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 AGMs 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.

Multiple Intelligences

Body-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 emotion.

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. This 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.

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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 people 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.

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

HECKLIST 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 my fellow 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 people/place? 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 RANVI 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.

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/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.dispoproject.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, 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 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 Culture’ values in the Community’ CSPE module, Interculture Ireland

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

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.


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.

B Avrue, K Horgan, P Cremin, Primary School Development Education Project Curriculum Development Unit, Mary Immaculate College, Limerick.

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.


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: Treasure Lenten Campaign Primary School Teacher’s Resource pack, (2001)

June 5 - World Environment Day

May 21 - UN Day of Cultural Diversity
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 for 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.


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

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 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’ CD module, Inter culture Ireland
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?

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

Remember that you can only use each person once!

Events...

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 27</td>
<td>International Day of Commemoration in memory of the victims of the Holocaust</td>
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<tr>
<td>February 21</td>
<td>International Mother Language Day</td>
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<tr>
<td>March 8</td>
<td>International Women’s Day</td>
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<td>March 21</td>
<td>International Day for Elimination of Racial Discrimination</td>
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<td>March 22</td>
<td>World Day for Water</td>
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<td>April 7</td>
<td>World Health Day</td>
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<td>April 22</td>
<td>Earth Day</td>
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<td>May 3</td>
<td>World Press Freedom Day</td>
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<td>May 15</td>
<td>International Day of Families</td>
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<td>May 21</td>
<td>UN Day of Cultural Diversity</td>
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<tr>
<td>June 5</td>
<td>World Environment Day</td>
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<tr>
<td>June 20</td>
<td>World Refugee Day</td>
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<tr>
<td>August 9</td>
<td>International Day of the World’s Indigenous People</td>
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<td>September 8</td>
<td>International Literacy Day</td>
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Dates to Remember

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

See a detailed listing of UN dates at: www.unac.org/en/news_events/un_days/international_days.asp
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 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 lists for information and advice on valuable DE resources. Contact your DE Centre to borrow culture kits.

Campaign Websites

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<tr>
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<th>Website</th>
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<tr>
<td>Action from Ireland</td>
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<td>ActionAid Ireland</td>
<td><a href="http://www.actionaidireland.org">www.actionaidireland.org</a></td>
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<td>Anawale</td>
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<tr>
<td>Amnesty International Irish Section</td>
<td><a href="http://www.amnesty.ie">www.amnesty.ie</a></td>
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<td>Burma Action Ireland</td>
<td><a href="http://www.burmaactionireland.org">www.burmaactionireland.org</a></td>
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<td>Children’s Rights Alliance</td>
<td><a href="http://www.childrensrights.ie">www.childrensrights.ie</a></td>
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<td>Christian Aid Ireland</td>
<td><a href="http://www.christian-aid.ie">www.christian-aid.ie</a></td>
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<td>Concern</td>
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<td>Debt Aid Development Coalition</td>
<td><a href="http://www.debtireland.org">www.debtireland.org</a></td>
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<tr>
<td>East Timor-Ireland Solidarity Campaign</td>
<td><a href="http://www.freedom">www.freedom</a> suburbs.org</td>
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<td>Fairtrademark Ireland</td>
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<td>Friends Of The Earth Ireland</td>
<td><a href="http://www.foe.ie">www.foe.ie</a></td>
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<td>Global Campaign For Education</td>
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<td>ICTU Global Solidarity</td>
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<td>Just Forests</td>
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<td>Latin America Solidarity Centre</td>
<td><a href="http://www.lasc.ie">www.lasc.ie</a></td>
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<td>Make Poverty History</td>
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<td>Oxfam Ireland</td>
<td><a href="http://www.oxfamireland.org">www.oxfamireland.org</a></td>
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<td>Pavee Point Travellers Centre</td>
<td><a href="http://www.paveepoint.ie">www.paveepoint.ie</a></td>
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<tr>
<td>School Is the Best Place to Work</td>
<td><a href="http://www.schoolisbestplacetowork.org">www.schoolisbestplacetowork.org</a></td>
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<td>Trade Justice Ireland</td>
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<td>UNICEF Ireland</td>
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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 for details.

DE Resources

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@dta.ie

Websites with Development Education Activities

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<td>Cool Planet</td>
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<td>Accessing Development Education</td>
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<td><a href="http://www.accessingdevelopmenteducation.info">www.accessingdevelopmenteducation.info</a></td>
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<td>Development Education Ireland</td>
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<td>Development Education Websites</td>
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<td><a href="http://www.un.org/millenniumgoals">www.un.org/millenniumgoals</a></td>
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</table>
Contact List

14

If the World Contained 1,000 People...

It Would Include:

- 81 Christians (including 187 Catholics, 84 Protestants, 31 Orthodox)
- 32 Buddhists
- 60 Muslims
- 178 Non-religious
- 329 Christians
- 178 Muslims
- 84 Hindus
- 84 Protestants
- 31 Orthodox
- 60 Muslims
- 178 Non-religious
- 329 Christians
- 178 Muslims
- 84 Hindus
- 84 Protestants
- 31 Orthodox
- 60 Muslims
- 178 Non-religious
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- 84 Protestants
- 31 Orthodox
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- 178 Non-religious
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KADE acknowledges the support of KADE members, Concern, Dept. of Foreign Affairs / Irish Aid, EuropeAid, Kerry County Council, Partnership Trá Li / FÁS, Tralee Town Council, Trocaire.