

## TRANSITION UNIT

<b>1. Title of transition unit</b>
Proudly Made in Africa – A Business Studies and Development Education unit
<b>2. Area of study</b>
This transition unit covers the areas of Enterprise and Local and Global Citizenship study.
<b>3. Overview</b>
In this TU students will learn about Ireland’s relationship with particular African countries - Ethiopia, Lesotho, Tanzania, Mozambique, Uganda and Zambia. Learners will find out more about these countries, and about how they are linked to Ireland by trade. Learners will explore some of the perspectives of people in these countries, and will examine how individuals have/can overcome barriers to forming successful businesses. Learners will get the chance to consider the options available in seeking ways to combat poverty through trade.
<b>4. Related learning</b>
Through the facilitation of learning about trade and business, this unit has links to a number of other curricular areas. Firstly the unit has links to the CSPE core concepts of development, interdependence and human rights. Secondly the unit has links to Business Studies in Junior Certificate ( <i>Section 2 – Economic Awareness</i> ) and Leaving Certificate ( <i>1.1 People and their relationships in business; 2.2 Entrepreneurs and enterprise skills; 5.3 Getting started; 6.6 Social responsibility of business; 7.1 Introduction to the international trading environment; 7.3 International business</i> ). The exploration of development issues within an African context has links

to Geography at Junior Certificate (*Unit B1 – Population – Distribution, diversity and change; Unit C4: Economic inequality: the earth’s resources – who benefits?*) and Leaving Certificate level (2.2 *The Dynamics of Regions; 4.1& 4.2 Economic Development; 4.3 The Global Economy; 4.4 Ireland and the EU; 6.1 Views of Development; 6.2 Global Economy; 6.3 Economic Growth; 6.4 Sustainable Development*).

## 5. Summary outline of the unit

After an initial exploration of the trade relationships between Ireland the countries in Africa which receive Aid/development assistance from the Irish government’ students will consider how trade can develop business and society.

### **Part One: Ireland, Africa and Trade - Local and Global perspectives on trade (5 Weeks)**

- Through a range of active learning activities students are facilitated in exploring their current knowledge of and perceptions of Africa and from there they begin to explore issues related to trade and development,
- Through a group activity (Riceland and Beanland), students consider the potential benefits of successful trade for all involved.
- Pupils examine the trade process, through an exploration of various case studies related to the value chain. This provides them with the opportunity to garner alternative perspectives on trade, from different contexts, and different positions within the value chain.
- Pupils consider existing vocabulary that may be related to trade and development.
- Pupils conduct a search of current news and research material related to trade, through an examination of newspaper articles from a number of alternative resources.
- Pupils explore a number of online data sources related to trade, and develop their understanding of trade related terminology.
- Pupils will utilise trade data to plot trends in trade relationships between Ireland and its partner countries.
- Pupils will use the data to plot the path of a particular product from source, up the value chain to consumer.

### **Part Two: Trade and Development Project Work (4 Weeks)**

- Students will form groups and agree an African Irish Aid partner country which they will research under agreed headings and questions.
- Guidelines on project work are provided in the teachers’ resource pack

### **Part Three: Global champions (2 weeks)**

- Pupils will consider the possible interventions that could be put in place to overcome the

barriers to trade for African countries that they have previously identified.

- Pupils will examine the existing interventions in place to aid development (such as political rules; aid intervention) and evaluate the effectiveness of such interventions.
- Pupils will discuss different viewpoints regarding trade as a means of alleviating poverty
- Pupils will develop their understanding of the potential of value addition to addressing trade issues, as well as considering the social benefit of such an approach.

#### **Part Four: Taking Action (3-4 weeks)**

- Pupils will explore the concept of corporate social responsibility, and consider how this responsibility is related to each component of the value chain
- Pupils will come up with ideas about how Ireland can support trade which combats poverty, and to think about how they can be involved in this change

### **6. Breakdown of the unit (How timetabled)**

Detailed learning activities and supporting material are available for teachers wishing to deliver this module. This Transition Unit consists of 45 guided learning hours, with this breakdown highlighting a possible 36 hours which maybe covered in classroom based activities and the remainder of time is allocated for student project work.

The TU is structured around four sections, which can be adapted and used flexibly by teachers.

### **7. Aims (maximum 3)**

*This transition unit aims to:*

- Support students to consider alternative perspectives when considering global and local issues.
- Support students to manage a group research project.
- Enable students to gather evidence and evaluate various approaches used to overcome poverty

### **8. Learning outcomes**

*On completion of this unit students should be able to:*

- Define the key terminology associated with issues of trade and development (trade, value-addition, supply-chain, social enterprise, corporate social responsibility)
- Identify potential sources of information related to business, trade and development
- Compare and contrast various sources of information on trade between Ireland and other countries
- Critically analyse sources of information on issues of development and trade, identifying stereotypical representations and bias in various sources
- Plan a group research project, identifying key roles, and topics for analysis
- Present the findings of group research using ICT where applicable
- Identify the roles involved with the trade chain
- Identify potential barriers to business success in different contexts, both in Ireland, and within the partner countries
- Explain the current approaches to fair trade and explain how trade works for the poor
- Present and explain considered opinions on issues of trade and development
- Describe the additional social benefit which flows when products are processed before export (IP)
- Investigate the social and business potential of adding value, in a number of contexts
- Evaluate how barriers to development can be overcome through value added trade

9. Key skills	How evidenced
Information processing	Students will develop ability to identify, critically analyse and utilise information from multiple trade and development sources In particular, students will consider how information and knowledge generated from both local and global perspectives can inform their own thinking.
Critical and creative thinking	Through an analysis of local and global scenarios, students will be challenged to critically consider, justify and refine existing assumptions on issues of trade and development. Students will be supported to explore how creative thinking can overcome barriers to livelihood security within African scenarios.

Communicating	This needs to explain how this TU will help develop students' communication skills – both written and oral (including their presentation skills).
Working with others	Group work and collaboration is central to this module, and students will have the opportunity to work together to explore different perspectives on the issues of trade and development. Group research work will provide the opportunity to develop their competency within particular group roles, and to gain an appreciation of the multiple benefits of successful group work.
Being personally effective	Students will consider ways in which they can take action to combat poverty.

#### **10. Teaching approaches**

Whilst a wide range of learning methodologies and learning settings have been incorporated, student-centred active learning methodologies are central to this unit. Teaching and learning has been organised in a way that caters for pupils of different abilities and learning styles, with extension and enrichment opportunities highlighted throughout the unit. The unit provides a number of cross-curricular links, and as such enables pupils to make connections across learning. Group work, discussion and debate provide the opportunity for the development of communication and collaboration, whilst project work and research allows the acquisition and development of information processing and critical thinking skills. ICT has huge potential within the unit, and can provide the opportunity for students to consider alternative global perspectives on topics under discussion.

#### **11. Assessment approaches**

There are a number of learning experiences throughout the unit that provide opportunities for assessment, including peer and self-assessment activities, peer assessment opportunities, project and presentation work. In addition, the Student Portfolio, which runs throughout the unit, prioritises reflection through peer and self-assessment and provides students with an opportunity to generate, gather, judge and report on their learning experiences, and, by engagement in reflective practices, to plan their own learning. This portfolio includes a personal learning journal, assessment proforma, learning outcome tracker, and also provides the teacher with the opportunity to provide

both formative and summative assessment.

## **12. Evaluation**

As well as the assessment related material, the Student Portfolio provides an opportunity for the students to provide both section and overall unit evaluation linked to the learning outcomes, enabling the teacher to gather evaluative feedback from the students, which can be used to inform future planning. There are a number of teacher evaluations linked to learning activities, which consider aspects of both teaching and learning, as well as an end of unit teacher evaluation.

## **13. Resources**

A Transition Unit Education Resource Pack  
corresponding to this TU Descriptor  
and a Student Portfolio  
are available to be downloaded from

[www.ValueAddedInAfrica.org](http://www.ValueAddedInAfrica.org)

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