



## Dimensions of Development

*PDF version available from [www.kade.ie](http://www.kade.ie)*

**A TEACHERS' DEVELOPMENT EDUCATION RESOURCE**



# Development Education

Development Education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action. Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.

*This definition was approved by the DE Forum during its 2004 annual meeting and endorsed by CONCORD, the European Confederation for Relief and Development.*

## WHAT IS KADE? Global Justice through Local Education

KADE is a voluntary organisation that provides an education service on global development issues to schools and community groups in Kerry.

### MEMBERSHIP

Membership of KADE provides groups, schools and individuals with a range of benefits and helps KADE to identify and efficiently respond to the interests of its service users. Benefits of membership include:

- Access to the centre's information help desk
- Access to the centre's research and reference materials, including periodicals and reports
- Access to the centre's computer internet facility, for DE research at an hourly fee rate
- Receipt of the KADE newsletter three times yearly
- Access to KADE's lending library of resource materials: books, videos, slide sets, culture kits, games & posters
- Access to speakers and workshops on development issues and themes
- A copy of the centre's information pack
- Members listing on the KADE website
- Members have the opportunity to participate in the organisation's decision-making processes, e.g. vote at AGM's and attend periodic 'members contact meetings'.

#### KADE membership rates per calendar year are:

Individual waged	€5.00
Schools/organisations	€20.00
Individual concession	€1.00

#### KADE is a member of the following organisations:

AONTAS	Irish Council for Civil Liberties
Debt and Development Coalition	Irish Refugee Council
Dóchas	IDEA Irish Development Education Association
Pax Christi	

Please contact KADE for a membership registration form.

## Contents

PAGE 3	Introduction
PAGE 4	Teachers' Notes
PAGE 6	Activities for Junior Infants to Second Class
PAGE 8	Activities for Third Class to Sixth Class
PAGE 11	Resources
PAGE 14	Organisation Contact List

### Multiple Intelligences



#### Bodily-kinesthetic intelligence

The ability to use one's body in a skilled way or for self-expression.



#### Intrapersonal intelligence

An understanding of one's own emotions.



#### Linguistic intelligence

A sensitivity to the meaning and order of words.



#### Interpersonal intelligence

An ability to understand other individuals - their moods and desires.



#### Logical-mathematical intelligence

Ability in mathematics and other complex logical systems.



#### Naturalistic intelligence

Excellent at recognising and classifying flora and fauna.



#### Musical intelligence

The ability to understand and create music.



#### Visual-spatial intelligence

The ability to think in pictures and to perceive the visual world accurately.

## Introduction

The publication of this resource booklet forms one output of the KADE Schools Outreach Programme. The programme aims to respond to the need for increased local awareness, understanding and skills in development and intercultural issues.

KADE has also produced additional information materials and resource aids as part of this programme, e.g. 'Country Profile' leaflets on 4 countries from which refugees and asylum seekers have come. Do refer to these for basic data on the countries featured. They are posted on the KADE website. See also KADE's information leaflet on racism.

The exercises in this booklet use a variety of active learning methodologies. Activities featuring aspects of various cultures and countries are included. There is also a glossary setting out some useful terms, and in the rear of the booklet a list of contact organisations for further information and recommended resources and website addresses. Application of a Dev Ed perspective to class/school planning can assist teachers to examine what is taught and the context in which it is taught.

KADE organises a yearly programme of events and activities, such as outreach workshops for schools and community groups. Our resource library is open to the public and a periodic newsletter published by KADE has information about events and training in Kerry. Contact the KADE Tralee office for more information.

*'Global Justice through Local Education'.*

### Acknowledgments

This resource booklet was compiled by Mary McGillicuddy, Aoife Comiskey Clifford, Nogugu Mafu and Sharon Donovan. KADE would like to acknowledge the material used by credited organisations where cited. KADE also appreciates the comments and suggestions made by the primary teachers we consulted during the compilation of this resource.  
© KADE 2010



# Teachers' Notes

Development Education seeks to explore the nature of the world, its peoples and interdependence of peoples. It is concerned with principles of fairness, equality and human rights. It aims to inform, encourage reflection on issues and action towards their resolution. Learning about development issues should not frighten or distress children, nor should they be made to feel guilty about global issues outside of their control. Avoid burdening pupils with information on tragic situations and rather focus on specific problems for which solutions are being found and individuals whose lives are improving. Children can learn that 'development begins at home' as well as learning about the global links and commonalities to many issues.

Aim to incorporate the global dimension into the primary curriculum in your school. A scheme of work or lesson plan can include a global dimension, with learning objectives falling into the usual categories, i.e. knowledge and understanding, skills and attitudes. Resources are widely available, such as those in this booklet and from the contact organisations and the websites listed herein.

## When teaching about development:

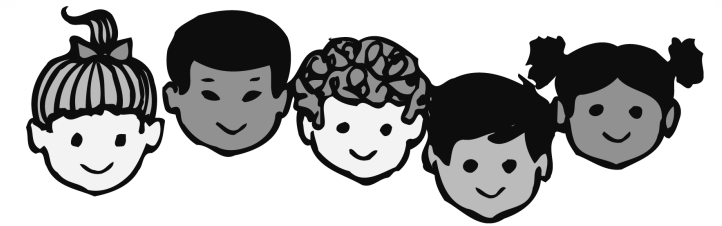
- Emphasise the capacity and ability of people to direct their own development
- Provide a balanced view by illustrating that every country has problems as well as positive features
- Demonstrate the diversity of life in every country, rural and urban realities, etc.
- Emphasise that aid involves assistance and co-operation with the work being carried out by the peoples in developing countries
- Aim to convey that the reasons for underdevelopment are varied and complex; some originate within a country and others can result from a colonial past, current globalised world economy, climate features, etc.
- Make links between the global and the local, emphasising that each person can influence development through the 'power of one'.

Source: Irish Aid 'Our World' children's media award resource pack.

## Draw conclusions/reflect/evaluate whether a global dimension teaching point has been achieved:

- Did the pupils gain a greater understanding of inequality in the world/locality/community?
- Did pupils begin to see the local-global connection? e.g. connections between actions or lifestyles 'here' and 'there', between events far away and events at home/in Ireland.
- Did pupils begin to see the connections between different aspects of an issue (social/economic/political/cultural)
- Were the pupils presented with at least some different perspectives on a topic/issue? e.g. the perspectives of minority groups, southern perspectives, etc.
- Did the pupils participate in the learning activity
- Did the pupils move along the continuum of learning, reflection, action, i.e. did they have an opportunity to explore what possible action they might take to change or improve a situation?

Source: www.diceproject.org



## Culture

Culture can be described as the total, learned, lifestyle of a society or group of people. It includes every aspect of a society's way of life from obvious aspects such as food, clothes, housing, sport, to beliefs, values, attitudes, symbols and meanings, notions of time and beauty, economic, educational, legal and political systems and concepts of the universe. The acceptance of difference is an important factor in promoting a climate of tolerance and trust.

### CHARACTERISTICS OF 'CULTURE':

Culture is learned. We are not born complete with our culture. Behavioural patterns, value systems, attitudes towards people and things, relationships, religious belief, our understanding of the meaning of events, life expectations, these and all the other elements which go to make up our way of life are learned from the moment of birth. We learn them both consciously and unconsciously and we learn them from parents, the extended family, the community, the education we receive and the media.

There is diversity within cultures. Though we can talk in general terms of common elements within a culture, there is also a certain amount of diversity within each cultural group. A pupil's experience of being Irish may differ from others in the class or from pupils in another community. Factors such as gender and ethnicity, a family's class,

religion, educational level, economic status and parents' occupations, along with environmental differences between an urban or rural upbringing all influence how an individual's cultural identity is formed.

Cultures change constantly. Cultures are flexible and no culture is a static set of behaviours and meanings. Because of interaction and 'borrowing' between cultural groups and the need to react to economic or political events, change is a normal part of any culture, although it often meets with resistance from some sectors of the society, who may wish to maintain more traditional ways and values.

One's culture provides one with a certain worldview. This worldview is based on one's own particular set of cultural meanings and values and helps to make sense of the world around. However, the downside of this is that we not only interpret, but also judge others according to our values and our codes of behaviour. Because cultural behaviours and attitudes different to ours threaten our sense of cultural identity, we tend to react negatively to them. This can result in prejudice, discrimination and racism against minority groups. It can also prevent individuals and societies from appreciating and being enriched by diversity and cultural pluralism.

Source: 'Exploring Cultural Values in the Community' CSPE module, Interculture Ireland

## UN MILLENNIUM DEVELOPMENT GOALS

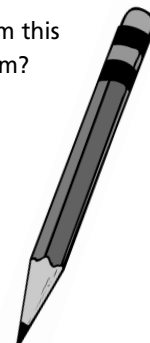
- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV/Aids, malaria and other diseases
- 7 Ensure environmental sustainability
- 8 Develop a global partnership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

## AIDHMEANNA FORBARTHA NA MÍLAOISE

- 1 Fíorbhochtanas agus ocras a dhíothú
- 2 Bunoideachas do chách ar domhan a bhaint amach
- 3 Comhionannas inscne a chur chun cinn agus mná a chumhachtú
- 4 Leanaí a chosaint ón mbás
- 5 Sláinte na máthar a fheabhsú
- 6 HIV/Seif, Maláire agus galair eile a chomhraic
- 7 Inbhuanaitheacht and comhshaoil a chinntiú
- 8 Comhpháirtíocht forbartha domhanda a chur chun cinn

## CHECKLIST for planning to teach about other places

- What exactly am I hoping the children will learn?
- How can I take my own understanding of the country further?
- How would I justify this work to myself/my colleagues on educational grounds?
- Can I anticipate the children's immediate reactions to images? Do I know the images they already hold? How am I going to respond?
- How far do the materials I have represent the views and images the people hold about themselves and their country?
- How am I going to teach about this place in a way that will enable the children to identify with the people's experiences?
- What are my images of the place/people? Are they fixed images? Where do they come from?
- If I have visited this country, what are the limitations of my experience?
- How comfortable would I feel if a teacher from this country were a 'fly on the wall' in my classroom?
- Does what I have planned address important ordinary life experiences and social issues, as opposed to only addressing 'exotic' culture?



Source - Trócaire RAFIKI CD-Rom

ACTIVE, PARTICIPATIVE AND CHILD-CENTRED METHODOLOGIES ARE ESSENTIAL FOR ENGAGING PUPILS.

Examples include types of group work, role play, simulation exercises, and activities using photographs and story.

See page 11 regarding the KADE Photopack Resource

UNESCO Universal Declaration on Cultural Diversity is a set of guiding principles for the creation of a more peaceful and equitable society based on mutual respect and tolerance. The declaration was adopted in November, 2001. The articles address: identity, diversity and pluralism, cultural diversity and human rights, cultural diversity and creativity, and cultural diversity and international solidarity. See the 'youth friendly' version of the declaration for useful activities relating to each article, www.unesco.org



# Activities for Junior Infant to Second Class



## Ireland Facts

Population	4,062,235 (2006)
Area	70,284 Square Kilometres
Capital	Dublin
Currency	Euro
Language	Irish and English
Urban Population	57%
Life Expectancy	77.73 years
Crops	Wheat, Barley, Oats, Potatoes, Beet
Access to Safe Water	100%
Under 5 Mortality	5 per 1,000
Religions	Roman Catholic 88.4%, Church of Ireland 3%, other Christian 1.6%, other 1.5%, unspecified 2%, none 3.5% (2002 census).

Source: World Fact Book (CIA) 2006

# Activities for Junior Infant to Second Class

## Drama - DANCE AND MIME

Here are some Indian dances which show the natural world very beautifully.

1. Represent birds, cross your right wrist over your left wrist. Face your palms upwards and link your thumbs together. To show that the 'birds' are flapping their wings wave each hand gently and at the same time.
2. Show a fish, cover your left hand with your right hand, both palms facing downwards. Show the 'fish' moving by bending each thumb backwards and forwards.
3. Show flowers opening, put your fists together facing each other. Then, very slowly, open your fists keeping your thumbs and little fingers touching all the time.
4. Show the stars, lift both arms until they are at shoulder height. Bend the wrists so the hands point upwards. Now, to show the twinkling of stars you slowly open and close your fingers.



Source: 'Values and Visions', Manchester DEPI/Christian Aid (1995)



Bodily-kinesthetic intelligence

## Physical Education - GAME

AIM - Children will enjoy a positive aspect of people's culture (Rwanda). AGE - Four years plus.

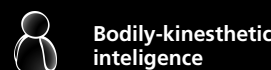
### The Predatory Eagle

Take the children into the playground. One child is the eagle and the others are the chickens. The eagle stands facing the chickens.

Draw or mark a line behind the eagle. Explain that the eagle wants to eat the chickens. They must try to cross the line without getting caught.

Once touched by an eagle, a chicken must join the eagle's team.

Source: 'Cearta Daonna' human rights education newsletter, primary schools Issue 5: Autumn 1998.



Bodily-kinesthetic intelligence

## Visual Arts - HANDS AROUND THE WORLD

Make a print of your hands with paint and cut these prints out. Display all the 'Hand Prints' on a world map. Explore and discuss some common festivals that are celebrated in other parts of the world, where the hands may be located.

Source: 'The World in the Classroom' (1999) B Ruane, K Horgan, P Cremin, Primary School Development Education Project Curriculum Development Unit, Mary Immaculate College, Limerick.



Visual-spatial intelligence

Allow a special time each week in which children have an opportunity to speak on an item of world news. [www.dep.org.uk/globalexpress](http://www.dep.org.uk/globalexpress) Website with global news for children.

## Geography - RICE

Rice is eaten boiled, fried or made into cakes and puddings. It is planted when the rains come. Once the green plants have turned a golden brown, families work together cutting, threshing and winnowing the grain. Rice is used during religious ceremonies and at weddings. Walls and floors are decorated with coloured rice powder. These are hundreds of different kinds of rice grown in India.

Teachers, download photos that can relate to each scenario described above.

Source: Trocaire Lenten Campaign Primary School Teacher's Resource pack, (2001)

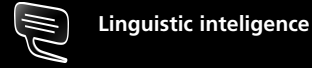


Visual-spatial intelligence



# Activities for Third to Sixth Class

## English



Ask the students to write a letter to a child who has never visited Ireland, describing a day in school-what they learn, what they like, dislike, etc. and /or a day in their family. Have them share these with each other in groups of three. When this has been completed, ask them to share some of the contents of their letters with all the class. (They can then ask about what a day could be like for a child in their native country.)



October 6 - 'International Day for Children

## Geography



Find the African continent in your atlas; trace the map of Africa. Mark in the capital city of the country of Nigeria. (The KADE country profile leaflet on Nigeria has facts on this country). Look up the imports and exports. Devise symbols for these and have the class help you to add them to the map. Compile a set of facts for Ireland similar to those given for Nigeria. Compare and contrast the data.

Source: Trocaire Lenten Campaign Primary School Teacher's Resource pack, (2001)

## ART



Mexican pinatas can be made with filled and decorated papier mache as part of a theme on festivals.

Source: 'The World in the Classroom' (1999) B Ruane, K Horgan, P Cremin, Primary School Development Education Project Curriculum Development Unit, Mary Immaculate College, Limerick.

## Music



If you have pupils from a foreign country in your class, ask them to teach their classmates a traditional song from their country and research the song's origin with the class.



## Human Rights

It is envisaged that every class will have 10 lessons on a specific human rights theme (8 for infants classes) during a school year. The lessons may be integrated with other subjects such as RE, SPHE, Health Ed, Language, etc. Some possible methodologies include holding a school human rights day, school assembly, circle time and class meetings. A whole school approach could, for example, involve class charters led by Second Class, a school declaration led by Third Class, a school council led by Fourth Class, a school court led by Fifth Class and a Model UN led by Sixth Class. Contact Amnesty International or your local DE Centre for advice and ideas. [www.un.org](http://www.un.org)

December 10 - International Human Rights Day



# Activities for Third to Sixth Class

## SPHE

The following activity offers an opportunity to begin thinking about Irish culture and to become aware of diversity within and between communities. Refer to page 5 notes before conducting this exercise.

## Activity: Being Irish - Image Versus Reality

### Aims

To introduce the concept of culture as 'way of life' through contrasting the pupils' images of the Irish way of life with the reality they experience within their local communities. To enable pupils become aware of diversity within and between communities.

Note: The most important part of the following activities is the discussion that they generate, so allow adequate time for the class to express opinions and to ensure that the discussion questions are worked through.

### Procedure

Divide the class into groups of 4-5. Ask them to imagine that a group of people from another country are coming to visit the class to learn more about the Irish way of life. They do not speak much English and do not know anything about how we live or do things in Ireland. The easiest way to describe the Irish way of life to them is by making a 'culture box'- a box with typical objects or photos of objects to show how things are done here. Ask each group to discuss what would be the most appropriate objects or photos to put in the box and to come to a group decision on the final list. The objects or photos can be representative of a whole area of Irish life, e.g. a hurley could represent Gaelic games.

Allow the groups 20 minutes for the discussion and then have each group share their list, a few items at a time, with the rest of the class. Write up a compilation list on the board or on chart. The suitability of the objects should not be discussed until after each group is finished, but clarification can be requested where necessary.

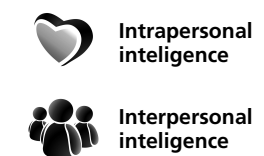
Working either in their groups or as a whole class, ask the students to provide examples of how the aspects of Irish life represented by their objects can be seen in their community or in other communities in a different part of the country. This may lead the students into a discussion of whether their symbols reflect their real life experience or the 'Bord Failte' image of Ireland.

Use the discussion points below to explore their images of Ireland and how these are reflected in their community and to enlarge or modify the contents of their culture boxes accordingly.

### DISCUSSION POINTS

- Why have you included this symbol/object/picture?
- Is this part of your experience of life in Ireland?
- Is this how you see the Irish way of life or is it how tourists see us?
- Would any of the boxes/pictures give an accurate picture of life in Ireland to a group of visitors?
- What has been left out of your picture of Irish life?
- Are there communities in Ireland where life is very different to yours?
- Would students in another part of Ireland have included any other objects/pictures/symbols, which you have omitted?
- What do you like about life in Ireland?
- What would you change?
- Do you think that all minority groups in Ireland feel happy living in an Irish community? If not, why do you think this is so?

Source: 'Exploring Cultural Values in the Community' CSPE module, Interculture Ireland



Contact your Development Education Centre to borrow Culture Kits





# FIND SOMEONE WHO ....



Remember that you can only use each person once!

Has travelled to another country:

Friend \_\_\_\_\_

Country \_\_\_\_\_

Is wearing something made in another country?

Friend \_\_\_\_\_

Clothing \_\_\_\_\_

Country \_\_\_\_\_

Can speak a few words in the language of another country:

Friend \_\_\_\_\_

Language \_\_\_\_\_

Country \_\_\_\_\_

Ate food recently that comes from another country:

Friend \_\_\_\_\_

Food \_\_\_\_\_

Country \_\_\_\_\_

Own a CD with music from another country:

Friend \_\_\_\_\_

CD \_\_\_\_\_

Country \_\_\_\_\_

Has a family member or friend living in another country:

Friend \_\_\_\_\_

Family/Friend \_\_\_\_\_

Country \_\_\_\_\_

Can name a sportsperson from Africa, Asia or Latin America:

Friend \_\_\_\_\_

Sportsperson \_\_\_\_\_

Country \_\_\_\_\_



## Visual Arts

**AIM:** To help children empathise with those who have to flee

**MATERIALS:** Art supplies

**PROCESS:** Ask each child to draw a picture of their home and include the objects, people and events that make it home for them. (i.e. people, meal times, bedroom, toys, etc.). A similar exercise could be done for the place in which they live. Ask what are the things about their locality that make it feel like home? Do be sensitive to feelings of children in the class who may have personal experience of displacement.

Remind them that people from many countries are living as asylum seekers or have refugee status in Ireland and must miss their home and culture.

### Questions that could be asked:

- Have they ever been away from home?
- What did they miss?
- While they were away did they look forward to returning?
- Why might people leave their home?
- Why would people leave home if they didn't want to?
- What might make them so afraid that they have to leave?



Visual-spatial intelligence



Interpersonal intelligence



## Dates to Remember

<b>January 27</b>	International Day of Commemoration in memory of the victims of the Holocaust
<b>February 21</b>	International Mother Language Day
<b>March 8</b>	International Women's Day
<b>March 21</b>	International Day for Elimination of Racial Discrimination
<b>March 22</b>	World Day for Water
<b>April 7</b>	World Health Day
<b>April 22</b>	Earth Day
<b>May 3</b>	World Press Freedom Day
<b>May 15</b>	International Day of Families
<b>May 21</b>	UN Day of Cultural Diversity
<b>June 5</b>	World Environment Day
<b>June 20</b>	World Refugee Day
<b>August 9</b>	International Day of the World's Indigenous People
<b>September 8</b>	International Literacy Day

<b>September 16</b>	International Day for the Preservation of The Ozone Layer
<b>September 20</b>	International Day of Peace
<b>October 1</b>	International Day for the Elderly
<b>October 3</b>	World Habitat Day
<b>October 6</b>	International Day for Children
<b>October 16</b>	World Food Day
<b>October 17</b>	International Day for the Elimination of Poverty
<b>November 16</b>	International Day of Tolerance
<b>November 25</b>	International Day for the Elimination of Violence against Women
<b>November</b>	One World Week
<b>December 1</b>	International AIDS Day
<b>December 3</b>	International Day for the Disabled
<b>December 10</b>	International Human Rights Day 50th Anniversary of the Universal Declaration of Human Rights

See a detailed listing of UN dates at: [www.unac.org/en/news\\_events/un\\_days/international\\_days.asp](http://www.unac.org/en/news_events/un_days/international_days.asp)

## KADE Photopack

The KADE Photopack is an Irish produced active teaching resource consisting of 50 colour photocard images of aspects of life in Ireland, created by KADE in collaboration with Institute of Technology, Tralee students. It is suitable for DE practitioners and others to use in formal and non-formal DE educational sectors. The Photopack is available from KADE, Kerry Action for Development Education, in Denny Street, Tralee, Co. Kerry. Email: [info@kade.ie](mailto:info@kade.ie), either as a pack or on a CD which can be used to print off the images.







## Display Ideas

Put on a display in the class or school assembly hall. Include results of the different activities which have been carried out from this pack. Photographs on various countries could also be sourced from travel agencies, embassies, and aid agencies. Press clippings can be displayed in collage form. Visit KADE and your local library for further information and resources.

Locate 'world music' samples to play when the display is launched. Remember to write an explanation of the display and label each section, bilingually in English and Irish, where possible. Take a photo of the display as a record of the event and display it in the school for the remainder of the year. Ask your students to tell their parents about what they have learned from doing the pack activities.

## Culture Kit

Borrow a 'culture kit' from your DE centre on countries such as India, Lesotho, and Romania. Contact KADE for sample exercise ideas to use with a kit.



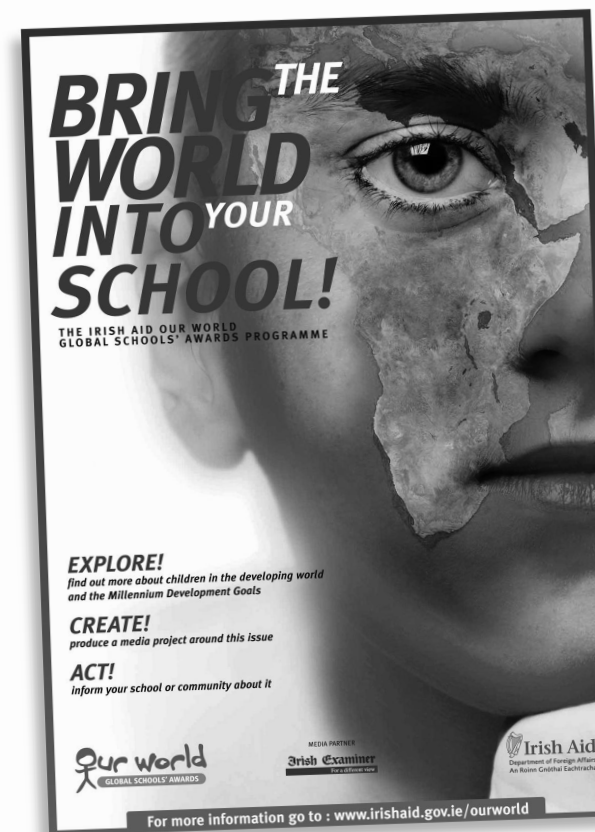
See the internet sites listed and organisation contact list for information and advice on valuable DE resources. Contact your DE Centre to borrow culture kits.

## Campaign Websites

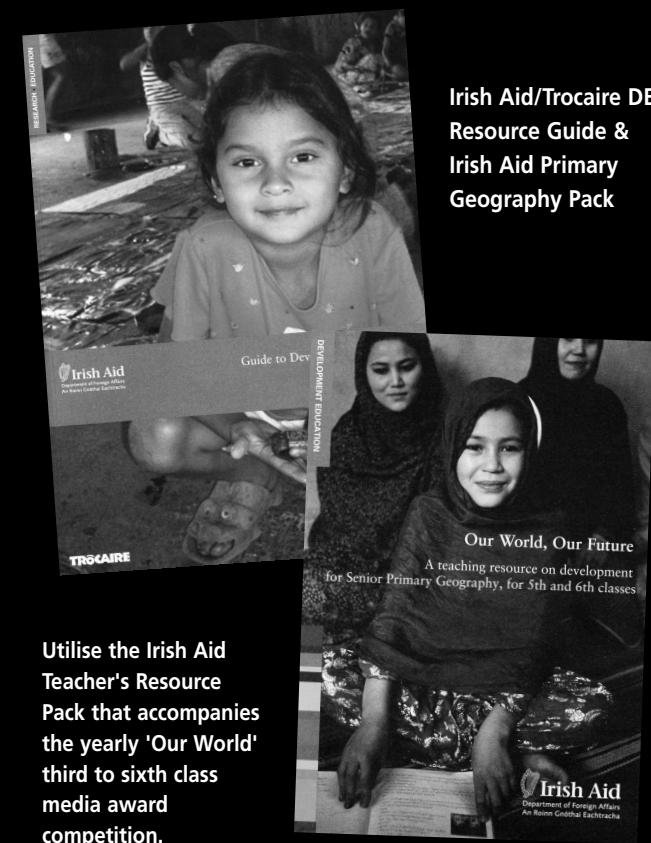
Action from Ireland	www.afri.buz.org
ActionAid Ireland	www.actionaidireland.org
Amawele	www.amawele.org
Amnesty International Irish Section	www.amnesty.ie
Burma Action Ireland	www.burmaactionireland.org
Children's Rights Alliance	www.childrensrights.ie
Christian Aid Ireland	www.christian-aid.ie
Comhlamh	www.comlamh.org
Concern	www.concern.net
Debt And Development Coalition	www.debtireland.org
East Timor- Ireland Solidarity Campaign	www.freedom.tp/ireland/etisc
Fairtrademark Ireland	www.fairtrade.ie
Friends Of The Earth Ireland	www.foe.ie
Global Campaign For Education	www.campaignforeducation.ie
ICTU Global Solidarity	www.ictuglobalsolidarity.org
Just Forests	www.justforests.org
Latin America Solidarity Centre	www.lasc.ie
Make Poverty History	www.makepovertyhistory.ie
Oxfam Ireland	www.oxfamireland.org
Pavee Point Travellers Centre	www.paveepoint.ie
School Is the Best Place to Work	www.schoolisthebestplacetowork.org
Trade Justice Ireland	www.tradejustice.ie
Trocaire	www.trocaire.org
UNICEF Ireland	www.kidsrights.ie

## Websites with Development Education Activities

Cafod	www.cafod.org.uk
Christian Aid	www.christianaid.org.uk
Cool Planet	www.oxfam.org.uk/learn
Accessing Development Education	www.developmenteducation.info
Development Education Ireland	www.developmenteducation.ie
Development Education Websites	www.dcu.ie/~cis/development.htm
Global Dimension	www.globaldimension.org.uk
Global Eye	www.globaleyeye.org.uk
Global Footprints	www.globalfootprints.org
Global Gang	www.globalgang.org.uk
Global Links	www.globallinks.org
Irish Aid	www.irishaid.gov.ie
Learning Africa	www.learningafric.org.uk
NYCI Dev Ed Programme	www.youthdeved.ie
Save the Children	www.savethechildren.org.uk
The Big Pic	www.bigpic.biz
Trocaire	www.trocaire.org
UN Millennium Development Goals	www.un.org/millenniumgoals



## DE Resources



## Our World

Much of the Irish Aid Our World Global Schools' Awards programme is recommended for primary classes both North and South in SPHE, Geography, Science, etc. It can also provide ideas for language lessons, maths, art, poetry or music.

### > What might the children create for the awards?

It can be a picture, a drawing, a poster, a collage or frieze. They could make a movie, compile a booklet, make up a quiz, conduct an interview, carry out a survey, make a model, write a song - in fact, anything in any medium that contains a message about global development.

### Entering the Awards

See [www.irishaid.gov.ie/ourworld](http://www.irishaid.gov.ie/ourworld) for details.

## Irish Aid Schools Visit

Second level senior cycle classes are invited to visit the Irish Aid Centre to take part in workshops on Global Development and to participate in a guided tour of the interactive multi-media exhibition.

An education programme has been specially designed to meet the needs and interest of Senior Cycle students. Since February 2008 more than 1,200 second-level students from over 60 schools all over Ireland have taken part.

### Students will:

- Learn about the work of Irish Aid in fighting poverty in some of the poorest countries in the world, through a range of interactive media,
- Learn about and discuss the UN Millennium Development Goals through participating in a workshop,
- View video footage and key statistics on poverty; hunger; gender equality; education and health issues,
- Give their opinion issues such as child labour; aid; democracy; tourism, etc.
- Consider how they, as citizens, might contribute to fighting world poverty through their actions and lifestyle choices.

Visits are free of charge and take place at 10.00 and 12.00 daily Monday to Friday. Class visits must be booked in advance. For further information contact Barbara Wilson: 01 8546923 or 1890 252 6763 or email: [irishaidcentre@dfa.ie](mailto:irishaidcentre@dfa.ie)

ORGANISATION	ADDRESS	TELEPHONE	WEB
Access Ireland	40/41 Lower Dominick Street, Dublin 1	01 8780589	www.accessireland.ie
AFri	134 Phibsborough Road, Phibsborough, Dublin 7	01 8827581	www.afri.ie
Africa Centre	9c Lower Abbey Street (Methodist Mission Building), Dublin 1	01 8656951	www.africacentre.ie
Amaweale Schools Twinning	Ballintaggart House, Clonskeagh, Dublin 14	086 6076933	www.amaweale.org
Amnesty International Irish Section	1st Floor, Ballast House, 18-21, Westmoreland Street, Dublin 2	01 863 8300	www.amnesty.ie
CEDR, Centre for Educational Disadvantage Research	Mary Immaculate College, South Circular Road, Limerick	061 204 324	www.mic.ul.ie
Christian Aid Ireland	17 Clanwilliam Terrace, Grand Canal Quay, Dublin 2	01 611 0801	www.christianaid.ie
Comhlámh	10 Upper Camden Street, Dublin 2	01 4783490	www.comlamh.org
Compass, Primary Level DE Network	c/o Comhlámh, 10 Upper Camden Street, Dublin 2	01 4783490	www.comlamh.org
Cultivate Centre	Essex St West, Temple Bar, Dublin 8	01 674 5773	www.cultivate.ie
Development Education through Literature Programme (Writers in Schools, Poetry Ireland)	2 Prouds Lane, Off St. Stephens Green, Dublin 2	01 4789974	www.poetryireland.ie
DICE, Development and InterCultural Education	Church of Ireland College of Education, 96 Upper Rathmines Road, Dublin 6	01 4970033	www.diceproject.net
ECO-UNESCO (Environmental Education & Youth Work)	26 Clare Street, Dublin 2	01 6625491	www.ecunesco.ie
Fairtrade Mark Ireland	Carmichael House, North Brunswick Street, Dublin 7	01 4753515	www.fairtrade.ie
Galway One World Centre	Bridge Mills, Dominick Street, Galway	091 530590	www.galwayowc.org
Goal	P.O. Box 19 Dun Laoghaire, Co. Dublin	01 2809779	www.goal.ie
Gorta	12 Herbert Street, Dublin 2	01 6615522	www.gorta.ie
IDEA, Irish Development Education Association	5 Merrion Row, Dublin 2	01 661 8831	www.ideaonline.ie
INTO, Irish National Teachers' Organisation	35 Parnell Square, Dublin 1	01 8047700	www.into.ie
IrishAid, Volunteering and Information Centre	27-31 Upper O'Connell Street, Dublin 1	1890 252 676	www.irishaid.gov.ie/centre
Irish Coalition for the Global Campaign for Education	Concern Worldwide, 52/55 Lower Camden Street, Dublin 2	01 8787911	www.campaignforeducation.ie
Irish Refugee Council	Second Floor, Belfast House, Aston Quay, Dublin 1	01 7645854	www.irishrefugeecouncil.ie
Just Forests (Irish Woodworkers for Africa)	Bridget's View, Rathcobican, Rhode, Co. Offaly	046 9737545	www.justforests.org
KADE, Kerry Action for Development Education	11 Denny Street, Tralee, Co. Kerry	066 7181358	www.kade.ie
LASC, Latin America Solidarity Centre	5 Merrion Row, Dublin 2	01 6760435	www.lasc.ie
NYCI Dev Ed Programme	3 Montague Street, Dublin 2	01 4784122	www.youth.ie or www.youthdeved.ie
Oxfam Ireland	9 Burgh Quay, Dublin 2	01 6727662	www.oxfamireland.org
Pavee Point Travellers' Centre	46 North Great Charles Street, Dublin 1	01 8780255	www.paveepoint.ie
Self Help Africa	Annerfield House, Dublin Road, Portlaoise, Co. Laois	057 8694034	www.selfhelp.ie
Sport Against Racism in Ireland	20 Upper Baggot Street (top floor), Dublin 4	01 668 8869	www.sari.ie
Trócaire Resource Centre	9 Cook Street, Cork	021 4275622	www.trocaire.ie
UNICEF Ireland	33 Ormond Quay, Dublin 1	01 8783000	www.unicef.ie
Waterford One World Centre	18 Parnell Street, Waterford	051 873064	www.waterfordoneworldcentre.com
YARD Youth Action against Racism and Discrimination	NYCI 3 Montague Street, Dublin 2	01 4784122	www.youth.ie
80:20	St. Cronan's National School, Vevay Road, Bray, Co. Wicklow	01 2860487	www.8020.ie

## If the World Contained 1,000 People ...

### **It Would Include:**

- 584 Asians
- 124 Africans
- 95 Europeans
- 84 Latin Americans
- 55 Russians And People From Former Soviet Republics
- 52 North Americans
- 6 People Of The Pacific

### **There Would Be Approximately:**

- 329 Christians (including 187 Catholics, 84 Protestants, 31 Orthodox)
- 178 Muslims
- 167 'Non-religious'
- 60 Buddhists
- 145 Atheists
- 32 Hindus
- 3 Jews
- 86 Other religions

### **and Some Would Speak:**

- 165 Mandarin
- 86 English
- 83 Hindu/Urdu
- 64 Spanish
- 58 Russian
- 37 Arabic

Source: Irish Aid, 'Describing...understanding...challenging...the story of human development in today's world'.

KADE welcomes feedback on this booklet. Please email/write to us and give us your views and suggestions on its presentation and content. We would also like to hear how you have used the material in your class.

Thank you!







11 DENNY STREET

TRALEE

CO. KERRY

TEL/FAX 066 7181358

EMAIL: [info@kade.ie](mailto:info@kade.ie)

[www.kade.ie](http://www.kade.ie)

*KADE acknowledges the support of KADE members, Concern, Dept. of Foreign Affairs / Irish Aid, EuropeAid, Kerry County Council, Partnership Trá Lí / FÁS, Tralee Town Council, Trocaire*



**TROCAIRE**  
Working for a Just World

 **Irish Aid**  
Department of Foreign Affairs  
An Roinn Gnóthai Eachtracha

