development options

FairViews

A
development education photopack

to

increase awareness

deepen understanding

and encourage action

on issues of global justice, human rights and responsible citizenship

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Introduction to FairViews

This photopack is a resource for educators who wish to explore with their students a global view of pressing issues that challenge the human family. Twenty-four photographs are included as examples of images that can be used in a range of learning environments, whether with young children, teenagers or adults. The expectation is that each educator will build on these twenty-four photographs to assemble his or her own personal collection of images.

The pack includes suggestions for using photographic images. These suggestions should be seen as a menu of possibilities; with experience, educators will use and adapt them to particular contexts and circumstances.

Most learners engage well with photographs. Still images have an immediacy that can energise and enthuse. Photos are often dense with information, full of ideas and possibilities. Experience tells us that learning how to interpret photographs is challenging.

Responding to issues that challenge the human family

At times the issues facing our world can seem overwhelming. Educators have taken various approaches to these challenges. These include Development Education (DE), Education for Sustainable Development (ESD), Education for Global Citizenship (EGC), Citizenship Education (CE), Civic, Social and Political Education (CSPE), Human Rights Education (HRE), Education for Transformation (EfT). Furthermore, some of those teaching more established disciplines - including Geography, History, Economics, Religious Education, Sociology, Political Science and Anthropology - integrate investigation of global perspectives into their work. Such explorations often touch on major themes of development, justice, environment, power relations and so on. The Sustainable Development Goals (SDGs) provide a useful framework for exploring these challenges.

The pack

This pack can be adapted to be congruent with many of the above approaches. For users interested in exploring educational perspectives on global issues, suggested further readings are included

Credits

This pack was developed by *Development Options* with a grant from Concern's Development Education Grants Scheme. The team consisted of Gerry Jeffers, Nuala Crowe-Taft, Michael Doorly, Winifred Jeffers, Claire Marshall, David Nyaluke, Gwen Oates, Ruth Powell, Karen Scally and Maureen Sheehy.
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Development Education

There are numerous definitions of 'development education' and navigating around the concept can be tricky. Six descriptions are set out below.

'……development education aims to deepen understanding, and encourage people towards taking action for a more just and equal world. It provides a unique opportunity for people in Ireland to reflect on their roles and responsibilities as global citizens'
One World, One Future, Ireland's Policy for International Development, 2013.

Visions

A sustainable and just world, where people are empowered to overcome poverty and hunger and fully realise their rights and potential. – Irish Aid

A world where no one lives in poverty, fear or oppression. Where all have access to a decent standard of living and the opportunities essential to a long, healthy and creative life. A world where everyone is treated with dignity and respect - *Concern*

A world based on global justice, solidarity, equality and sustainability. We see development education as an essential process that empowers people to create this world – Irish Development Education Association (IDEA)

Through Development Education, the Ubuntu Network contributes to building a world based on respect for human dignity and rights and is informed by values of justice, equality, inclusion, sustainability and social responsibility – *Ubuntu Network*

A supportive and enabling environment within Irish primary schools where teaching of good quality development education and intercultural education is taking place, thereby enabling pupils to learn effectively and understand their role as global citizens living in a diverse society and contributing to a just and sustainable world. - DICE Project

Why development education?

The human family faces many challenges. Many people instinctively recognize that all human beings, because of our humanity, possess human rights. These rights apply whatever our nationality, place of residence, gender, colour, ethnic origin, religion or other status. Furthermore, we are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.
However, the evidence tells us that some members of the human family enjoy human rights more than others. Hunger, poverty, limited education and other injustices impact greatly on people and restrict their opportunities to realize their rights. Many of these people live in the so-called 'global south'.

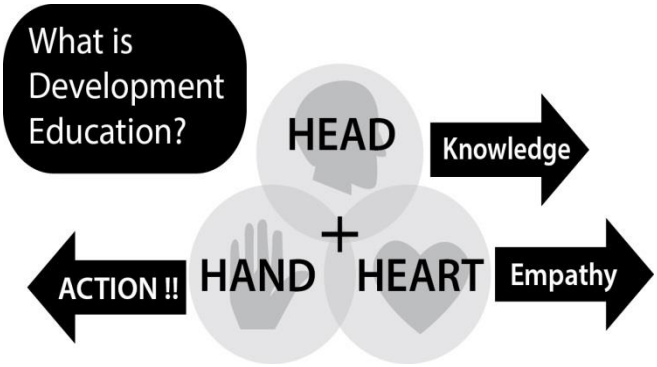
When it comes to the limited resources of our fragile planet, people in the northern hemisphere benefit most from these resources. People in so called 'global north' countries consistently consume larger quantities of oil and other fossil fuels, water, minerals and food than our counterparts in poorer countries. On top of this, industrial and technological activities in richer countries impact negatively on the overall planet's environment. Ironically, the negative effects of climate change are greatest in poorer countries and on poorer people. Not only are material resources divided unevenly, but knowledge, power, influence, work and financial resources are used in ways that highlight a growing chasm between 'haves' and 'have-nots', between the privileged and the underprivileged. Many educators see engagement with such

global issues as a core responsibility. Questioning the world we live in, exploring how we got to where we are and seeking solutions to major world problems should be at the heart of educational enterprises. If people contributed to the problems, they also have to work towards solutions. Such education can be seen as operating at three levels. Firstly, there is learning **about** global issues and challenges. Secondly, there is learning **through** practical engagement with issues associated with global citizenship and justice. Thirdly, there is learning **for** justice, taking action that builds towards a community of sustainable development.

In the experience of the team that put this pack together, children, young people and adults can engage well with these complex issues. Frequently they not only become more informed but become critical of the *status quo* and are keen to take practical action to make a difference. Exposure to development education is also challenging; many people struggle to strike a balance between idealistic views and everyday pragmatism, between 'quick-fix' solutions and more sustainable ones. Development education can also be very effective in promoting problem solving and higher order thinking.

Visualising 'Dev-Ed'

Some educators find the 'head, heart, hands, triangle as an effective way of representing how development education works with its unique combination of knowledge, empathy and action.



Changing educational landscapes

The landscape of educational policy is constantly shifting. At all levels of schooling, the Department of Education and Skills policy, *'Education for Sustainability', The National Strategy on Education for Sustainable Development in Ireland, 2014-2020* gives a fresh urgency to education for global justice. As the strategy states:

"A key objective of this strategy is to provide learners with the **knowledge, dispositions, skills** and **values** that will **motivate** and **empower** them to become **active citizens** and take measures to **live more sustainably**. This involves providing ESD related subject matter content (the **'what'**) but also supporting learners to develop the skills (the **'how'**) and the values (the '**why'**) necessary to empower and motivate them to make sustainable choices. It also prepares learners for the fact that they will often have to make **difficult choices** involving environmental, social and economic issues. It is not always possible to build **consensus** when challenging trade-offs are required between the various pillars associated with sustainable development**"**.

At all levels of education, from pre-schoolers to adults, the goal of enabling learners to grow as participative, engaged and responsible members of an emerging democracy should be central. This pack aims to facilitate such involvement and seeks to link with existing programmes and courses at the various levels.

In the Irish pre-school sector, issues relevant to ESD are reflected in the two key frameworks (*Aistear*, the curricular framework and *Síolta*, the national quality framework). This is particularly important given the potential for this sector to foster principles of sustainable development in young children when they are first learning to make sense of the world in which they live. Recognition of the importance of the early years sector to promoting ESD is still in its infancy internationally (UNESCO, 2012). There is an opportunity therefore for Ireland to be in the forefront in this regard given the existing emphasis on ESD in *Aistear* and *Síolta.*
At primary level, development education is directly linked to both the SPHE and SESE curriculum. The aim at primary level is to place the child in the context of the world in which he/she lives. It aims to develop a respect for cultural and human diversity in the world and an

appreciation for the democratic way of life. The use of this pack encourages the child to become an active responsible citizen who understands the interdependent nature of the world in which he/she lives. For those exploring development issues through project work with children in 3rd to 6th class, the Irish Aid *Our World Awards* offers an exciting and useful framework. Details are available at https://www.irishaid.ie/teaching-and-learning/our-world-irish-aid-awards/

At second-level, development education is a cross – curricular theme relevant to many subjects. Human dignity, development, interdependence, rights and responsibilities, democracy, law and stewardship are key themes in Junior Cycle, Civic, Social and Political Education (CSPE). Important issues related to human development are also addressed in syllabi for Geography, Science and Religious Education. The evidence also shows that teachers in a wider range of subjects, including History, Home Economics, Material Technology – Wood, Art and Business Studies engage their students with issues related to development. Transition Year, with the extra flexibility schools have to shape their own individual programmes, has been a fruitful curricular space for innovative activities relating to development education. Striking examples of imaginative project work in TY is regularly seen through Young Social Innovators, the Young Scientist and Technology Exhibition and numerous other initiatives. Some schools timetable dedicated development education modules in TY. Schools that offer the Leaving Certificate applied often find that students respond well to development education topics in the Contemporary Issues module. The NCCA/Irish Aid publication *A Study of the Opportunities for Development Education at Senior Cycle* offers extensive possibilities across the programme and subject range. WorldWise Global Schools have developed an imaginative resource *Towards Achieving a Whole School Approach to Development Education in Post-Primary Schools* that includes the idea of a 'Global Passport' for schools as a tool to self-assess their engagement with development education. Go to www.worldwiseschools.ie

Within adult and community education and the youth work sector, learners often demonstrate great interest in and enthusiasm for engaging with pressing global and local issues. A familiarity within this sector of participative learning methodologies frequently enriches the development education experience.

Learning to use photographs

People learn through interacting with a range of environments. Howard Gardner's insights into multiple intelligences have enriched our understandings of classroom opportunities and challenges. There is also a growing appreciation that to function competently in a 21st century world, learners need a range of literacies, including print, aural, media, computer, cultural, social and eco. Visual literacy can be seen as 'a group of competencies that allows humans to discriminate and interpret the visible action, objects and/or symbols, natural and constructed, that they encounter in the environment' (http://searcheric.org/).

Traditionally within schooling, the visual dimensions of learning were often marginalised at the expense of the verbal. Modern culture, including information and communications technologies, challenges schools to promote greater critical visual literacy.

Photographs – still images of a snapshot in time – are rich in complex detail. Subject matter, colour, tone, shadow, perspectives, juxtaposition all contribute to the single image. The accessibility, immediacy and complexity of photographs resonate with development education and justice related themes generally. Photographs are open to multiple interpretations. The range of perspectives that can emerge in a classroom from a single image is pedagogically challenging and rich in opportunity. By using photographs to explore justice related topics, teachers and facilitators can develop sensitivities to complexity, nuance and connotation.

A particular value of a pack like this is that learners encounter photographs as artefacts in their own right, not linked to an overriding verbal narrative as so often happens in textbooks. In textbooks the meaning and significance of a photograph is often predetermined by the surrounding text.

Facilitating learning through photographs also enables learners to voice their own views in an environment where there is rarely one single 'right answer'. Respect for different perspectives on the same topic can be nurtured. Listening to different interpretations of the same photograph can broaden and challenge one's own opinions on a range of topics.
The activities suggested in this pack are designed to encourage participatory learning environments where issues of global and local development are explored and discussed openly and where teachers facilitate free expression of viewpoints.
As stated at the outset, the 24 photographs in this pack represent a start; ideally, facilitators,(including teachers) and learners should build their own personal collections of images related to development and global justice.

Practical Pedagogies

1
The Gallery

Purpose: Encouraging learners to voice their understandings of 'development' and related concepts.
Action. Place at least 20 images on a wall with sufficient walking space for students to view the images. Give each student one coloured sticker. Mention the theme you wish to explore (e.g.'development' ; 'justice' ; ' culture'). Liken the context to an art exhibition. Invite each student to place a sticker on the photo that speaks most clearly to them. Students are then asked to speak about their selection and justify their choice. Questions may be posed such as: 'Are you surprised by any selection and why?' 'Why might someone have chosen that image?' with a view to fostering a fruitful conversation on the issue.
A variation is to invite selected members to 'defend' their individual choice. This can lead to a focused discussion if linked to a pre-selected theme.
Requirements: At least 20 photographs, pack of small coloured stickers, space to display images and space for learners to walk and view.
Groups: This activity can be used with all groups of learners
Time: Minimum 15 minutes; discussion can be open-ended.

2
Think, pair, share conversations

Purpose: Assisting learners to explore their understanding of 'development'.
Action: Initially ask each individual to write down 3 words he/she associates with 'development'. Then place learners in pairs. Next ask them, as a pair, to agree – following discussion – on 3 important words related to development. Next, ask them to connect these ideas to a selection of 2 or 3 photographs. Finally, invite one of the pair to report – briefly- to the full group. As teacher/facilitator pose some questions about how the original 'words' connect with the images.
Requirements: Photographs in this pack plus others so that each pair has at least two images.
Groups: Senior classes in the primary school to adult groups.
Time: Minimum: 15 minutes; discussion can be open-ended.

3
Mapping relevant themes

Purpose: Identify and map themes relevant to development.
Action: Present learners**,** in pairs or in groups of 4, with a selection of the themes from the list '*Some major issues that challenge the human family'* (p.9). Invite them to prioritise what they think as most important (2, 3, 4 or 5 points). Then ask them to match their priorities with photographic images (these can be on the desk or on the wall). Ask representatives to explain their reasoning. Follow-up with discussion.
Requirements: Photocopy '*Some major issues that challenge the human family'* and with scissors cut up individual 'issues' (it is not necessary to use them all), place in envelopes (one envelope per pair or group).
Photographs in this pack plus others.
Groups: Junior Cycle upwards
Time: at least 30 minutes

4
Interrogating any image
Seeing, feeling, analysing, reflecting and acting

1 What do you **see**?

Describe the main features in the image, including foreground and background.
Sum up the total image in a word, phrase or caption.

2 What do you **feel**?

What words best describe the feelings you have about this image?
If there are people in the image, what feelings might they have? If you could read their thoughts what might they be?

3 What do you **think** about the image?

Is your reaction one of agreement, puzzlement, amusement, shock, empathy, anger or something else.
Can you explain the reasons for your reaction?

4 How does this image connect with any aspect of **your life**?

As a member of the human family and as a citizen with rights and responsibilities, does this image support or challenge how you act?

5 How **reliable** is the image?

What happened before and after the image was captured?
What role did the photographer – or others play in constructing the image?
How do you know whether the image represents the reality?

6 How does the image **connect** with bigger challenges facing the human family?

What, if anything, are the connections between this image and issues such as human rights, dignity, development, justice, equality, interdependence, conflict, sustainability, democracy, etc.

7 Sum up your **response** to this image in a one line caption

Some major issues that challenge the human family

Below are three different way of grouping such issues.

1 Nine themes

Rights - Human, children's, shelter, water, food, earn a living, choice, childhood, security, dignity, refugee, disability, LGBT , identity
Education – empowerment, potential, gender equality, rights, critical thinking, problem solving, personal and social development,
Justice – equality, solidarity, gender, sexuality, interculture, respect, race, ethnicity, trust, climate, empowerment, inequality, stereotypes, opportunity
Participation – Democracy, transport, media, citizenship, partnership, community, collective, globalisation, challenge, NGOs, individual v collective,
Participation – Democracy, transport, media, citizenship, partnership, community, collective, globalisation, challenge, NGOs, individual v collective,
Poverty – trade, hunger, work, aid, health, solidarity
Power – politics, media, law, United Nations, conflict resolution, NGOs, media,
Development – integrity, post 2015 SDGs, sustainability, fair trade, work, transport, consumption, women and development.
Interdependence – solidarity, fair trade, global partnership, trust, climate justice, globalisation

2. Wordle

3. Seven themes

Human Rights Human dignity, participation, opportunity, respect, trust children's rights/ childhood, disability, gender, women, LGBT
Intercultural Understanding Equality, law, trust
Solidarity Refugees, poverty, disability, fair trade, aid
Globalisation Sustainable development, SDG's, women in development, power, media, justice, trade, work, migration, travel, arms industry
Inequality – local and global Opportunities, poverty, wealth distribution, incomes, NGO's, conflict and war
Interdependence Equality, natural resources, community, health, shelter, transport, trade, climate justice, food security
Identity Wellbeing, opportunities, education, culture, religion, challenging stereotypes

5
Matching themes and photographs

Purpose: Deepening understandings of the issues.
Action: Invite individuals, pairs or groups to select 3 or 4 of the 'issues' from activity 4 and connect them with photographic images.
Requirements: Photocopy '*Some major issues that challenge the human family'* (p.9) and with scissors cut up individual 'issues' . Ask participants to select the 'issues' that connect with selected images. The image could be on a screen or a selection of images on the wall. Discuss.
Groups: Junior Cycle upwards.
Time: at least 30 minutes.

6
Poster making

Purpose: Making explicit learners' understanding of development issues and producing material for public display to highlight issues.
Action: Placing a photograph in the centre of a large sheet of paper, invite students to construct a poster that highlights issues associated with the photograph. The 7 point structure in *4 Interrogating any photographic image* (p.8) can be used. Giving a title and a pithy caption should also be considered.
Requirements: A3, A2 or A1 sheets of paper, markers, photographs.
Groups: All groups, on individual basis, in pairs or in larger groups.
Time: at least 30 minutes.

7
Build an advertisement

Purpose: To investigate how development issues are communicated in the media.
Action: Present learners with either a theme, a slogan or a question related to development. Invite them to invent an advertisement to draw public attention to the issue. Imagine the commissioning body is an NGO or Irish Aid.
Requirements: A3, A2 or A1 sheets of paper, markers, photographs. As well as doing this activity in hard copy, it can also be achieved well on a computer. **Groups:** Senior primary classes upwards. **Time:** At least 40 minutes.

8
Match photographs and quotations

Purpose: To introduce learners to popular, well know, often quoted, statements relating to development and to interrogate the meanings of such statements.
Action: Present learners with a number of statements/quotations related to development and ask them to match these with appropriate photographs. Orally, individuals, pairs or groups can be asked to explain their reasoning. Initially use images from this pack. Follow up by asking learners to find new images.
Requirements: List of statements (see below), large sheets of paper, photographs.
Groups: Senior primary classes upwards.
Time: At least 20 minutes.

Examples

Do not give up on your dreams of a more just world.

Prevention is better than cure

In a time of universal deceit, telling the truth becomes a revolutionary act. - *George Orwell*

Hope has two beautiful daughters; their names are Anger and Courage. Anger at the way things are, and Courage to see that they do not remain as they are. – *St. Augustine*

Never have we so hurt and mistreated our common home as we have in the last 200 years. - *Pope Francis*

We must start (in giving voice to those affected by global inequalities) by revising our traditional definitions of development, with their undertones of enduring divisions between the North and the South. We are invited, instead, to piece together a new narrative telling us of humanity's shared future on this fragile planet. - *President Michael D Higgins 2015*

Education is the most powerful weapon which you can use to change the world. – *Nelson Mandela*
The climate is a common good, belonging to all and meant for all. - *Pope Francis*

Count up the results of 50 years of human rights mechanisms, 30 years of multibillion-dollar development programmes and endless high-level rhetoric, and the global impact is quite underwhelming, ... This is a failure of implementation on a scale which shames us all. – *Mary Robinson*

The idea of infinite or unlimited growth, which proves so attractive to economists, financiers and experts in technology ... is based on the lie that there is an infinite supply of the earth's goods, and this leads to the planet being squeezed dry at every limit.- *Pope Francis*

Too often has the term 'development' been used interchangeably, in public discourse, with the terms 'aid' or 'charity'. Development has been presented as something that needed to happen in the so-called 'developing' world, outside of the sphere of industrialised nations, and remote from the daily existences of Western citizens. Such a binary view of development can all too easily slide into a sense of condescension grounded in unspoken feelings of superiority. At the very least, it divides the world in two, with one side depicted as helpless victims, and the other as their well-meaning saviours.- *President Michael D Higgins, 2015*

In Germany they first came for the Communists, and I did not speak out - because I was not a Communist. - *Pastor Martin Niemoller 1946*

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. - *Martin Luther King Jr 1963*

War is not healthy for children and other living things.
If you want peace work for justice.

Power concedes nothing without a struggle. It never did and it never will. - *Frederick Douglas, 1857*
Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has. - *Margaret Mead*

The Seven Deadly Social Sins: Politics without Principle; Wealth without Work; Commerce without Morality; Pleasure without Conscience; Education without Character; Science without Humanity; Worship without Sacrifice. – *Gandhi*

Development, the possibility of 'flourishing' in one's community and culture, and access to the means to do so, is not simply a gift to be meted out by a gracious benefactor; it is both a right and a moral obligation. Development should be driven by well-informed citizens that insist on their governments implementing sound policies grounded in normative imperatives of justice, equality and dignity[1]. - *President Michael D Higgins 2015*

Climate change is destroying our path to sustainability. Ours is a world of looming challenges and increasingly limited resources. Sustainable development offers the best chance to adjust our course. – *Ban Ki-Moon*

9
From image to script

Purpose: To promote understanding and empathy about other people. To listen to classmates' views of other people's circumstances.
Action: Individual learners are given a photograph. They are asked to imagine they are one of the people in the photograph. Then ask them to write a script in the first person singular, telling readers about his/her life circumstances, hopes and fears. Giving a precise name, age, location, family situation, economic circumstances usually enhances such pieces. A staring prompt might be 'Hello, my name is....'
Requirements: Photographs, paper, pens
Groups: Fourth class upwards.
Time: at least 15 minutes.

10
Titles and captions

Purpose: To illustrate how words and pictures interact, how titles and captions can alter meanings and interpretations of photographs.
Action: Distribute one photograph to individuals or pairs. Ask them to compose a suitable title and/or caption for the photo. Then invite them to

present their work to the rest of the group. Discuss the relationships between words and images and how people's opinions might change depending on the words.
Requirements: Photos, paper, pens, computers if available but not essential.
Groups: Junior Cycle upwards.
Time: 30 minutes upwards.

11
Grid to show how issues overlap

Purpose: To show the overlap and connections between development related issues, that one issue can rarely be understood in isolation.
Action: From the list '*Some major issues that challenge the human family'* (p.9) choose (or let the learners choose) a small number of issues. Display these on a grid (poster or electronic). With some topics entered and some blank spaces E.g

Human Rights	Disability	Equality
Climate justice	Women and development	Globalisation
Childhood	Food security	Development

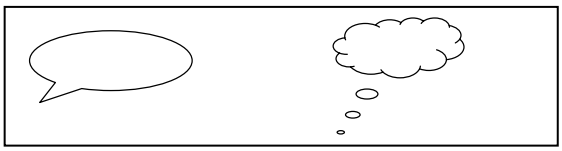
Do a quick check of learners' understanding of each topic. Place photos (numbered) on wall or show on a digital board. Students view photos. Ask them to connect images to themes by writing in the number of photo that is relevant. Emphasise that one image may connect with more than one theme. As 'new' themes/issues are mentioned write them in the blank spaces with relevant numbers.
Requirements: Digital board, photos, blue tac, post it notes to number photos, pens.
Groups: All.
Time: at least 15 minutes. Discussion can be open-ended.

12
Make a thematic poster

Purpose: To explore a single issue/topic/theme to deepen learners' understanding of it.
Action: Select ONE issue from the list '*Some major issues that challenge the human family'*. Prepare a series of questions/tasks for learners to investigate by way of preparation. Then, armed with their research findings, ask them in pairs or small groups to make a highly visual poster using photographs and words. E.g. 1. CHILDHOOD. Research data related to child mortality rates in different countries, participation rates in schooling, child soldiers (numerous UN related websites). Look at the UN Convention on the Rights of the Child in child-friendly language (http://www.dcya.gov.ie/documents/unrightsofchild/rights_leaflet1.pdf). Consult the Irish Department of Children and Youth Affairs and the Office of the Ombusdman for Children.
2 TRADE. Ask students to look in their own wardrobes and kitchens (in particular) to see the country of origin of various items. Then, invite learners to investigate goods and services that Ireland imports from poorer countries and goods and services that we export. Find out what is meant by 'Fair Trade'. (www.fairtrade.ie). Using relevant images, words and figures, tell the story in an easy to understand way on a poster.
Requirements: Internet access for research purposes. Photographs, poster paper, pens, paints.
Groups: All, though levels of complexity need to be sensitive to make up of the group.
Time: Two sessions, one to direct research, then some days later, at least 30 minutes to make posters.

13
Speech and thought bubbles

Purpose: To develop empathy.
Action: With paper and scissors, make a number of speech and thought bubbles as found in comics, graphic novels etc. Eg.



distribute photographs to individuals. Ask learners to insert appropriate words into bubbles, to display their results and to explain their reasoning.
Requirements: Paper, scissors, pens, photographs, blue tac.
Groups: All.
Time: At least 10 minutes

SDGs
Sustainable Development Goals

Between 2000 and 2015 the countries of the world and leading development institutions, agreed eight Millennium Development Goals (MDGs) as targets for reducing poverty and hunger and improving the lives of the world's poor. In 2015 seventeen SDGs were chosen to succeed the MDGs.

Targets are defined as aspirational global targets, with each government setting its own national targets guided by the global level of ambition but taking into account national circumstances. The goals and targets integrate economic, social and environmental aspects and recognize their interlinkages in achieving sustainable development in all its dimensions.

These goals were adopted by the international community in September 2015. See also https://sustainabledevelopment.un.org/focussdgs.html

Goal 1 End **poverty** in all its forms everywhere

Goal 2 End **hunger**, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3 Ensure healthy lives and promote **well-being** for all at all ages

Goal 4 Ensure inclusive and equitable quality **education** and promote lifelong learning opportunities for all

Goal 5 Achieve **gender** equality and empower all women and girls

Goal 6 Ensure availability and sustainable management of **water** and sanitation for all

Goal 7 Ensure access to affordable, reliable, sustainable and modern **energy** for all

Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent **work** for all

Goal 9 Build resilient infrastructure, promote inclusive and sustainable **industrialization** and foster innovation

Goal 10 Reduce **inequality** within and among countries

Goal 11 Make **cities** and human settlements inclusive, safe, resilient and sustainable

Goal 12 Ensure sustainable **consumption** and production patterns

Goal 13 Take urgent action to combat **climate** change and its impacts

Goal 14 Conserve and sustainably use the oceans, **seas** and marine resources for sustainable development

Goal 15 Protect, restore and promote sustainable use of terrestrial **ecosystems**, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to **justice** for all and build effective, accountable and inclusive institutions at all levels

Goal 17 Strengthen the means of implementation and revitalize the **global** partnership for sustainable development

14
Hidden images

Purpose: To encourage creative thinking and reflection on issues
Action: Superimpose white paper on a section of a photograph. Give covered photos to learners and ask them to imagine what's obscured, by talking, or by drawing. Compare insights with actual contents of the photo.
Requirements: Paper, scissors, blu tac or sellotape(taking care not to damage photograph), pens and markers.
Groups: All.
Time at least 10 minutes.

15
Photographs and SDGs

Purpose: To introduce Sustainable Development Goals and the importance and relevance of different goals.
Action: Enquire what students know of the MDGs (2000-2015). Record them on board/chart/screen. Then ensure that everyone knows the 8 MDGs. Next, working in groups of 4, allocate one photograph from the pack per group and ask them to decide which goal(s) the image relates to. Next, ask them to imagine they are in charge of the post 2015 agenda. Their task is to choose 10 themes for the post-2015 goals. Ask each group to present their results. Record results. Then show them the SDGs as decided by UN in September 2015. Follow up by asking learners to write in reflective journal how they felt during the activity and what they learned.
Requirements: Photographs, copy of MDGs, copy of SDGs, wall space, blue tac.
Groups: Senior primary upwards.
Time: at least 30 minutes.

16
Tweet a message

Purpose: To focus on the main theme/issues in an image in a precise and succinct way.
Action: Ask students to consider constructing a twitter message (142 characters in a smart phone) related to a particular image. Consider hashtags which might be appropriate. Either post written versions on wall or ask participants to share them orally with the full group. Ideally, tweet live from the facilitator's account or their own. Monitor traffic and responses. Discuss and debate.
Requirements: Either a single image, projected on to a screen or one image per individual or pair or group.
Groups: Junior Cycle classes upwards
Time: at least 10 minutes.

17
Make a newspaper page

Purpose: To introduce participants to media representations of 'development' issues.
Action: Invites students in small groups to build a newspaper page around one of the photographs in the pack (or a different, relevant photograph). Suggest they initially discuss newsworthiness, themes, content, captions, headlines etc. Then compose an actual newspaper page. Display to the full group. It might also be uploaded to a blog or website.
Requirements: This can be done exclusively on a computer, exclusively in 'hard copy' or using a combination of both. A1 or A2 pages, scissors, paste, old magazines and newspapers, coloured pens.
Groups: Primary school classes upwards.
Time: at least 40 minutes.

18
Tell a story

Purpose: To encourage creative and imaginative thinking about development issues.
Action: Give individuals or pairs two photographs from the pack and other sources. Invite them to tell/write/record a story based on the two images. Direct them to include reference to as many features of the photographs as possible. Explain that as well as individual items, the images also relate to themes or issues related to 'development'. Invite the rest of the class to listen to finished stories (and/or post them in public place, or publish them in a magazine, or on a website).
Requirements: Photos in this pack plus others from magazines, websites etc.
Groups: All.
Time: At least 40 minutes.

19
Pose five questions

Purpose: To encourage participants to explore each image (and themes) further.
Action: Invite groups of 3 or 4 to work together on posing the five questions they would like to ask of the photograph. Next ask them to place the photo in the centre of a large page and then, using markers, write the five questions. Exhibit the works.
Requirements: Large poster paper, one for each group of 3 or 4, markers, blue-tac.
Groups: Primary upwards.
Time: At least 30 minutes.

20
Replace one thing in the image

Purpose: To encourage learners to imagine alternatives, new possibilities beyond the *status quo.*
Action: Initially focus on one single image. Invite individuals/pairs/groups of the full group to consider how *by changing one single component of the image* the overall meaning of the photograph would be greatly changed. Debate and discuss. This can be repeated with any photograph.
Requirements: Photographs, paper to record.
Groups: All.
Time: At least 10 minutes.

21
10 images only

Purpose: Over the course of a term, semester or school year, to maintain a focus on development issues.
Action: Designate a noticeboard or section of classroom wall for 'Development'. Initially post ten images related to development. Each week nominated students are invited to bring in a replacement image, making the case for removing one of the ten. Encourage discussion. (Idea derived from RTE's 'Second Captains'.)
Requirements: Wall space. Initilly, ten photos on development themes..
Groups: All.
Time: At least 5 minutes every week.

22
Drama/role-play based on a photograph

Purpose: To develop empathy with people in a range of situations.
Action: Select a photograph from the pack or any other picture. Prepare a series of questions appropriate to the image to assist learners to explore the people represented and their circumstances. For example, the image of the three children in the aftermath of the Haiti earthquake might be explored along the following lines: *What are the children talking about*? *Where are they going? How do they feel? How will they get food? What has happened to their homes? What has happened to their friends? What are their parents? What have they lost? How has the earthquake changed their lives? How lucky are they to be alive? What does the future hold for them?* Then, invite pairs or larger groups of learners to prepare a short drama/ role-play to illustrate the situation. Act out. Discuss. De-role. Depending on the age group and levels of interest, the script generated may be revised and developed many times.
An effective variation is to conduct the role play silently.
Following role-play and discussion, ask: Has this exercise given you any insight into what life might be like for us in Ireland if we were hit by a massive earthquake?
Requirements: Photographs, space to act out.
Groups: All.
Time: At least 80 minutes - 10 minutes to prepare the role-play, adequate time to act out, ensure at least a minute of silent reflection after the 'action' and then, importantly, time in small groups and in the full group to discuss/de-brief.

23
Viewfinder

Purpose: To deepen learners' familiarity with development themes and issues.
Action: A viewfinder is used (A3 page with a small square hole cut in the middle of it). A photo is hidden under the viewfinder. The students and teacher discuss the small part of the photo that they can see. They predict what might be happening in the rest of the photo. The view finder can be moved a few times and predictions

altered based on new information. Finally the photograph is revealed and similarities and differences between predictions and the realities are discussed.
Requirements:View finder, pack of photos.
Groups: Primary school classes upwards.
Time: at least 15 minutes.

24
Guess the content

Purpose: To deepen learners' familiarity with development themes and issues.
Action: Working in pairs one learner is given a photograph which the other can't see. The second person has to ask questions of the one holding the photo. The one holding the photograph responds accurately. When the questioner thinks s/he has a clear idea, s/he sketches and outline of what the image might be. They then compare photograph with sketch and discuss. They change positions and repeat the exercise with a different photograph.
Requirements: Photographs in the pack and others.
Groups: All
Time: At least 40 minutes

25
Exploring photographic ethics

Purpose: To sensitise learners to ethical issues associated with images.
Action: Present one of the following statements:
The camera never lies.
It's impossible to show life as it really is
A photograph without consent is theft.
Initially working in pairs, ask students to discuss the statement, briefly. Record the main points on a flip chart or board. Next, present the learners with aspects of the Dóchas Code of Conduct on Images and Messages http://www.dochas.ie/Shared/Files/5/Illustrative_Guide_to_the_Dochas_Code_of_Conduct_on_Images_and_Messages.pdf Engage learners with the three core values: Respect for the dignity of the people concerned; Belief in the equality of all people; Acceptance of the need to promote fairness, solidarity and justice.
Further questions worth discussing include:
Is it important to photograph poor people?
How are people from the 'global south' usually portrayed in photos, especially in popular media?
Have NGOs a duty to show "poverty" as it really is?
Can every photo be taken out of context?
Imagine a group of tourists pull up outside your local school and start taking photos of the children. How would you feel?
You are putting out the bins in your night attire. A person with a camera starts snapping. How do you react?
Groups: Senior primary upwards.
Time: At least 30 minutes.

26
Enabling group discussion

Purpose: To encourage learners to voice their views on development issues, to listen to each other and to discuss challenges facing the human family.
Action: With a data-projector it is possible for a large group to focus on a single image and discuss it. Facilitators sometimes worry about a small number of learners dominating the discussion. One way of spreading the participation is to give each students two tickets (these could be laminated for re-use or be simple slips of paper.) During the discussion, learners can 'use' their tickets to speak. Each one who wishes to contribute raises their ticket and waits to be invited by the facilitator to contribute.
Groups: All.
Time: At least 15 minutes.
16

27
Develop a photo wall

Purpose: To involve students in a classroom to connect images with 'big' themes to do with development.
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Human Rights	Disability
Health	Climate justice
Equality	Globalisation
Food security	Refugees
Respect	Choice
Women and development	Interdependence

Action: Devise a large grid between 6 and 12 'big' themes (see no 5 above). Invite students over a two week period to collect and insert photographs that illustrate the themes. E.g When grid is 'full' with four or five images, discuss and then conduct a vote to select one image per theme .
Groups: All.
Time: At least two weeks.

28
From photo to speech

Purpose: To assist learners express their views on issues associated with global justice.
Action: Each student is allocated a photograph and asked to prepare a brief speech based on what they imagine the photo signifies. Depending on the group, the facilitator might specify the context in which the speech is being delivered, or example, meeting of the local county council, in a parliamentary debate in the Dail, at a meeting of the European Parliament, at the United Nations. Learners then make their speech to the rest of the group, fields questions and takes part in broader discussion.
Requirements: Photographs.
Groups: Senior primary upwards.
Time: At least 40 minutes.

29
Generating debate topics from photograph

Purpose: To promote critical thinking about development issues.
Action: Students, working in pairs or small groups, focus on one image and, prompted by discussing the image, agree on an appropriate debate motion.
Requirements: One photo per pair or small group.
Groups: Senior primary upwards.
Time: At least 30 minutes.

30
From image to action

Purpose: To link discussion with action.
Action: In small groups (3-5 people), learners interrogate each image and discuss what actions might be spurred on by the image. Then ask would this be action be best taken by an individual or a group. Ask them to supply reasons for their choice. An extension of the activity, if the group see the power of collection action might be to ask them to devise a campaign, including slogans, posters and strategies. If time allows, enable the group to make posters to publicise their proposed campaign
Requirements: Photographs, poster paper (flip chart paper), markers, paints etc.
Groups: All.
Time: At least one hour.

31
Challenging stereotypes

Purpose: To expose the casual presumptions we frequently make and to illustrate diversity.
Action: Consider common areas of prejudice (sexism, racism, re. disability etc) and select atypical but valid examples of particular groups of people. On the back of these photographs post valid descriptors e.g. An Olympic medal winning athlete; (paraOlympian) A Government Minister (Cabinet member in poor country). A schoolgirl from Birmingham, UK (Malala Yousafazai). Ask people to imagine they are going on an airplane journey and can sit beside any of the following people and invite them to select one. Discuss reactions.
Requirements: About 10 -15 photographs with descriptors on back.
Time: At least twenty minutes.

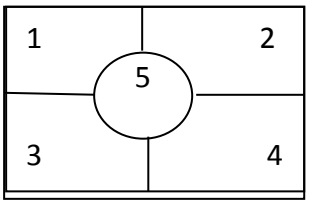
32
Creative combinations of above activities e.g. 1 and 18

Purpose: 1. To give participants an opportunity to share in a creative way some of their present understanding, insights and knowledge about development. 2. To assist the teacher/facilitator to note areas where the participants have a good understanding of development and areas where understanding and knowledge could be enhanced.
Action: Display the photographs in the pack and others on table or on the walls around the room. Allow a few minutes for participants to browse over the photographs. Then tell them that hidden in each of the photographs is a story of development and that one photograph is going to

choose them to be its author. Allow 2-3 minutes for each participant to be 'chosen' by a photograph. Depending on numbers in the group and size of room participants could sit in front of the photograph (this would allow more than one participant to be authors of the same photograph) or take the photograph to where they are sitting. Alternatively, as in Gallery (activity No 1) use stickers. Explain that this is not a writing competition but rather a chance to explore and share their understanding and insights about development. Whether they write a page or 3 lines doesn't matter and it can take any form, poetry or prose. What is important is to sit with the picture and allow it to reveal its story. Allow 10 minutes to write the development stories. Next, all gather in the large group and each person in turn reads his/her story. If the group is large this might be done in groups of about five. Allow learners time to reflect after each story. Follow this with an open forum about what struck people as they listened to the stories. A possible further step, if relevant, is to ask participants themes they would like to explore at following sessions.
Requirements: photographs in pack plus others, paper, pens.
Groups: Primary school classes upwards.
Time: At least an hour.

33
Placemat conversation

Purpose: 1. To generate group discussion about development education topics in a way that respects individual perspectives.
Action: Learners work in groups of 4. Either display photo on screen.or give each group of 4 a single image. Provide A3 page divided as below. Each of the 4 learners can write their responses to the image (or to a specific aspect as directed by the facilitator) in spaces 1,2,3,4,.



They then share their perspectives and eventually, at a prompt from the facilitator, write what they can agree on in space 5.
Requirements: One A3 page per groups of 4 students. Photograph(s).Pens.
Groups: Primary school classes upwards
Time: At least 30 minutes.

Some background to the 24 photographs

1.
A Maths class in Mandinari Lower Basic School, The Gambia.
Relevant themes and possible discussion could include: education access, education provision, children's rights, funding of schools, co-operative learning, learning resources, diversity and pluralism, inclusive and equitable quality education; gender equality.
Photo credit: Gerry Jeffers

2.
Street scene San Diego, California, USA.
Relevant themes and possible discussion could include: wellbeing, urban living, responsibilities, safety, USA.
Photo credit: Gerry Jeffers

3.
Street scene Gumla, Jharkhand, India.
Relevant themes and possible discussion could include: wellbeing, urban living, responsibilities, safety, cows in Hindu culture, food, vegetarianism, India.
Photo credit: Gerry Jeffers

4.
Irene Adhiambo receives her first transfer of Concern Worldwide's urban livelihoods cash transfer scheme using the "M-Pesa" system on a mobile telephone. Every month, Irene, who lives in Nairobi's Korogocho slum, will receive two thousand Kenyan shillings (around $20 USD) via M-Pesa, an innovative way of transferring money via mobile phones. She has been given a SIM card by Concern, and without her own phone, will be able to use one in her local M-Pesa agents. Previously, Irene used to search for scraps to sell, and for food to feed her family at Nairobi's city dump. "I used to go to the dump-site, to go to get flour, or food from that. But now, it has become even harder" she says. "If God can help me in these coming months, when this money is going to be available, if God can help me, I'll see if I'll be able to stand with my life," Irene says.
Relevant themes and possible discussion could include: poverty, wellbeing, urban living, technology, finance, aid.
Photo credit: Phil Moore

5.
Coconut plantations in Zambeziia province, Mozambique, have been decimated in recent years by Lethal Yellow Disease, leaving communities without a vital source of food and income. People now seek a profitable alternative.
Relevant themes and possible discussion could include: climate change, agriculture, sustainable economic growth, food, forestry.
Photo: Concern Worldwide

6.
Lough Swilly shoreline, near Buncrana, Co. Donegal, Ireland.
Windmill generated electricity is one alternative to burning fossil fuels.
Relevant themes and possible discussion could include: energy, sustainability.
Photo credit: Gerry Jeffers

7.
The local fishing boats have just arrived at Bakau,
The Gambia and the beach is busy with people distributing and purchasing fish. From this beach,

factory fishing ships can be glimpsed on the horizon.
Relevant themes and possible discussion could include: Food, trade, conservation and sustainability of seas and marine resources women and development, Africa, globalisation.
Photo credit: Gerry Jeffers

8.
New York city, USA as seen from Rockefeller Center with Central park in view.
Relevant themes and possible discussion could include: Environment, urban living, climate change, wealth, inequalities, water consumption, energy consumption, diversity, migration, global solidarity (NYC as home of United Nations), popular culture (NYC's place in film and TV programmes) USA.
Photo credit: Gerry Jeffers

9.
Children on the way to school, walk past collapsed buildings in Port-au-Prince Haiti one year after the 2010 earthquake.
Relevant themes and possible discussion could include: Children's rights, natural disasters.
Photo Credit Press Association

10.
The photo was taken at Goloberando in Maale area of South Omo, Ethiopia
The water was being transported for building a school. The school project was funded by a Dublin based charity, Willow Wheelers.
Relevant themes and possible discussion could include: water, Human rights, basic needs, drought, climate change, sustainability, sanitation, education, Ethiopia, Photo Credit: Martin Kelly CSSp

11.
Diversity City FC. This team arose from the SARI (Sport Against Racism Ireland) programme 'Hijabs and Hat Tricks'.
When FIFA lifted the ban on religious head covering (hijab, turban and yarmulke) a group of Irish based Muslim girls, led by SARI Youth leader Abdul Haji took part in the Future Goals Youth Programme as part of the 2014 World Cup in Brazil. Following this, they formed Diversity City FC and have since been invited to play in Berlin, Germany and Leicester, UK. They have also spoken about their experience at a conference in Oslo. They also engaged in raising funds to build Peace Park Football pitch for girls in Gaza.
Check
https://www.facebook.com/SARIMuslimSoccerteam
Back, Left to Right Abdul Abdallah (Coach), Rania Cherifi (Player Manager),Farhat Omar, Fadhila Haji, Iesha Moustafa, Skalla Waissi, Noora Habib, Ibtisam Sherif, Abdul Haji (Coach)
Front, left to right: Amina Moustafa, Amne Saleh, Mahdiyah Ayub, Saade Mohammed, Zekija Hodzic.

Not in picture: Sheler Waissi, Fadia Omar.
Relevant themes and possible discussion could include: Gender, right to play, Ireland, interculturalism, sport.
Photo Credit: SARI.

12.
This photo was taken during a building project in Abay Mado Catholic Acadmey, Bahir Dar, Ethiopia. Women provide the labour as they are paid less than men and this appears more lucrative for the contractor. According to the photographer, 'This woman was straightening nails to be used in the school building project. The man seems to be resting and his relationship to her was not clear to me.'
Relevant themes and possible discussion could include: gender, recycling, employment, education, justice, transport, environment, poverty.
Photo Credit: Bríd Dunne

13.
Street scene, Mumbai, India.
Throughout the world, the growth of cities is a striking phenonomen. Urbanisation creates new opportunities but is also often characterised by social problems including homelessness, unemployment and inadequate living conditions. In 2014 the population of Mumbai was estimated to be 21 million.
Relevant themes and possible discussion could include: Urbanisation, homelessness, unemployment India.
Photo credit: Gerry Jeffers

14.
Activists from the Stop Climate Chaos make their voices heard outside Dáil Eireann. Relevant themes and possible discussion could include: Democracy, campaigning, participation, Ireland, politics, climate justice.
Photo Credit: Concern Worldwide

15.
Bananas in supermarket, St Paul, Minnesota.
Food security involves all people having physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life
In 2012 the volume of global gross banana exports reached a record high of 16.5 million tonnes. The leading exporters are in South and Central American. More than a quarter of these bananas were imported into the United States. Crop failure in 2013 in Ecuador and the Phillipines severely depleted incomes in these countries.
Relevant themes and possible discussion could include: food, agriculture, cities, fair trade. USA. Central America.
Photo credit: Gerry Jeffers

16.
Elijah Kamara and Hassan Konteh, gravediggers at Kingtom cemetery in Freetown, Sierra Leone, rest in the shade of a cotton tree. Once abandoned, the cemetery has been re-opened and refurbished by Concern Worldwide. In early 2015 between 50 and 60 burials took place there most days, under strict disease prevention controls because Ebola is so contagious. . A team of 60 gravediggers were employed.
Relevant themes and possible discussion could include:
Photo Credit: Concern Worldwide

17.
Classroom, St Joseph's Lower Basic School, Banjul, The Gambia.
Relevant themes and possible discussion could include: Education, West Africa, The Gambia
Photo credit: Gerry Jeffers

18.
A dead tree in a park in north Dublin.
The SDGs highlight a need to protect, restore and promote sustainable use of the earth's ecosystems. This includes halting biodiversity loss. Case studies of Dutch elm disease in Ireland or emerald ash borer disease in the US mid-west are relevant. Relevant themes and possible discussion could include: climate, environment, pollution, regeneration, biodiversity, invasive species, local community development.
Photo credit: Gerry Jeffers

19.
This is Kalyata Muwkita. She lives in Zambia and is a participant in an agricultural conservation project. Relevant themes and possible discussion could include: Food security, agriculture, biodiversity, conservation, wellbeing, disability, Malawi
Photo Credit: Patrick Bentley / Concern Worldwide

20.
In India, tribal peoples are among the poorest and most marginalised in the country. They are often illiterate, unaware and superstitious but also possess deep and extensive knowledge of the forest and its plants and animals. AROUSE is a locally based NGO that engages in community development projects which aim to improve the people's economic status and build their self-esteem and self-confidence. It works in this and many other villages in Gumla District, Jharkhand, For further information go to www.arousengo.org Relevant themes and possible discussion could include: Human dignity, literacy, education, forestry, biodiversity, language, English, India.
Photo credit: Gerry Jeffers

21.
Three-month old Kadiatu Kamara is weighed at the Malone Maternal Health Post in Tonkolili District, Sierra Leone. The previously dilapidated building had no running water prior to being renovated by Concern. The Centre now has medical equipment, clean water, medicines and fridges. In poor countries, improved maternity care and careful monitoring and support for young children reduce infant mortality rates and improve community health generally.
Relevant themes and possible discussion could include: Health, maternal care, infant mortality, science and technology, gender, community education, appropriate health services.
Photo Credit: Jennifer Nolan/Concern.

22.
Street scene, Central Seoul, South Korea.
Relevant themes and possible discussion could include: Wellbeing, fun, cities, water, Asia.
Photo credit: Gerry Jeffers

23.
A community gathering in Atchi, Hamar, South Omo, in the South-west of Ethiopia.
Spiritan missionaries have been involved in community development here for more than two decades. Project incude a co-operative shop, a co-operative grinding mill, a health post and a drilled well with a windmill operated pump.
Relevant themes and possible discussion could include: community development, planning, voice, poverty, aid, co-operation, water, solidarity.
Photo Credit: Martin Kelly CSSp

24. The girl, the fence, the water, the distant shore: what do you focus on? This image is open to many interpretations and a good example of how there can be multiple interpretations of an image. Relevant themes and possible discussion could include: Identity, wellbeing, boundaries, basic human needs, water as a finite resource, imagination, the future, climate change.
Photo credit: Gerry Jeffers

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SUSTAINBLE DEVELOPMENT GOALS
1 NO POVERTY
2 NO HUNGER
3 GOOD HEALTH
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 CLEAN ENERGY
8 GOOD JOBS AND ECONOMIC GROWTH
9 INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION
13 PROTECT THE PLANET
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE AND JUSTICE
17 PARTNERSHIPS FOR THE GOALS