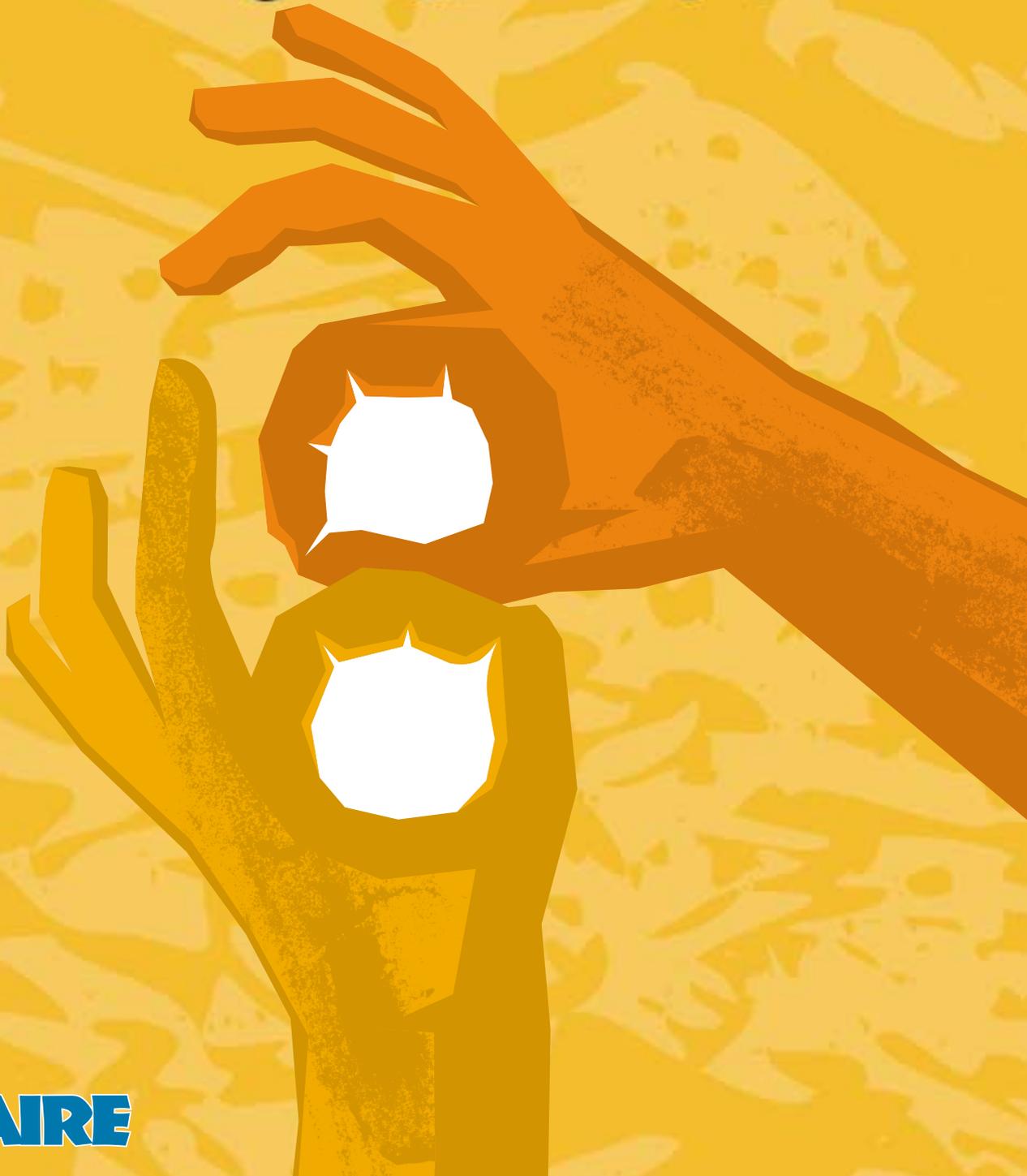


A Comprehensive CSPE Module Exploring Development,
Interdependence and Rights & Responsibilities through a Global Lens

CHINNYA



Keep
our
world

8 life-changing goals.
2 billion people.

TROCAIRE

INSIDE

● A 12-Week Class Plan
● Background Information

● Student Worksheets
● Interactive Activities

● Personal Stories
● Step-by-step Guide
to an Action Project

About the resource

Chinya has primarily been created to assist you and your students explore the concept of **Development** from a global perspective. It is also relevant to the study of CSPE in its references to **Rights & Responsibilities, Interdependence and Unit 4: Ireland & the Wider World**.

There are two subject foci in this resource, the **Millennium Development Goals (MDGs)** and **Malawi**. There are 8 goals in total and they provide an excellent tool to explore poverty and development. Malawi, as a country focus, will provide a lens through which you and your students can look at the realities of poverty, development and how the MDGs may be seen as contributing towards a solution for a country in southern Africa.

In Malawi's national language Chichewa, "Chinya!" means, "Score!". This is the name we have chosen in the hope that students of CSPE will take action and score for the MDGs and global development.

How to use Chinya

Below is a 12-week plan which is one suggestion as to how this resource may be approached. It will be of particular interest to those students and teachers interested in completing a Course Work Assessment Book (CWAB). However, none of the activities within this resource are mutually exclusive and they can be used on an individual basis.

For example, **Chinya** can be used to;

- introduce the concept of Development
- look at United Nations solutions to worldwide poverty, i.e the Millennium Development Goals
- explore Poverty in Malawi
- examine the work of an Irish Non Governmental Organisation (NGO) , Trócaire
- explore possible responses to world poverty – eg. Aid, Campaigning etc.

Work Plan

WEEK	ACTIVITY	PURPOSE	CSPE CONCEPT	Pg No.
1	What is Development?	to introduce the concept of development and to allow the students to define the concept	Development, Rights & Responsibilities	P.5
2	Introduction to the MDGs	to facilitate the students exploration of the MDGs as a possible solution to world poverty	Development, Interdependence	P.4, P.8
3	Malawi	to introduce the country of Malawi to the students, the people and its challenges	Rights & Responsibilities, Ireland & the Wider World	P.3, P.9
4	Presentations: Malawi & the MDGs	that the students begin to see the links between the MDGs and Malawi	Development	P.9 Q.10
5	Case Studies/ Personal Stories	to explore the realities of poverty and its impact on development in Malawi and to make real connections between everyday life and the MDGs	Rights & Responsibilities, Development	P.6 P.10 P.11
6&7	Simulation Exercise	to facilitate the students understanding of one possible way in which people in Malawi can engage in national efforts to eradicate poverty and achieve some of the MDGs	Development	P.12 P.13
8	What's to be done	to begin to explore our responsibilities towards the effort to eradicate world poverty and possible solutions/campaigns	Interdependence	P.14
9-12	Implementation of Action project	to allow the students to take action for change arising from their studies of Malawi and the Millennium Development Goals)	Action Project Component	P.15

ACTION PROJECTS

The activities and exercises within this resource are designed to reflect the participatory and interactive nature of CSPE. They will facilitate your students to engage with the issues, thus ultimately motivating them to take action.

There are many opportunities for the students to develop their own action project under your guidance. In addition, page 12 sets out in detail one suggested action project and other possible alternatives. For official guidelines on carrying out action projects and more, check out <http://cspe.slss.ie>

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CHINYA



MALAWI

Many things set Malawi apart from other African countries. It has not experienced the terrors of conflict that many have, or the natural disasters with which countless others have been forced to struggle. To this extent Malawi has largely escaped the world's attention.

However, Malawi is a country in desperate need of attention. It is a country where the majority of its people struggle to make ends meet. It is a country where the effort to find enough food to feed a family is a daily battle and where maternal mortality rates have not reduced but doubled since the year 2000.

Above all, it is a country where approximately 265 people are lost to AIDS-related illnesses every day. 265 mothers, fathers, children, teachers, nurses, farmers, business people. Meanwhile, those remaining are forced to cope with the increasing burden of hundreds of thousands of orphans, the costs of caring for the sick and subsequent funerals and a reduced labour force.

Welcome to Malawi, a land of eleven million hardworking and proud people who carry immense burdens.



COUNTRY OVERVIEW

- **Geographical Location:** Malawi is located in southern Africa and borders Mozambique, Zambia and Tanzania.
- **Political Overview:** The Malawi people elected a new President in June 2004. The previous President, Bakili Muluzi, was elected in 1994 in the first multi-party elections since the country gained independence from Britain in 1964. Under Muluzi, there were accusations of widespread corruption. Added to this, the absence of accountability has exacerbated levels of poverty in Malawi, restricted the level of involvement of civil society in the running of the country and resulted in the abuse of human rights.
- **Capital City:** Lilongwe
- **Population:** 11,265,500 (2003)
- **Languages:** English, Chichewa and other regional languages.
- **Income per capita:** €143 (Ireland: €25,000)
- **Life expectancy at birth:** 37.8 years (Ireland: 76.9)
- **Adult literacy rate:** 61.8% (Ireland: figure unavailable)
- **Origins of National Income:** Agriculture 51.4%, Industry 23%, Services 25.6%
- **Key exports:** Tobacco, Sugar, Tea and Coffee.

(Sources: The Economist Intelligence Unit and the UNDP Report 2004)



THE MILLENNIUM DEVELOPMENT GOALS (MDGs)

In September 2000, a United Nations Millennium Summit was held, where world leaders agreed to a set of time-bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. These are now called the Millennium Development Goals (MDGs). The Irish government made commitments to play its part in reaching these goals by 2015. Through these goals, it is hoped that in just over a decade the ever-widening gap between rich and poor may have narrowed and a strong global partnership will have been built between the developed and the developing world.

Although an end to poverty and hunger might sometimes seem like a distant target, we do have the financial and technological resources to make it happen. We cannot miss this opportunity to make a real difference to the lives of millions of people.

For a truly global partnership, rich and poor countries must each take responsibility. This means that poor countries must carry out policy reform – such as devoting a larger percentage of their own resources to basic necessities – and strengthen the way that their country is governed. But the responsibility does not just lie with the developing countries. Rich countries must also play their part by making new aid commitments, and by agreeing to such things as fairer trading rules and debt relief (Goal 8).

Pressure is needed if the Millennium Development Goals are to be achieved. Too often, political commitments can be ignored. It is up to us, as global citizens, to hold world leaders to account, and to demand that these goals become a reality. A campaign is growing throughout Europe in support of the Millennium Development Goals, and the more voices we can add, the stronger the message: The promises have been made. It is now time to Keep Our Word!

CHINA



THE GOALS

- 1 Eradicate extreme poverty and hunger**
1 billion people continue to live on less than €1 a day.
In Malawi, 41.7% live below this poverty line.
- 2 Achieve universal primary education**
Today, 113 million children are excluded from education.
In Malawi, primary school teachers are dying faster than they can be trained.
- 3 Promote gender equality and empower women**
By age 18, girls have received an average of 4.4 years less education than boys
In Malawi, 9.3% of the seats in parliament are held by women.
- 4 Reduce child mortality**
About 11 million children die before their fifth birthday, from largely preventable causes.
In Malawi, 183 children per 1,000 die before their fifth birthday, compared to 6 in Ireland.
- 5 Improve maternal health**
In developing countries the risk of dying in childbirth is 1 in 48.
In developed countries, the risk is 1 in 1800
Maternal mortality rates in Malawi have doubled since 2000.
- 6 Combat HIV/AIDS, malaria and other diseases**
34.3 million people are living with HIV. 3.8 million children have already died from AIDS.
The World Health Organisation (WHO) estimates that there are currently 2 million orphans in Malawi as a result of the HIV/AIDS pandemic.
- 7 Ensure environmental sustainability (including access to safe drinking water)**
More than 1 billion people lack access to safe drinking water and more than 2 billion lack sanitation.
In Malawi, almost half the country (43%) do not have access to a sustainable water source.
- 8 Develop a global partnership for development (including dealing comprehensively with developing countries' debt problems and trade issues)**
Poor countries received only €56 billion dollars in aid, while €200 billion worth of funds (in debt repayments and foreign direct investment) was transferred from developing countries to rich countries in 2002.
7.6% of Malawi's earnings from international trade are spent servicing their national debt.

Source: UNDP (2004) Human Development Report



CHINYA

ACTIVITY 1

What is Development?

Aim: →

to introduce and challenge the concept of Development and more specifically, Development in Africa.

Time: →

40 minutes

Preparation: →

For the first stage of this activity, copy and cut out the statements below to provide each group of four with a full set.

Process: →

When the students have arranged themselves in groups of four, distribute a set of statements to each. Ask the students to discuss the statements and then to arrange them in an order that best defines what Development means to them. For example, the statements could be placed in a line from 1 –10 with the one that best defines Development at the top, and the one they least agree with at the bottom.

Before beginning the activity, brainstorm on what Development means to the students in a broad context – personally, locally, nationally so that they may then use the activity to look at development from a global perspective

Statements: →

IS ABOUT EVERYONE HAVING WASHING MACHINES, CARS, TVS, ETC. 

IS ABOUT HAVING MODERN TRANSPORT & COMMUNICATIONS, SUCH AS MOTORWAYS AND COMPUTER TECHNOLOGY 

MEANS PEOPLE ARE NOT AFRAID TO SPEAK OUT AND CAN HAVE A SAY IN THEIR OWN FUTURE. 

MEANS EVERYONE HAS ACCESS TO EDUCATION, HEALTH CARE AND SOCIAL SERVICES. 

IS ABOUT MAKING SURE THAT ABSOLUTE POVERTY AND HUNGER ARE ELIMINATED 

IS ABOUT LOOKING AFTER THE ENVIRONMENT AND PROTECTING IT FOR FUTURE GENERATIONS 

MEANS BEING ABLE TO LIVE IN PEACE 

IS ABOUT POWER OF ALL SORTS BEING SHARED MORE EQUALLY AMONGST PEOPLE 

RESULTS FROM A GROWING ECONOMY AND THE WEALTH AND JOBS THAT THIS PRODUCES 

MEANS FAIRER TRADE RULES AND DEBT RELIEF FOR POORER COUNTRIES. 

Follow-up: →

Allow time for each group to feedback their definition of Development to the class and bring together a class consensus on the top 3-5.

Homework: →

Questions (to be discussed in same groups and/or written up)

- Are development and wealth the same thing?
- Would people in different parts of the world have different views on what development means?
- Do you think your definition of development would go some way toward eradicating world poverty? If so, how?

ACTIVITY 2

Aim: →

To introduce the students to the Millennium Development Goals and to facilitate their understanding of the areas these aim to address.

Time: →

40 mins

Preparation: →

Photocopy Student Handout 1 (pg8), one for each student

Discuss the questions from homework activity on page 5, particularly the last question. Encourage the students to imagine a world where their definition of development is achieved. What would it be like? Then introduce the students to the United Nations plan for World Development (the Millennium Development Goals) using the information on Page 3 and Page 4.

Process: →

Students read and complete Student Handout 1

Answers: →

Answers: G1 – Fact C, G2 – Fact G, G3 – Fact E, G4 – Fact A, G5 – Fact H, G6 – Fact F, G7 – Fact D, G8 – Fact B.

Follow-up: →

Students complete Student Handout 2 on Page 8. Alternatively this task could be carried out before beginning Activity 2.

ACTIVITY 3

Aim: →

to introduce the students to Malawi – the country, its people and challenges. To begin to highlight the link between Malawi and the MDGs.

Time: →

40 mins

Preparation: →

Photocopy Student Handout 3 (pg9), one for each student

Process: →

This activity can be carried out either without any previous discussion about Malawi or alternatively, after the students have researched the country as part of a home exercise. Students can complete the handout individually or in pairs.

Follow-up: →

Allow students to feedback on quiz and discuss the answers to questions 8-10 (Question 10: back up the students own research with statistics on Page 3 and 4)

Answers: →

1 (b), 2 (a), 3 (a), 4 (b), 5 (c & d), 6 (c), 7 (d).

ACTIVITY 4

Aim: →

to allow the students to explore the realities of poverty and its impact on development in Malawi and to make real connections between everyday life and the MDGs

Time: →

40 minutes

Preparation: →

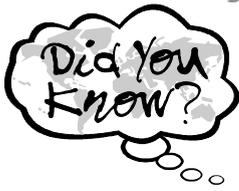
Photocopy Student Handouts 3 and 4 (pg 10 & 11), enough for each group of 4 to have one.

Process: →

Refer the students back to their definition of development and the 8 millennium development goals. Give each group the time to read their case study and ask them to feed back their information to the class – what project is their case study about, who is involved in this project, what is their story?

Once each case study has been presented, then ask the students to return to the account and examine it from an MDG perspective (they may want to refer to their MDG handout) – do any of the goals relate to their story, if so, how? How might the achievement of these goals affect this person? Encourage them to think especially about the young people featured. What is in store for them in 2015 if the goals are/are not achieved?).

STUDENT HANDOUT 1



In the year 2000, 189 world leaders, the Taoiseach included, came together at the UN in New York and agreed to sign up to a set of goals. By the year 2015 these goals aim to eradicate poverty and hunger and improve the lives of hundreds of millions of people around the world. There are 8 goals in total, each of them referring to basic human rights, each of them essential to positive world development.

The Millennium Development Goals

Look at the box below. In the left hand column, you will see the 8 goals listed. Read them carefully. In the right hand column is a list of statistics, each referring to one specific goal. But which fact goes with which goal? Match them up individually, then compare with your neighbour.

GOAL 1 Eradicate extreme poverty and hunger

GOAL 2 Achieve universal primary education

GOAL 3 Promote gender equality and empower women

GOAL 4 Reduce child mortality

GOAL 5 Improve maternal health

GOAL 6 Combat HIV/AIDS, malaria and other diseases

GOAL 7 Ensure environmental sustainability

GOAL 8 Develop a global partnership for development

Fact A: Approximately 11 million children under 5 die each year, mainly from preventable illnesses.

Fact B: The United Nations estimates that if trade rules were fair, poor countries could earn up to \$700 billion a year.

Fact C: More than 1 billion people live on less than a €1 a day.

Fact D: More than 1 billion people lack access to safe drinking water and more than 2 billion lack sanitation.

Fact E: By age 18, girls have received an average of 4.4 years less education than boys

Fact F: In 2000, every 14 seconds, another child became an orphan due to an AIDS-related death.

Fact G: Today, 113 million children are excluded from education.

Fact H: In the developing world, the risk of dying in childbirth is one in 48. In the developed world it's one in 1,800.



STUDENT HANDOUT 2



Remind yourself of your definition of Development. How does your definition relate to the Goals? In your opinion, are there any important 'goals' that have been omitted? Do you think all 8 goals listed are essential for Development?



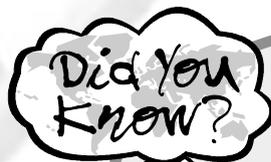
As a class, draw up your own list of MDGs and state why you think they are important.

Goal...

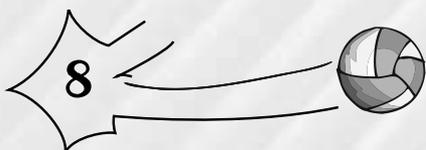
Importance...

'Progress must be made... otherwise, the ringing words of the Millennium Goals Declaration will only serve as grim reminders of the human needs neglected and promises unmet'

– Kofi Annan, Secretary General of the United Nations



The United Nations estimates that it would cost an average of \$193 billion dollars a year to ensure the MDGs are achieved. That's a lot of money BUT it is also estimated that the world spends approximately \$800 billion a year on arms industry and military expenditure.



STUDENT HANDOUT 3 Malawi: Country Quiz

Government Guaranteeing Food Security

1 Malawi is situated in;
 a) West Africa
 b) Southern Africa
 c) North Africa
 d) East Africa

2 The population of the capital, Lilongwe is;
 a) 499,200
 b) 1,009,020
 c) 1,999,200
 d) 5,900,002

3 Which of the following is an official language in Malawi?
 a) English
 b) French
 c) Portuguese
 d) Spanish

4 The main source of food in Malawi is;
 a) Flour
 b) Maize
 c) Rice
 d) Sorghum

5 Which two of the following are Malawi's main exports?
 a) Coffee
 b) Rice
 c) Sugar
 d) Tobacco

6 In Malawi, what percentage of the population lives below the poverty line (less than €1 a day)?
 a) 27%
 b) 54%
 c) 76.1%
 d) 82.3%

7 It is estimated that everyday approximately _____ people die in Malawi from AIDS-related illnesses
 a) 65
 b) 106
 c) 196
 d) 265

8. Examine the newspaper headlines around this page. They are taken from Malawi's "The Nation" newspaper in June 2004. What do they suggest are some of the main issues and concerns for the people of Malawi at this time?

9. How do they relate to the MDGs?

10. Check out the UN's Human Development Report at www.undp.org/reports/global for more information on Malawi in relation to the MDGs. Can you find information on each goal?

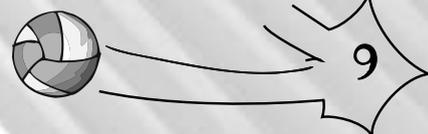
Goals	Malawi
1.	1.
2.	2.
3.	3.

Whether or not the Elections were Free or Fair?

President Mutharika unveils cure to economy.

Will More Women MPs Make a Difference or not?

Corruption, Health and Education Top Issues of Concern



STUDENT HANDOUT 4

LONE'S STORY

Mtsiriza is an urban community located in the capital of Malawi, Lilongwe. Trócaire supports a women's literacy project here set up in 2000 by the Medical Missionaries of Mary. Apart from teaching the women to read and write, the project also aims to provide a safe place where the women can come to share the many challenges they face and support one another in their daily lives. Most of the women in Mtsiriza carry immense burdens on their shoulders, up to 50% of them caring for orphans as well as their own families, yet they are hard working and eager to learn.

Hi. My name is Lone Banda and I come from Piasan, a small village close to Mtsirza. I'm 24 years old and I have two girls aged 8 and 3.

When I was a kid myself I never went to school and so, when I heard in church that a literacy class was about to begin in Mtsirza I was eager to attend. I really felt it was important and essential to learn to read and write.

I've been coming to the literacy classes every Tuesday and Thursday for the past 3 terms and I have an excellent attendance record. Some of my classmates find it hard to come every week because they have a lot of work to do in the home and others are too ill to travel.

My teacher, Teresa, says I am an excellent student with lovely handwriting and that makes me very proud. Already I can write my own name, read the directions of the buses and help my children with their homework, their reading and writing. When I'm at class, my neighbours look after my children as I have to walk for 45 minutes to reach the centre.

I very much appreciate this opportunity as it has also meant I have made new friends with the other women and that we can share the challenges they face every day. While we're in class we talk about the difficulties we face, we also share some fun and laughter. We even knit some jumpers that we sell at the market to make some extra money for food.



■ Lone with her teacher, Teresa

STUDENT HANDOUT 4

PAUL'S STORY

The Likulezi Project was established in 1990 by a medical officer and a group of volunteers who were trained in AIDS education, counselling and home-based care. The project is situated in the southern part of Malawi, where the majority of people live in poverty. HIV/AIDS has had a devastating impact on this area, drastically reducing the labour force, causing absenteeism in school and ultimately resulting in an increase in poverty and malnutrition. It is estimated that the HIV/AIDS pandemic in Malawi has resulted in 2 million orphans (WHO, 2002). This is the story of one.

Hello. My name is Paul Lomo Liwa. I'm 15 years old and I live in the southern part of Malawi, close to the country's largest mountain, Mount Mulanje.

When I was twelve years old, both my parents died so these days my eldest sister, Cecilia, looks after me and my two brothers, Moyenda, 17 and Victor, 12. Cecilia was only 18 when my parents died and even though she's married now, we help her out a lot. She and her husband have a small plot of land and in June we all help to harvest the rice. With some luck, we have enough to feed ourselves and to sell in the markets to make extra money.

I go to the same school as my brother. We're the lucky ones because the school is only 500m from our home. Some of my classmates have to walk for many kilometres everyday. We study many subjects, including English but when we're not studying, we're playing football. After school, we go to my sister's to fetch water and work on their plot of land called a dimba.

When my parents died life was very hard. It was around that time that we heard of the Likulezi Centre. The centre has made a big difference to our lives and provides us with such things as seeds, maize for food when our own is scarce, blankets, school fees and our uniforms. Most importantly for me though as an orphan is that I can meet with other orphans at the centre and we can talk about how we feel and the challenges we face. My best friend, Paul, is an orphan too. We also talk a lot about AIDS. I know that it is a killer and that there is still no cure.

If all goes well when I am older, I would like to be a policeman or even a teacher. For the moment, I think it is very important for me to go to school, so that I can learn many things and get a good job when I finish.



■ Paul and his family at the Likulezi Centre



STUDENT HANDOUT 4



THE NYANDA FAMILY

300 families live in the village of Kankomba. The vast majority make their living from small plots of land, growing maize for the most part. In Malawi, the average family plot will produce 8 bags of maize a year. This is worth approximately \$50 and will feed an average family for 5-6 months. When this supply runs out, most families face hunger. Food becomes the main daily concern.

Hi, my name is Grace Nyanda and I live on a farm in Kankomba, a remote village, about 60 kilometres from the capital city in Malawi. I'm 16 and have 5 older brothers and 3 younger sisters. Most of us live with Mum and Dad on a small piece of land, with a hut for sleeping, a kitchen, a hut for goats and a rabbit hutch. We also have a plot of land just beside the house, where we grow maize, Irish potatoes, sweet potatoes, millet, beans and peas. The whole family helps out on the land. My mum gets up at 3am to heat the water for our baths and prepare the porridge. We get up at 6am and walk to school which takes about 30 minutes. In the morning we do some chores like doing the dishes and sweeping the floors. When we get home from school we help our father in the field and the garden.

When I look at the other families in my village, I sometimes think we are lucky. Many people in my community go hungry for many months in the year. When their crops fail because of drought, they have nothing else to fall back on. Even my mum and dad have gone without food just so that we can go to school.

In school, I study only 3 subjects - English, Maths and Social Studies because there are not enough teachers in Malawi. My mother worries that I am not receiving a proper education - I don't even have a teacher of Chichewa, my national language! There are 9 girls and 11 boys in my class. Many members of my community do not encourage their daughters to go to school beyond 15 years old, preferring them to marry instead.

I hope to finish school and know that my parents will support me as best they can. But as my brother Innocent says, "we can have plans but they are always disturbed by a lot of things including financial means".



■ Grace Nyanda at home

STUDENT HANDOUT 5

1. In your opinion, which of the Millennium Development Goals (MDGs) are relevant to your case study?

.....
.....

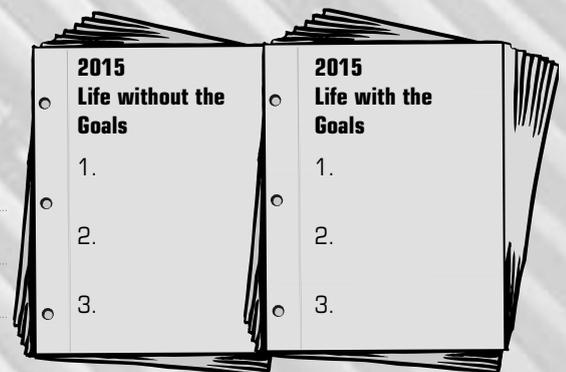
2. How have the issues reflected in the MDGs affected the person in your story?

.....
.....

3. Try to envisage what the future has in store for the young person featured in your story if

- a) the goals were not achieved or
- b) the goals were achieved.

.....
.....
.....



What's to be done? A Malawi Response



ACTIVITY 5

Trócaire is actively working with many local community based groups in Malawi. Most have been established within the last 10 years and already they have begun to make an impact in local areas. Essentially, they provide a platform for Malawians to air their concerns and the realities of poverty on the ground for them. Through such local groups, they can reach government officials and impact on the decisions they make.

An example of such initiatives is the focus group sessions organised by one of Trócaire's key partners in Malawi, the Malawi Economic Justice Network (MEJN). As part of a consultative process, the new Malawi government is obliged by international donors to invite civil society groups to input into the national budget. This initiative is known as the **Poverty Reduction Strategy Paper (PRSP)** and is open to those countries that are recognised as being **heavily indebted countries**. The process presents these countries with the opportunity to cancel some of their debt, if they can show that they use the resources saved to improve the lives of their people. It is an attempt by all to ensure that the needs and wishes of the people are reflected in the budget and that government expenditure is pro-poor.

For its part, MEJN, organises public meetings to raise awareness about this process, explain it and ultimately to gather a consensus at these meetings as to some of the priority areas for expenditure that each group would like to see. Members of MEJN then take these concerns to the appropriate government officials.

Many community people will attend these meetings, sometimes discussing the issues for hours without stopping. Those attending the focus meeting include village chiefs, housewives, farmers, teachers, nurses, young people and others.

Aim: to facilitate the students understanding of one possible way in which people in Malawi can engage in national efforts to eradicate poverty and achieve some of the MDGs.

Time: Two classes. Week 1 – preparation, Week 2- focus meeting.

Preparation: Week 1:

Use the structure of a walking debate to explore the following statements

'The only way to eradicate world poverty and achieve the MDGs, is for the rich countries to give the poor countries money'

'People in Malawi are not able to help themselves'

'The only way to achieve proper development for Malawi, is for the ordinary people to be involved in deciding how the country's money is spent.'

After the discussion, use the text above to explain to the class how the MEJN focus group is an attempt to allow ordinary people in Malawi to be part of a national effort to eradicate poverty and achieve some of the MDGs.

Distribute role cards (page 13) to groups of four. Allow each group time to read their role. Then explain, that next week, a public meeting will be held to decide on 3 key areas to put to the government as priorities in an effort to work towards the achievement of the MDGs. It will be the responsibility of each group to put their case forward and to suggest two areas for the pro-poor expenditure.

The class must then come to a consensus as to what 3 areas will be brought to the Minister of Finance.

Allow time for preparation and ask the students to complete this as homework.

Process: Week 2:

Set the room up to suit a public meeting atmosphere. Invite a spokesperson from each group to make a representation on the groups behalf. Encourage the other groups to ask questions/seek clarification. Make note of each groups priorities.

Once each group has spoken, inform the class that they must now decide on the overall top three priorities. Remind the students, that the overall aim is the achievement of the MDGs and their final decision should reflect that and the class definition of development.

- more teachers
- more fertilisers



Education

Your name is Theresa Changalusa and you are a primary school teacher. Apart from your main job, you also work with a literacy women's group because you need to earn extra money to supplement your teacher's wage. Some of your fellow teachers don't even get paid and now there is such a shortage of trained teachers in Malawi, classes are very big with up to 80 in some. Another big problem you see, is the number of orphans increasing everyday. Many drop out of school because they can no longer afford to go to school and are forced to work at home.



Health/HIV/AIDS

Your name is Davis Harare. You are 33 years old and tested positive for HIV 4 years ago. Since then, you have received very little assistance from the government and rely a lot on the Likulezi Centre. They provide you with blankets, maize, a bike, nim (a natural painkiller), counselling and many other things. You also work as a counsellor for the centre and when you are feeling well enough, you visit the very sick in their homes. The closest government hospital is over 15 kms away and even if people are strong enough to make it there by foot, often times there are no drugs or doctors available. In any case, most of the people you know are too poor to be able to afford drugs.



Agriculture

You and your husband, Mr. Nyanda are farmers. Most of the other 300 families in your village are also farmers. As such, your community very much depends on the land as your main source of food. However, life is very difficult for farmers in Malawi with most just about able to produce enough food to feed the family and nothing more. As a result, many cannot afford to spend money on fertilisers which you feel the government should provide. Sometimes, your family produces enough food to sell at the market but you never get a fair price. Before, the government co-op used to buy and sell some of the produce which was helpful, especially at times of hunger. They would sell maize, rice and beans at a reasonable price but that doesn't happen anymore.



Water

You are a wife and mother living in Kaukouba village. Like most women in Malawi, you get up early in the morning to collect your daily supply of water from a protected well 1 km away. Because you have a protected well, you are one of the lucky ones. You know that some of the people in your village have to use an unprotected shallow well 3 kms away because their water hole broke down 3 years ago. They contacted the government at the time, but since then, nothing has happened. You know that water is essential for drinking, farming, cooking, washing, cleaning and so on and believe that your government should be putting money into this area.



Community Life

As the village chief, you are a person of influence and well-respected. There are over 340 families in your community and you see them struggle with many challenges. Almost every year, there is a drought and because the people are already so poor they become increasingly vulnerable to food shortages and hunger. You are also concerned about the quality of education the village children are receiving. Many of the teachers are not qualified and there are no resources in the schools. These days, one of your biggest worries is the number of orphans in the village. There are about 70 at the moment but no government services to support them. When their parents die, they are left without any protection, financial support or parental guidance. This is a huge concern for the entire community.



What's to be done? An Irish Response



Ireland was one of the first countries to sign up to the 8 Millennium Development Goals. Some progress has been made, mainly in China and India. However, other areas in the developing world are falling behind, particularly in sub-Saharan Africa. In Malawi for example, since 2000 life expectancy rates have decreased from 42 to 39 years old and maternal mortality rates have doubled. Similar stories are repeated throughout sub-Saharan Africa and the United Nations estimates that at current rates, hunger and poverty will not be halved until 2147.

Fact file



FACT 1

The world's governments signed up to these goals and have committed themselves to achieving them by 2015



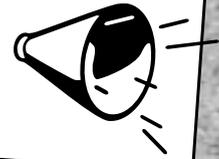
FACT 2

We are the first generation that has the technological and financial resources to reach these goals



FACT 3

The promise has been made. What is needed now is public pressure to create the political will to Keep Our Word!



➔ Trocaire's KeepOurWord Campaign.

Trocaire, like many development organisations, is working on the very issues that the MDGs strive to address – hunger, poverty, inequality, debt, lack of access to healthcare and education, and the environment. These goals lie at the heart of what Trocaire is about – the creation of a just world where people's dignity is ensured, rights are respected and basic needs are met; where there is equity in the sharing of resources and people are free to be the authors of their own development.



▲ Students from Maynooth Post-Primary school brought the Keep Our Word campaign to their school and encouraged 1,045 people to sign up! Student Pearse Toomey stated that 'once you hear about what's going on in the world you want to do something about it, so we went around classes, explaining the campaign to them and asking them to sign up'.

➔ But is it enough?

It is important to note that in many senses, even the goals do not go far enough. A closer look at Goal 1 for example will reveal that even if the targets were to be achieved, this would still leave 400 million people suffering from hunger. As such, the goals are not a plan for utopia but they are the only internationally agreed set of development targets that we have. Working towards these goals is a vital step in the right direction.



▲ Justin Kilcullen, Director of Trocaire with Bono and former Minister of State for Overseas Development Tom Kitt

take ACTION..

Below is a suggestion for an Action Project based around this resource, the MDGs, Malawi and the Keep Our Word campaign. For complete guidelines on action projects, check out <http://cspe.slss.ie>



to build public awareness around the MDGs and support for the Keep Our Word campaign
This campaign has two elements:

1. A permanent on-line petition for people to sign (www.KeepOurWord.org).
2. More short term campaigns that may involve postcards or be based on a specific goal.

The first step of the action project therefore is to check out the website or contact campaigns@trocaire.ie and discuss with the students which action component they would like to take action on.

Week 1: Assigning of Groups and Tasks

As a class, set at least one calendar date and one venue for an 'Awareness & Sign-Up Day' (give yourself at least one month to complete the preparations.) Then brainstorm on the jobs and responsibilities that will need to be done in preparation for the event – e.g., artwork, information leaflet, communications with Trócaire/other NGOs, permission seeking, display area, advertising of event, signature collection and so on. Once this is completed, focus on 5/6 key areas and assign groups of students to each. Before class finishes, ensure that each student is aware of their group and particular role within that group. For example, 'I must contact Trócaire by letter/ phone/email for more information on their campaign and most recent action point'.

An ideal group task for those students interested in computers would be to assign them responsibility to check out www.KeepOurWord.org, liaise with the computer teacher, seek permission and so on.

Week 2: Information sharing and Progress Report

Each individual feeds back to their group and the group then feeds back to the class. Elicit what's been done (information has been gathered, permission received and so on)? What remains to be done (artwork and posters, display area needs to be set up etc)? Then set out a timetable for those jobs to be completed (Display Area: to be set up the evening before the Awareness & Sign-Up Day)

Week 3: Preparation Day

Begin with an update from each group and then allow the students to complete their tasks for the remainder of the class – artwork, photocopying information leaflets, design of layout for display area etc., staff timetable for the display area etc, setting up of computers.

Week 4: Awareness & Sign-Up Day

Most of the preparation work should be completed by now and the class can begin to work as a whole, encouraging people to sign up, handing out information leaflets and so on.

Week 5: Follow-Up

Using the handouts from this resource and their homework activities, the students should now be ready to complete either their Course Work Assessment Book or a Report on an Action Project.

Alternatives

- If it is not possible to complete the Action Project above, below are some alternative suggestions;
- **Celebrate & Educate!** Organise an Ireland-Malawi Solidarity Day in your school.
- **Raise Awareness.** Carry out a survey on people's knowledge of the MDGs and from your findings, create a factsheet on Malawi and/or the MDGs to disseminate in your school and local area.
- **Invite** in a guest speaker to talk about Malawi and/or the MDGs. Maybe there is someone from Malawi living in your area?



TRÓCAIRE CSPE WEBSITE

Now updated, this CSPE website includes

For teachers;

- * background information for all seven CSPE concepts
- * printable worksheets and activities
- * CSPE methodologies
- * Links to other quality education & campaign sites

For students;

- * interactive activities
- * ideas and suggestions for action projects
- * background information on each of the concepts

Gain access to this excellent and comprehensive site through www.trocaire.org and logging onto our Education section.

TRÓCAIRE CSPE STUDENT CONFERENCES

In the first term of the school year, Trócaire's Education & Campaigns team organises a series of student conferences throughout the country. These conferences aim to raise awareness of global issues relevant to CSPE, with a focus on such concepts as Development, Interdependence and Rights & Responsibilities. Ultimately, the conferences encourage the students to take action on a global issue and concrete suggestions are presented on the day. For more information, contact Trocaire – see below for details.

PUBLICATIONS

'Guide to Development Education Resources, 2004 – 2005'

- * A comprehensive guide to resources suitable for CSPE. Available free of charge from Trócaire.

Trócaire's Annual Lenten Education & Action Pack.

- * Examines a different and current development issue each year, with a one-country focus. Specific links to CSPE and action projects. Available free of charge from Trócaire during the Lenten period.

USEFUL WEBSITES

www.KeepOurWord.org

www.undp.org/mdg

www.newint.org (Malawi Country profile)

www.youthink.worldbank.org/4kids

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