.12. Students here may choose a musical topic directly related to development education, e.g. music from a specific country, protest songs of the 1960s, the treatment of conflict and resolution in musicals, etc.	Awareness and understanding of main themes relating to development education and their expression and treatment in an identified musical		

Assessment

Leaving Certificate Music is examined by

a practical examination in performing
a written examination in composing
an aural-cum-written examination in listening.

Ethnic and popular musics may be studied and performed at the practical examination in performing.
The aural examination involves students responding to a wide range of recorded excerpts. Questions are set on choice as well as prescribed works and, for those taking the Higher Level Elective in Listening, on their chosen special topic. The study of choice works and the Higher Level Elective in Listening provides scope for students to study and respond to music with a development education focus.

Religious education

and development education

RELIGIOUS EDUCATION AND DEVELOPMENT EDUCATION

SYLLABUS OVERVIEW

Section A - The search for meaning and values
Section B - Christianity: origins and contemporary expressions
Section C - World religions
Section D - Moral decision making
Section E - Religion and gender
Section F - Issues of justice and peace
Section G - Worship, prayer and ritual
Section H - The Bible: literature and sacred text
Section I - Religion: the Irish experience
Section J - Religion and science

Section A must be studied, plus *any* two of Sections B, C and D, plus one other from Section E, F, G, H, I, J.

Religious education in the Leaving Certificate programme raises questions such as, what makes for a common good, what is meant by just society, why are people hungry, and what are the implications of scientific progress for our planet? Exploration of such issues takes place in the personal, local and global contexts, and therefore presents clear links with the content of development education. However, it is not simply the content of Leaving Certificate Religious education that is compatible with development education. The skills, attitudes and values which are promoted through Leaving Certificate Religious education are also at the heart of development education.

Religious education, like development education, is concerned with fostering skills of critical inquiry and creative action. Students are invited to assume the role of critical questioner and reflective searcher, roles that are central to promoting education for active global citizenship. Religious education also has a particular role to play in fostering attitudes of respect for self and others (based on human dignity and human rights), and in the promotion of mutual understanding and respect for the diversity of people, cultures and beliefs that share this planet.

The introduction to the syllabus states,

> 'Religious education has a particular role to play in the curriculum in the promotion of tolerance and mutual understanding. It seeks to develop in students skills needed to engage in meaningful dialogue with those of other or of no religious traditions.'
>
> **Syllabus, p. 3.**

The ability to engage in real dialogue with a diversity of people is a key skill needed for understanding our world and how it works.

Active learning methodologies are encouraged in the teaching of both Junior Certificate and Leaving Certificate Religious education. At Leaving Certificate level there is particular emphasis on active learning methodologies which promote critical questioning, discussion and debate. Group work is also promoted in the pursuit of information and research. *The Guidelines for Teachers* offer ideas on how to use ICT in religious education - word processing, the internet, digital cameras, etc. Visits to and from the class may also be appropriate. For example, a teacher could organise a class visit to a sacred place or invite a speaker from a justice/human rights organisation to visit the class.

Course work comprises 20% of the total assessment of Religious education. Here again, we see a convergence between the skills fostered by development education and those which coursework seeks to develop.

These include:

- Skills of research, including using computers, libraries, surveys or the media
- Ability to select, analyse and evaluate information for a given purpose
- Skills of critical thinking, including the ability to question the authority of different sources of information and the ability to distinguish between fact and opinion
- Skills of communication: the ability to sort and edit information and make it one's own, and the ability to present ideas concisely and cogently
- Skills of reflection: the ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experience
- The ability to interpret, contrast and evaluate different opinions/approaches to a topic (Higher level students.)
- The ability to develop counter-arguments (Higher level students).

Guidelines, p. 143

In summary, Leaving Certificate Religious education provides opportunities for the exploration of a range of global justice issues. In

practice, however, students may not be exposed to the full range of opportunities due to the range of options available for study within the syllabus. If a teacher decides not to teach sections B, D, F or J of the syllabus in particular, then this would result in a huge loss of opportunity to address issues of global justice. However, there is a substantial convergence of aims, values, attitudes and skills which suggests that Leaving Certificate Religious education can support and complement the work of development education (and vice versa).

A CURRICULUM FRAMEWORK FOR SENIOR CYCLE RELIGIOUS EDUCATION

An optional framework for senior cycle Religious education has been designed to offer teachers (who are not preparing students for the Leaving certificate examination in Religious education) a structure within which to plan a programme of religious education for senior cycle.

There is much in common between the Leaving Certificate syllabus and the senior cycle curriculum framework. However, the framework offers considerably less detailed specification than the Leaving Certificate course, is shorter, and offers more choice and scope for creativity for teachers and schools. It is designed as a two-year framework, but can be extended to cover a three-year senior cycle if transition year is to be included.

Each section is presented in two parts. The first part sets out the topics to be covered in the section and the expected learning outcomes. The second part offers a range of *exploration options* of each theme.

The explorations have been carefully designed to offer opportunities and support for a variety of learner styles and methodologies, including group work, project work, self-directed learning, investigations, visits and speakers, cross-curricular linkages and the use of ICT, particularly the use of the internet. A development education and justice perspective is strongly embedded in many topics and exploration options in the framework for senior cycle Religious education. The teacher of Religious education at senior cycle would find many development education resources most useful in exploring these topics.

Useful websites:

www.trocaire.org
www.christian-aid.org.uk
www.oxfam.org
www.amnesty.org
www.oneworld.net
www.developmenteducation.ie
www.savethechildren.org.uk
www.bbc.co.uk/educaton/humanrights/
www.eco-portal.com
www.greenpeace.org.uk/forests
www.yptenc.org.uk
www.friendsoftheirishenvironment.net
www.earthcharter.org
www.NewScientist.com/hottopics
www.antislavery.org
www.biodiversity.org
www.earthtrends.wri.org

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Religious Education		↗ **Appreciation of and respect for the richness of religious traditions** ↗ **Appreciation of and respect for the non-religious interpretation of life** ↗ **Openness to individual and collective search for meaning** ↗ **Openness to dialogue and the search for mutual understanding** Syllabus, p. 9	↗ **Analysis, application and synthesis** ↗ **Comparison and contrast** ↗ **Identification of causes and consequences** ↗ **Appropriate use of, and critical reflection on, text and resources** Syllabus, p. 9	Active learning methodologies are encouraged in the teaching of Leaving Certificate religious education. There is particular emphasis on critical questioning, discussion and debate. Group work is also promoted in the pursuit of information and research. Visits are encouraged from relevant people to the class and to places outside the classroom. The Teachers Guidelines also offer ideas on how to use ICT in Leaving Certificate religious education - word processing, the internet, digital cameras, etc.
	Section B: Christianity **Part 5: The Christian message today** **5.1 Explore how the teaching and work of one Christian denomination sees itself as carrying on the mission of Jesus** ↗ **Christians faced with violence, intolerance and sectarianism** ↗ **Christian understanding of a just and inclusive society** ↗ **Christians and the use and sharing of the earth's resources** Students could be encouraged to explore the above examples using both local and global case studies.	↗ Appreciation of the root causes of violence, intolerance and sectarianism ↗ Respect for those who work to promote justice, equality and care for the earth ↗ A sense of stewardship	↗ Ability to recognise prejudice and its effects ↗ Identify the links between violence and injustice ↗ Discern the causes of environmental destruction and explore solutions/responses	↗ Case studies ↗ Photo speak ↗ Collages (using magazine and newspaper clippings) ↗ Discussion ↗ Debate

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Religious Education	**Section D: Moral decision-making** **Part 1: Thinking about morality** **1.2 The expression of personal and communal values in the UNDHR and similar charters.** Discuss the character of human rights and their application in different contexts and places. **Understandings of the common good.** Discuss how the concept of the common good might contribute to a more just world.	↗ **Awareness of, and openness to, the moral dimension of the issues of the day.** Syllabus, p. 48 ↗ Openness to different views and perspectives ↗ Appreciation of the universal value of human rights ↗ A sense of social responsibility	↗ Ability to express views and listen to/be informed by the views of others	↗ Case studies ↗ Role-play (with digital camera to capture different perspectives) ↗ Stories ↗ Issue- tracking of a moral debate in the newspapers and other media
	Part 2: Morality and religion **2.1 Changes in the understanding of morality in two of the following: morality of slavery, of war, of capital punishment, of child labour** Discuss how changes in moral thinking have come about and the influence of different people around the world in that process (e.g. Bartholomew De Las Casas and slavery). Discuss the reasons for the continued existence of slavery or child labour today.	↗ Willingness to perceive issues from the point of view of others, both historically and culturally ↗ A commitment to justice and human rights	↗ Investigation skills using the internet and library ↗ Analysing information ↗ Challenging assumptions	↗ Role-play different perspectives on moral issues ↗ Research using the internet ↗ Debate ↗ Discussion
	Section F: Issues of justice and peace **Part 1: Reflecting on context** **1.1 Social analysis** **1.2 Why are people hungry in the world?** **Describe one country's experience of hunger and identify two causes of the problem at a national and international level and associate each with economic or political or cultural or social structures.**	↗ **Appreciation of potential questions of justice and peace in a given situation** ↗ **Commitment to raise such questions when necessary** ↗ **Sensitivity to issues of justice in the student's own lives and in the lives of others.** Syllabus, p. 60	↗ **Identify the links between justice and peace, and the absence of peace** ↗ **Apply the skills of social analysis to issues of justice and peace** Syllabus, p. 62	↗ Group work ↗ Project work ↗ Use of internet and other media to gather stories and images ↗ Interview someone working to address issues of justice and peace ↗ Guest speaker

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Religious Education	**Part 2: The concept of justice and peace** **2.1** ↗ **Justice as right relationship** ↗ **Justice as retribution** ↗ **Justice as fair play** ↗ **Justice as the promotion of equality** ↗ **Justice as the upholding of human rights**	**Openness to, and respect for, groups who campaign for justice, including those who campaign out of religious conviction** Syllabus, p. 62	↗ Social analysis ↗ Identification of causes and consequences ↗ Critical thinking ↗ Reflection ↗ Discussion ↗ Debate ↗ Imagination	As above
	2.2 The links between justice and peace **Types of peace** **Non-violence as lifestyle and form of protest**	↗ Awareness of the link between justice and peace ↗ Respect for non-violence as a lifestyle and form of protest	↗ Ability to critique the 'just war' tradition and other justifications for war	↗ Listen to songs of protest against war and peace music. For example, John Lennon, U2, etc. ↗ Case studies of conflict around the world
	2.4. Personal and structural violence **The 'just war' tradition** Compare examples from the developing and developed world	↗ Awareness that violence can be both personal and structural ↗ Awareness of the root causes of violence		↗ Case studies of people working to protect the environment
	Part 3: The religious imperative to act for justice and peace. **3.1 Religion and the environment.** Investigate events and thinkers in the developing world who have contributed to the greening of religion	Appreciation of the role of individuals and movements who work to protect the environment from a range of religious backgrounds		↗ Invited speakers

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with developmental education	Methodologies
Leaving Certificate Religious Education	**Section J: Religion and science** **Part 2: The relationship between religion and science** **2.4. The ecological crisis** ↗ **the main features of the crisis** ↗ **the origins of the crisis** ↗ **attitudes to the crisis from the perspective of theology and science** Students might examine the above using examples from both the developing and developed world	**Critical evaluation of scientific and technological progress.** Syllabus, p. 103 ↗ A sense of stewardship and respect for the environment ↗ Appreciation of the diversity of life ↗ Awareness of the interconnectedness and interdependence of all life	**Identify ethical implications of scientific progress** Syllabus p. 98 ↗ Critically assess the extent of ecological crisis and its causes and effects ↗ Imagine future impact on the environment and on the human race	↗ Consequence mapping. The teacher poses a "what if?" question and probes the consequences. For example, what if, humans in the developed world continue to consume and produce waste at the current rate? Or what if farmers in the developing world no longer own the seeds for growing their food?
	Part 4: Current issues for religion and science: life and death **4.2 The genetics debate** Explore the pros and cons of genetically modified food from the perspective of both the Western consumer and the farmers/producers of the developing world	↗ Awareness of the ethical issues and values surrounding the debate on genetic engineering, patenting of seeds, etc.	↗ Assess the positive and negative implications of genetically engineered food ↗ Critically evaluate the arguments for and against	

Assessment
80% of the total mark is assigned for the written examination. 20% of the total mark is assigned for coursework.
Coursework provides an opportunity for students to engage in extended research, analysis and reflection on a chosen topic.
Coursework aims to develop skills of research, analysis, evaluation, critical thinking, communication and reflection.

Note: Bold font indicates direct reference to the Syllabus or Teacher's Guidelines

Summary Overview of Leaving Certificate (Established) and Development Education

SUMMARY OVERVIEW OF LEAVING CERTIFICATE (ESTABLISHED) AND DEVELOPMENT EDUCATION

INTRODUCTION

The mapping exercise has shown that many Leaving Certificate subjects present real opportunities for exploring development education issues. Most subjects encourage learning from both a local and a global perspective and share a common set of values, attitudes and skills which correspond strongly with those promoted by development education.

CROSS-CURRICULAR OPPORTUNITIES

In reviewing the content of a range of Leaving Certificate syllabuses one is struck by the frequent recurrence of similar themes, topics and issues. Some examples of content overlap between subject areas are listed below

1. **Raw materials: their origins and use** - Art, Construction Studies, Agricultural Science, Economics
2. **Ecology** - Biology, Geography, Agricultural Science, Religious Education, English
3. **Human impact on the environment** - Biology, Geography, Agricultural Science, Economics, Religious Education
4. **War, famine, disease** - Biology, Religious Education, Geography, History
5. **Concepts of development** - Geography, Agricultural Science, Economics, History
6. **Sustainable development and sustainable growth** - Geography, Agricultural Science, Economics
7. **Impact of economic policies of trading blocks (EU, GATT, Lome) on developing countries** - Geography, Agricultural Science, Economics, History
8. **Globalisation** - Economics, Geography
9. **Role of Multinational Companies** - Economics, Geography
10. **International Financial Institutions** - History, Geography, Economics

While the above list shows the direct opportunities for cross-curricular learning many other subjects might also contribute to cross-curricular learning around these themes. In English, Irish and Modern Languages there are ample opportunities to discuss contemporary justice issues and to compose and read texts which address these issues. Similarly, Music and Art can be vehicles for exploring issues of justice and human rights.

THE ROLE OF THE TEACHER

The role of the individual teacher is probably the most significant factor in determining whether a Leaving Certificate class will pursue the kinds of issues and teaching approaches central to development education. Teachers who are sensitive to issues of justice and human rights, are aware of and open to exploring the wider world and have a sense of responsibility and commitment to creating a better world, will find opportunities to link development education with the subjects they teach. This is especially so in the case of 'open-ended' syllabuses such as Art, Music, English, Irish and Modern Languages. The teacher can exercise considerable choice in the selection of texts and themes to be explored in class. For example, in Music the teacher's choice of listening material is vital, as is his/her capacity to open up music as a lens through which students can understand the world (e.g. in sharing music of protest, peace music and songs of solidarity that tell the story of people's struggles around the world). The teacher can also play an important role in helping students to question and critique the dominance of Western 'popular' music and can offer opportunities to encounter music from the developing world.

Where syllabuses are framed more tightly (such as Geography, History, R.E. and the sciences) there are usually options or elective units which offer possibilities in relation to development education. Some subjects also present opportunities to explore a development education theme in the assessment process. For example, as part of the oral assessment of some Modern Languages students are given the option of discussing a project they have worked on. This project could be based on a development education theme. In History, students can choose any topic of interest to them as the focus of their research study. This represents 20% of the total mark. Similarly, in Construction Studies students can select their own project topic (which represents 25% of the total mark) and a development education perspective can be incorporated into the project. Again, the teacher is key in encouraging and supporting students in researching topics with a development education link. This all points to the need to build capacity and confidence amongst teachers so that they can see the opportunities to engage in development education and have the necessary skills and knowledge to take such an approach.

CHALLENGES AND OPPORTUNITIES

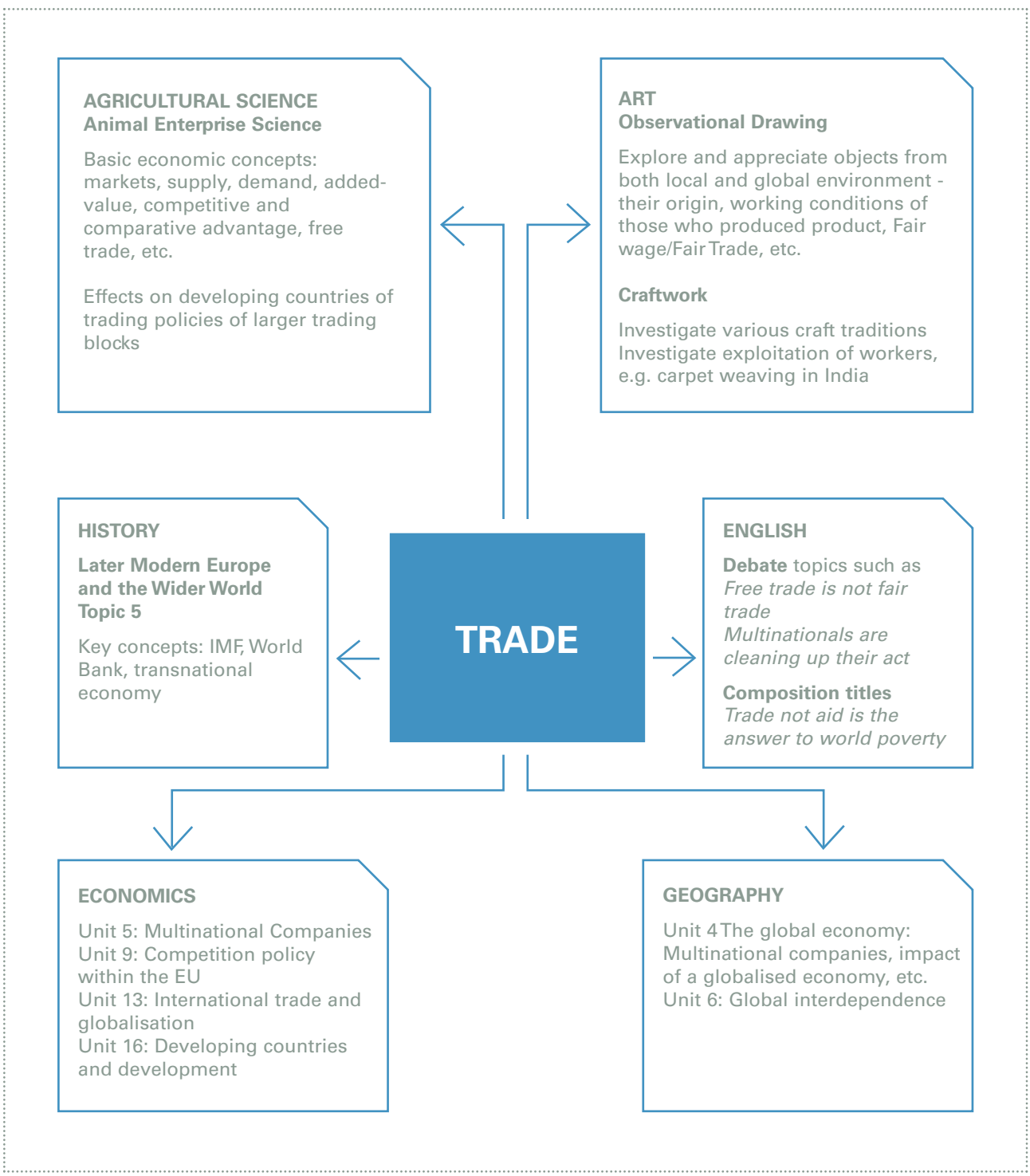
There is a need to find ways to support and affirm those individual teachers who are committed to development education. Some very practical supports could be offered such as networking of teachers from a range of subject disciplines who share an interest in justice education; the development of a web-based newsletter telling what's happening in various schools and pointing to useful resources; a dedicated Leaving Certificate development education website with links to various subject areas.

There is a need for professional development too. Most teachers might not see the immediate potential or benefits of incorporating development education into their teaching. Others may wonder about its relevance to 'the exam' and fear that they are straying away from the syllabus. And others may see its relevance but feel a lack of expertise in dealing with development issues. Without training in this area development education will remain the preserve of those who see an obvious relevance to their subject area and those who are committed to it personally. As such, development education will remain 'hit and miss' for most students at Leaving Certificate level. The main challenge, then, is to communicate to all teachers the relevance and benefits of incorporating a development education perspective in their teaching.

Finally, there is a need to influence the publishers/editors of Leaving Certificate textbooks. Since teachers rely heavily on these resources for their teaching it is important that they make explicit links between the various subject areas and relevant development education themes and methodologies. As many Leaving Certificate syllabuses have recently been revised there is a particular need to provide good teaching resources that incorporate a development education perspective.

Chapter 5 will point to future developments at senior cycle and how proposed changes might enable a strengthening of development education in Leaving Certificate (established).

TOPIC WEB SHOWING LINKAGES ACROSS SAMPLE LEAVING CERTIFICATE SUBJECTS



CHAPTER 4

Development Education and the LCVP

DEVELOPMENT EDUCATION AND THE LCVP

INTRODUCTION

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The programme was introduced in 1994 and in the school year 2004, 510 schools were offering LCVP programmes. The LCVP combines the academic strengths of the Leaving Certificate (established) with a focus on self-directed learning, enterprise, work and the community. LCVP students are encouraged to develop skills and competencies that are fundamental to both academic and vocational success. Many of these skills are also compatible with those promoted in development education.

Among the skills emphasised in LCVP are the ability to

- be innovative and enterprising
- take responsibility for own learning
- adapt to changing circumstances
- evaluate data and devise solutions to problems
- communicate ideas effectively
- work with others as part of a team
- use ICT
- learn from experience.

The use of active teaching and learning methodologies is encouraged in LCVP. Experiences such as work placements, mini-enterprises and business and community visits are an integral part of the programme.

PROGRAMME REQUIREMENTS

- LCVP students must take a minimum of five Leaving Certificate subjects including Irish.[1]
- Two of the above must be selected from the designated Vocational Subject Groupings.
- Students are required to follow a recognised course in a Modern European Language (other than English or Irish).
- Students must study two Link Modules, namely *Preparation for the World of Work* and *Enterprise Education.*

THE LINK MODULES

The vocational focus of LCVP is mainly achieved through the two Link Modules - *Preparation for the World of Work* and *Enterprise Education.*

Link Module 1 - *Preparation for the World of Work* introduces the student to the world of work through factual information on the world of work generally, identification of the main industries and sources of employment in the local area, identification of main agencies and services in the local area, information on current legislation relating to employment of young workers, information on current Health and Safety regulations, etc. Following on from this, each student completes a career investigation and participates in a work experience or a work shadowing placement.

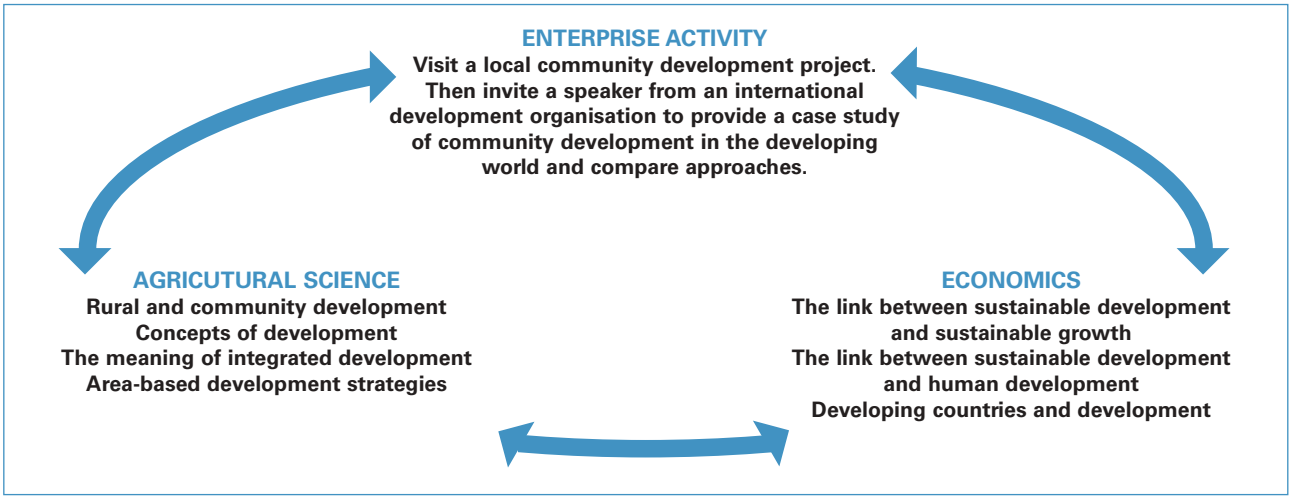
Link Module 2 - *Enterprise Education* is designed to give students the opportunity to meet enterprising people and to investigate business and community enterprises. As part of the module students are encouraged to set up their own enterprise projects.

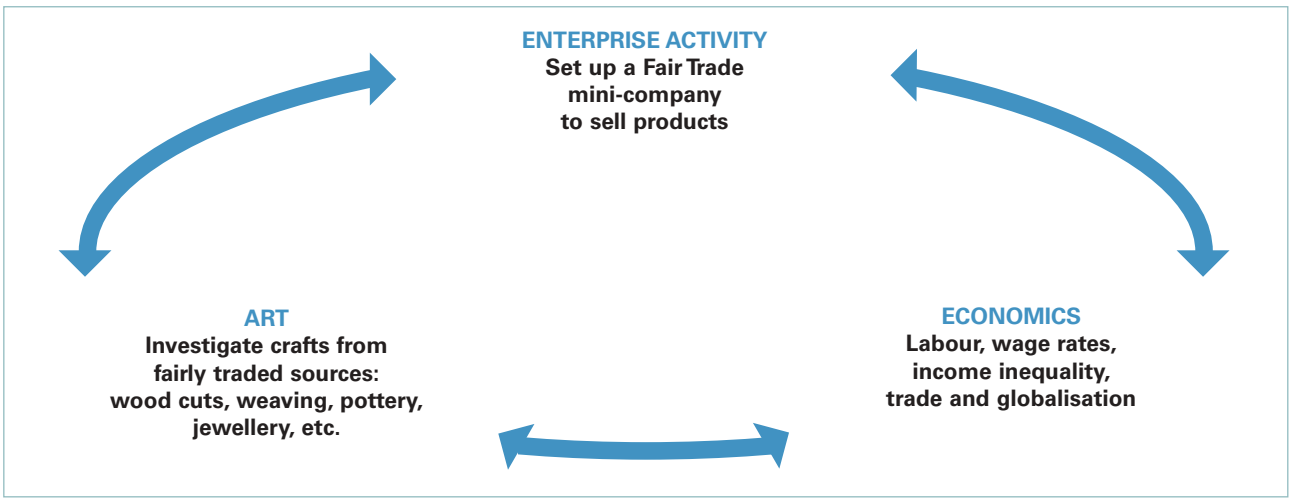
OPPORTUNITIES FOR DEVELOPMENT EDUCATION

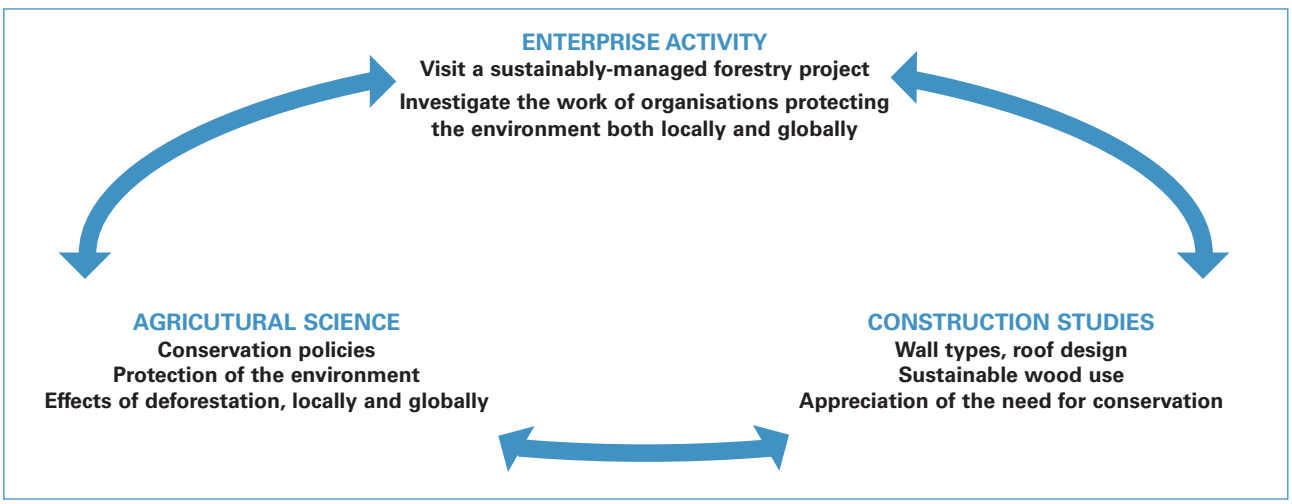
The emphasis within LCVP on active learning, discussion and research provides great scope for exploring issues of both local and global concern. A limited amount of time is allocated to the Link Modules (typically one double-period per week). However cross-curricular approaches are encouraged in LCVP and this allows greater freedom for teachers and students to make links between learning. This also provides opportunities for pursuing development education themes using cross-curricular approaches. Many of the subjects within the Vocational Subject Groupings make explicit links with development education issues (for example, Art, Construction Studies, Agricultural Science, Biology, Economics, Physics and Chemistry).

The following diagrams illustrate how cross-curricular work on development themes might be explored taking sample vocational subject groupings.

1 As the LCVP incorporates the Leaving Certificate (established), much of the discussion in Chapter 3 is also relevant to LCVP.


ENTERPRISE ACTIVITY
Visit a local community development project.
Then invite a speaker from an international development organisation to provide a case study of community development in the developing world and compare approaches.
AGRICUTURAL SCIENCE
Rural and community development
Concepts of development
The meaning of integrated development
Area-based development strategies
ECONOMICS
The link between sustainable development and sustainable growth
The link between sustainable development and human development
Developing countries and development


ENTERPRISE ACTIVITY
Set up a Fair Trade mini-company to sell products
ART
Investigate crafts from fairly traded sources: wood cuts, weaving, pottery, jewellery, etc.
ECONOMICS
Labour, wage rates, income inequality, trade and globalisation


ENTERPRISE ACTIVITY
Visit a sustainably-managed forestry project
Investigate the work of organisations protecting the environment both locally and globally
AGRICUTURAL SCIENCE
Conservation policies
Protection of the environment
Effects of deforestation, locally and globally
CONSTRUCTION STUDIES
Wall types, roof design
Sustainable wood use
Appreciation of the need for conservation

A development focus could be taken in the Career Investigation (Link Module 1) if the work of a development organisation was taken as the focus. In Link Module 2, where voluntary and community enterprises come under investigation a community group that is working for development and human rights could be investigated (e.g. the work of a local branch of Amnesty International). A further opportunity to increase awareness of development issues exists in Link Module 2, *Enterprise Education*, where students are encouraged to set up their own enterprise. Teachers could point out how an enterprise project could have a Fair Trade focus. Students could set up a mini-company to trade directly with a cooperative producing goods in the developing world and then market and sell the produce in the school/local community. Irish NGOs with partners in the developing world could help in establishing such links. This would fulfil the learning objective relating to enterprise skills while also creating awareness of the country in which the products are made and provide practical support to the workers there. A resource which could be useful in this regard is *Level Playing Field - Practicing Enterprise that's Fair and Ethical with a Global Perspective* (produced by LCVP in 1998).

There are a number of other useful resources. *The World at Work Locally - A Leaving Certificate Vocational Programme Resource* (published by 80:20 and LCVP) is a very valuable resource for integrating development education themes within Link Module 1, *Preparation for the World of Work*. While this resource was printed in 1999 it is still highly relevant and it continues to be distributed by the LCVP support team. The Irish Congress of Trade Unions produced another excellent resource, *Skills, Work and Youth* (2000) which includes a section on solidarity with young workers worldwide.

LCVP students are required to submit a portfolio of student coursework. This must include a number of core items as well as two optional items. Many of the portfolio items could be presented with a development perspective.

The increasing number of international students who are participating in LCVP programmes has presented teachers with the opportunity of inviting students to share experiences about the world of work from a diversity of countries. These students are a rich resource and can broaden the experience and understanding of Irish students in relation to the world of work. The participation of international students in the LCVP programme has stimulated some discussion about what is meant by 'My Own Place' In preparing international students to complete their reports on 'My Own Place' teachers in recent years were presented with the dilemma of deciding what is meant by 'My Own Place' and whether this might be interpreted only as an Irish place. An agreement was reached between the LCVP Support Service and the DES whereby students must do a project based on an Irish place but they are permitted to draw comparisons with their place of origin. This example illustrates how as the student profile in Irish classrooms becomes more culturally diverse there is a natural tendency to broaden the perspective and experiences that are shared as students themselves bring the wider world into the classroom.

Resources for LCVP

In addition to the resources mentioned above, teachers might find the following websites useful:

Fair Trade
www.tradejustice.ie
www.maketradefair.com
www.antislavery.org
www.fairtrade.ie

Development
www.developmenteducation.ie
www.trocaire.ie
www.oneworld.net

The environment
www.eco-portal.com
www.greenpeace.org.uk/forests
www.fsc.org/en
www.justforests.org
www.yptenc.org.uk

CHAPTER 5

Looking to the Future - the Review of Senior Cycle

LOOKING TO THE FUTURE - THE REVIEW OF SENIOR CYCLE

INTRODUCTION

The NCCA's review of senior-cycle post-primary education commenced with the publication of *Developing Senior Cycle Education: Consultative Paper on Issues and Options* in October 2002 and has progressed since then through a range of consultative fora and publications. *Developing Senior Cycle: Directions for Development,* published in 2003, posed possible options for the medium to long-term and acted as an additional consultative tool. In June 2004 the first advice was presented to the Minister for Education and Science, *Proposals for the Future of Senior Cycle Education.* This was followed by more extensive and detailed advice in April 2005, *Proposals for the Future Development of Senior Cycle Education in Ireland.* Many of the ideas and proposals for change contained in these documents have the potential to open up new opportunities for development education at senior cycle and to strengthen opportunities that already exist.

In summary, the proposals involve restructuring the senior cycle curriculum to include more diverse programmes of study, involving a wider range of curriculum components - transition units, short courses and subjects. This wider range of curriculum components will allow for a better balance between knowledge and skills in the educational experience of senior-cycle students, and will promote the kinds of educational experiences associated with participation in the knowledge society. They will provide for improved access to a greater variety of assessment methods and for the introduction of a new certificate of senior-cycle education. These developments are linked to a changing school culture, where students would take greater responsibility for their learning and have a greater say in the organisation and management of their learning environment.

PROGRAMMES OF STUDY

The proposals envisage senior-cycle programmes of study comprising particular combinations of transition units, short courses and subjects. These programme of study would be characterised by choice and flexibility. From a development education perspective it is interesting to note that the NCCA's advice to the Minister states,

'The purpose of senior-cycle education is not solely related to meeting needs and ambitions associated with further study and work. Curriculum components that cater for the personal and social development of students, that contribute to their personal well-being and prepare them for life as citizens should be included.'[2]

This view was also strongly expressed by those who responded to the NCCA's senior cycle Consultative Survey. When asked to identify the most important challenges facing students in the future, respondents identified challenges such as communicating with others and appreciating different cultures more frequently than finding gainful work. With this in mind, and in order to offer greater balance in the range of courses available to students, new subjects and short courses will be added to the curriculum. Social and Political Education will be the first new subject to be developed. It is envisaged that a wide menu of transition units will be developed by schools and validated by the NCCA. A range of development themes could be included in these transition units.

SKILLS

The review of senior cycle has suggested that alongside the emphasis on the knowledge content of subjects, there should be a strong emphasis on skills and how they are linked to knowledge.

The key skills identified are
- Critical and creative thinking
- Information processing
- Being personally effective
- Communicating
- Working with others

Development education has traditionally emphasised skills development and in particular skills of critical and creative thinking, information processing, cooperative and self-directed learning and communication. The experience of development education practitioners can play an important role in moving towards a skills-based approach to learning in a revised senior cycle programme of education.

2 Proposals for the Future Development of Senior Cycle Education in Ireland, April 2005, p.14.

SCHOOL CULTURE

In the course of the NCCA's consultation on senior cycle, many people (including students themselves) pointed to the need for a school culture conducive to fostering more independent thinking and learning. There was also considerable discussion of the need for students to become more participative in their learning through the development of critical thinking skills, communication skills and the ability to work with others. The importance of a more democratic school culture has been highlighted in the proposals, and the NCCA envisages working on models of greater inclusion of the student voice in the organisation and management of their learning and the learning environment. This will be welcomed by development education practitioners who have consistently highlighted the importance of school culture and argued that issues of justice and human rights cannot simply be taught as discreet slots on the timetable. The values that underpin development education are more 'caught' than 'taught'. They are caught through the whole school environment, including the values, messages and culture of the school. Therefore it is difficult to teach *about* human rights in a school culture where students experience of equality, respect and participation in democratic processes is poor. A holistic approach to education as outlined in the proposals for senior cycle - addressing knowledge, skills, values and attitudes within a whole-school context - is one that resonates very strongly with the philosophy of development education.

CONCLUSIONS

The proposed rebalancing of the curriculum at senior cycle will provide new opportunities for the inclusion of additional areas of study with a focus on citizenship, human rights and global issues. These areas of study will be made available through transition units, new subjects and within a limited number of short courses. The proposed changes will also enable a strengthening of development education in already existing subjects. For example, opportunities for exploring development education from a cross-curricular perspective will be enhanced as students learn to link learning across different subject areas. Most importantly, future developments at senior cycle look set to emphasise key skills and a teaching-learning process based on active and reflective learning which is compatible with development education.

In summary, then, the future points towards

- a greater emphasis on the development of key skills. These include skills that are at the heart of development education, such as communication, critical thinking and working with others
- the promotion of new models of inter-disciplinary teaching and learning. This too will facilitate an inter-disciplinary approach to development education issues which has always been encouraged by development education practitioners
- a broadening of the basis of assessment to more frequent and student-centred assessment process. For example, more emphasis on research and project work/action projects will support the unity of education and action for change. This unity is central to the philosophy and methodology of development education.
- a changing role of teachers from imparters of knowledge to facilitators of learning using a broad repertoire of methods associated with active and self-directed learning methodologies. It is envisaged that the teacher of the future will engage much less in 'banking' information and instead facilitate independent and critical engagement in the learning process.

CHAPTER 6

Conclusions and Recommendations

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Development education is not another subject to be added to the curriculum. It is an approach to education that can be integrated across all subject areas. This study has shown strong links and opportunities across all senior cycle programmes for incorporating such a perspective. There is a coherence of aims, values and skills compatible with development education as well as a coherence of content. Possibilities for developing cross-curricular learning are presented by the numerous areas of content overlap - especially themes such as trade, aid, sustainable development, ecology and globalisation - which are studied in a range of Leaving Certificate subjects and senior cycle programmes.

This study has also highlighted the importance of the individual teacher's personal interest in and commitment to development education. This is perhaps *the* most critical factor in determining whether a student will be exposed to the kinds of approaches and themes central to development education. Even where a syllabus provides explicit links to development education a teacher's personal motivation can influence whether and how development education options are explored. He/she can also influence the choice of teaching materials and extension work pursued. This points to the importance of supporting and affirming teachers and schools who are committed to development education.

In reviewing the content, concepts, values and skills of development education it becomes clear that such a process is most effective and meaningful when it receives support from the whole school. When there is a shared vision and commitment to justice education it permeates all aspects of the school's curriculum, both formal and 'hidden'.
It will also be a key influence in developing the School Plan.

CHALLENGES AND OPPORTUNITIES

Reliance on individual teachers

Given that much of the work of development education relies on the commitment and motivation of a small number of individual teachers who are committed to the values and vision of justice education, there is a challenge in finding ways to support and affirm their work. There is a further challenge in finding ways to engage a wider cohort of teachers in this work. Teacher development is essential in equipping teachers with the confidence and competencies needed to engage in development education at senior cycle. Such support needs to move away from a content-centred approach to one that emphasises values and skills. There has been a tendency for training days in development education to focus on promoting 'the pack' instead of developing teaching skills. Teachers need to become self-consciously aware of the values implicit in how they teach and what they teach. As Paulo Freire put it 'teachers must ask themselves what am I teaching for and what am I teaching against'. Once teachers become aware of the values they wish to promote then skills are needed which can be transferred across a range of subject areas and ability groupings.

Exam-focused system

In many subject areas the links with development education are explicit. In other areas development education themes could be explored as a valuable extension to learning. The exam-focused and points-driven nature of the Leaving Certificate is a factor which works against extension work in development education at senior cycle. It also mitigates against cross-curricular work and the exploration of issues which 'won't be examined'. In addition, it could be argued that the competitive and individualist nature of the current exam system is at odds with the values of development education. On the other hand, it might also be argued that development education can help to redress some weaknesses of the system, for example, in promoting cooperative learning over competitive learning and in promoting a democratic classroom over less democratic models of learning.

New syllabuses

The mapping of Leaving Certificate (established) subjects has shown that many syllabuses have recently undergone revision and are either in the early stages of implementation (e.g. History, Geography) or are awaiting implementation (Art, Economics, and others). This presents opportunities for development education specialists to support those who are engaged in the professional development of teachers preparing to take on these new syllabuses.

Review of senior cycle

The proposed changes to senior-cycle education will open up new opportunities for development education. The changes should also lead to a strengthening of development education in existing subjects. More importantly, the emphasis on developing students' skills and on

promoting a teaching-learning process based on active and reflective learning is highly compatible with development education. Development education encourages students to examine, evaluate, criticise constructively, judge and act, helping them to prepare for their role as global citizens, workers and decision-makers. This is the kind of student that it is hoped will emerge from a reformed senior cycle education and development education can play a vital role in delivering on this vision.

The multicultural classroom

The increasing number of international students in the classroom is bringing new challenges and opportunities to all areas of Irish education. Where previously teachers might not have considered making links between local and global issues the very presence of students from a variety of cultures and continents makes these links more immediate and relevant today. The growing cultural diversity of students is a great asset to teachers wishing to bring a global dimension into their teaching.[1]

Growing financial support for development education

For Irish Aid, development education is a key area of engagement with civil society and education providers in Ireland, and has a crucial role to play in enhancing the public's understanding of development issues. The government's commitment to increased funding for development education through the Development Education Unit of Irish Aid has opened up opportunities for new partnerships and projects which will engage teachers creatively and strategically in work around development issues.

In 2004 four types of grants, amounting to €2,440,227, were given to over one hundred non-governmental organisations, teacher training colleges, universities, trade unions, solidarity and campaign groups, youth organisations and education providers. The grants were paid in support of

- activities categorised as being of strategic priority
- civil society groups and organisations contributing to a greater understanding of development issues among the general public
- building development education capacity of such groups and organisations
- promoting innovation in new or emerging areas of development education.

Three memoranda of understanding with key education organisations in the areas of youth work, teacher training and management of the website www.developmenteducation.ie were signed.

A total budget of over €3.4 million was spent on development education in 2005. The allocation for 2006 is €4.5 million.

RECOMMENDATIONS

Curriculum and assessment

As illustrated by this report, many existing syllabuses provide strong links and opportunities for incorporating a global dimension. The consultative process in the review of senior-cycle education has pointed towards gaps in the curriculum including the need for citizenship education at senior cycle. It is recommended that this area of the curriculum be developed as a matter of urgency. It is also recommended that when current syllabuses are being revised and new syllabuses are in draft format they should be proofed through a 'development lens' in a similar way that one might gender-proof or equality-proof a document. This would ensure that a stated aim of Irish education (as set out in the White Paper on Education, Charting our Education Future) 'to create an awareness of global issues, including the environment and third world issues' is kept in focus.

The development of more varied forms of assessment in many Leaving Certificate subjects is welcome as it affords students opportunities to pursue active learning and reflection on topics of personal interest. The proposal for senior cycle to continue broadening the assessment mechanisms is also welcomed.

Networking of schools

There is growing evidence that teacher and school networks have an important role to play in supporting development education. More structured opportunities are needed for teachers working in different school situations to learn from each other. Education Centres could play an important role in this.

1 For further discussion see Intercultural Education in the Primary School: Guidelines for Teachers, 2005, NCCA/Department of Education and Science and Intercultural Education in the Post Primary School: Guidelines for Teachers, NCCA/Department of Education and Science, forthcoming.

Development education community

Over the years, NGOs and other agencies have contributed enormously to supporting development education through the provision of resources and training. It is recommended that NGOs' and other agencies continue to support development education through focused and strategic interventions at senior cycle. It is recommended that they use the information in this report to identify new curriculum areas and new opportunities for their work. It is recommended that development education organisations working with teachers should engage teachers in professional development that is methodology-driven and skills-based rather then content-driven. Thus teachers can develop a repertoire of methodologies and skills that are transferable across different content/subject areas. The development education community might also play a role in sustaining and supporting teacher networks.

Providers of initial teacher education

Many providers of initial teacher education now provide modules in development and citizenship education. This is a welcome development. Consequently, newly qualified teachers are often enthusiastic for opportunities to become involved in development education activities. It is recommended that pre-service development education be expanded in a dedicated, integrated and cross-curricular fashion.

Professional development support

The Second Level Support Service (SLSS) has integrated development education content and methodologies into its professional training courses and has also worked very effectively with NGOs and other agencies that have an expertise in justice and human rights education. It is recommended that the SLSS continue to integrate development education perspectives into its work and consider ways of fostering more cross-curricular work at senior cycle around development themes.

The Curriculum Development Units in both Shannon and Dublin have pioneered curriculum development in development education. More recently, the Education Centres have also played an important role in facilitating teacher's professional development in this area. It is recommended that Education Centres use the findings of this research to inform the development of further training. In particular, they could play a part in supporting the integration of ICT as a teaching and learning tool in development education.

Schools

Schools are at the heart of it all. They can provide vital supports to enable development education to flourish and so enhance the life of the school and enrich the students' learning. Given the fact that much of the work depends on the personal commitment and motivation of individual teachers, school leaders have a vital role to play in offering legitimacy to this work and giving moral and practical support to those teachers who are committed to it.

At a practical level it is recommended that schools

a) include a commitment to development education in the their school plan
b) support teachers who wish to avail of professional development in this area

Appendix

TIPS ON PRODUCING DEVELOPMENT EDUCATION RESOURCES

Have a clear target
Choose a specific subject area or programme within senior cycle and then identify specific curriculum requirements where links and opportunities for exploring development education themes can be developed. Think about the attitudes, skills and knowledge that students will develop as a result of using the material.

Do the ground work
Become familiar with the relevant syllabus and guidelines issued by the Department of Education and Science. To avoid duplication, check out any previous resources that have been produced in this subject with a development education focus. Use this guide to establish clear development education links with the curriculum.

Consult
It is strongly recommended that agencies consult with the relevant Support Service or Teachers' Association during all stages of the development of materials (planning, production, piloting, evaluation).

Involve teachers
Involve experienced teachers in writing the materials and advising on content and methodologies.

Global perspective
Development education work should recognise, and incorporate where appropriate, the agendas and perspectives of people from the developing world.

Pilot
Pilot the resource in a number of schools and make changes based on the evaluation of such a pilot.

Pay special attention to the presentation of materials
Materials must be clearly presented in a teacher and student friendly format.

Develop a plan for dissemination of the materials
Teachers' websites and magazines can be useful ways of promoting awareness of new materials. Teachers' Centres and Teacher Subject Associations can help in this regard too.

Provide training
This may be done collaboratively with the SLSS, through Teachers' Centres or with other agencies/ NGOs who have expertise in providing professional development.

Evaluate
Build into the planning continuous reflection on and evaluation of the use and impact of the materials.

IMAGES

Pages 11, 35, 63, 91 & 117
Nelson Waja Musukwe, Self Help Development International (SHDI) country director for Uganda, with students from St Peter's Community College, Dunboyne, Co Meath, January 2006.
(Courtesy of SHDI)

Pages 15, 41, 73, 99 & 121
Students from Zambia and Ireland discuss their research needs for a 2004 Public Education Wall Mural project on Stigma and HIV/AIDS.
(Courtesy of 80:20 Educating and Acting for a Better World)

Pages 21, 49, 77, 105 & 125
Stary Mwaba, Gary Irwine and Sheeba Lishika discuss HIV/AIDS and stigma prior to a Public Education project, Lusaka, 2004.
(Courtesy of 80:20 Educating and Acting for a Better World)

Pages 25, 55, 85, 113 & 129
Zambian artist Stary Mwaba, Aaron Black, Gary Irwine and Michael McMurray with the HIV/AIDS and Stigma wall mural completed in Zambia, 2004.The theme of the mural was 'I Am' and the mural included testimonies from those living with HIV/AIDS. The project was funded in part by Irish Aid.
(Courtesy of 80:20 Educating and Acting for a Better World)

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