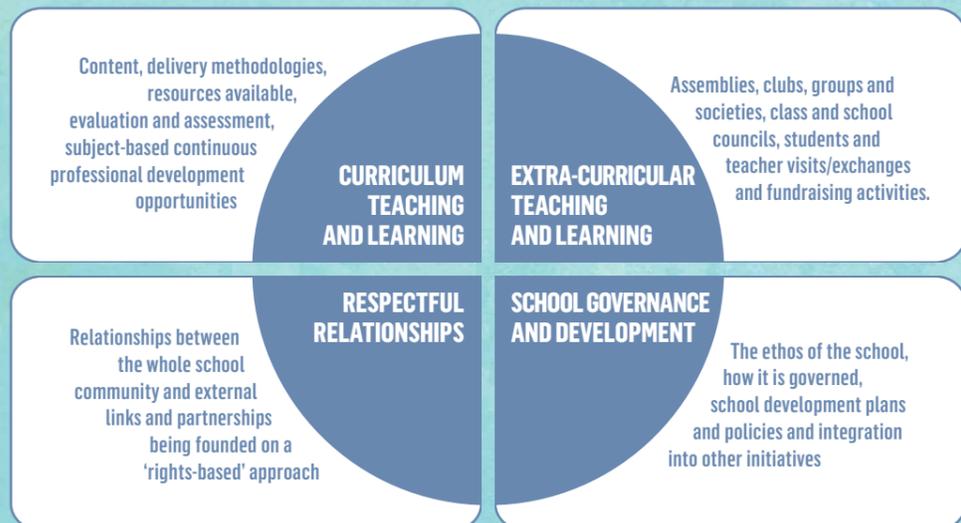


## WHAT IS INVOLVED IN IMPLEMENTING DE IN SCHOOLS?

The practice of DE in schools, while extensive, has been quite disparate. The full benefits of DE do not come about from once-off lessons or standalone projects. A progressive and holistic approach to education that enables pupils/students to make connections across subject or topic boundaries is needed. Whole-school approaches to DE link learning and reveal interconnections between issues, concepts and realities in our world. A whole-school approach moves beyond the dedication of one or two motivated teachers to a team approach involving both teaching and non-teaching staff and the wider school community.

A whole-school approach to Development Education requires consideration of the four main areas outlined below.



In the full document (available at [www.ideaonline.ie](http://www.ideaonline.ie)), further detail about each of these areas is available, as well as resources that will provide information on making the teaching and learning journey from a 'starting out level' to one which encapsulates good practice.

## HOW DO YOU KNOW THAT DE IS WORKING?

The indicators described in the main document give signposts for those attempting to integrate DE into their classrooms. In proposing the indicators and examples as 'good practice', IDEA does not seek to create rigid standards against which DE work is rated or judged. Instead, IDEA sees good practice as an evolving process that is continually informed by the experiences of educators and learners. The content is based on the experience of IDEA members and examples are provided in the form of case studies of activities undertaken in schools (seven of these case studies are summarised overleaf).

If you have further examples of good practice in DE which could be shared, IDEA would be happy to hear from you at [info@ideaonline.ie](mailto:info@ideaonline.ie). In the meantime, we hope that you will be inspired to incorporate good practice in your own work.

# GOOD PRACTICE GUIDELINES FOR DEVELOPMENT EDUCATION IN SCHOOLS: A SUMMARY

This document is a summary of a larger work that was produced by the IDEA working group on Formal Education to provide good practice guidance for Development Education in the Formal Education sector in the Republic of Ireland. The Good Practice Guidelines demonstrate that Development Education (DE) is quality education which ensures a global perspective. DE provides a bridge between global issues and issues of development, equality and poverty that are close to home. The document sets out a framework for those involved in incorporating DE into their work in schools. It also includes a set of indicators that can be used by practitioners to measure their progress in implementing DE. These indicators are supplemented by a series of case studies from members of IDEA which show examples of good practice DE in action.

The full document is available at [www.ideaonline.ie/content/idea-publications](http://www.ideaonline.ie/content/idea-publications)

## HOW DOES DE FIT WITH THE AIMS AND CURRICULA OF FORMAL EDUCATION IN IRELAND?

DE sits with the stated aims of education for both primary and post-primary levels as set out by the Department of Education and Skills. DE supports primary education's aims of enabling the child to live a full life, realise his or her potential as a unique individual, and also to develop as a social being through living and cooperating with others. At post-primary level, DE supports the aim of providing a comprehensive, high-quality learning environment which enables all students to live full lives, appropriate to their stage of development, and to realise their potential as individuals and as citizens.

The content and methodologies used in DE sit well with these overall aims and can be applied across a range of subjects at primary and post-primary levels. There are now considerable resources available to help teachers and DE practitioners. In the new junior cycle curriculum there will be a particular emphasis on key skills such as managing information and thinking, and working with others. This fits with current good practice in DE and is exemplified in the case studies which conclude this document.

All of this reflects that DE is not new; elements of DE have been used in Irish schools for almost 30 years. However it is important is that teachers are supported in developing skills to implement DE. To this end the DICE project provides an introduction to DE skills for student primary teachers, while the Ubuntu Network is working at post-primary level, and many NGOs offer further teacher education opportunities.

The Irish Development Education Association (IDEA) is the national platform for organisations and individuals engaged in the provision, promotion and advancement of Development Education throughout the island of Ireland. IDEA understands Development Education to be an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live.

IDEA is a member-led organisation, with members actively engaged in the management and direction of the association. The Good Practice Guidelines for Development Education in Schools were prepared by IDEA's Formal Education Working Group. The guidelines aim to support teachers and DE practitioners in delivering good education, with a global perspective.



IDEA, 5 Merrion Row,  
Dublin 2, Ireland  
Tel: +353 (0) 1 661 8831  
[www.ideaonline.ie](http://www.ideaonline.ie)



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# GOOD PRACTICE GUIDELINES FOR DEVELOPMENT EDUCATION IN SCHOOLS A SUMMARY

# SUMMARY OF IDEA CASE STUDIES AND INDICATORS

	1. KNOWLEDGE, IDEAS AND UNDERSTANDING	2. ATTITUDES AND VALUES	3. KEY SKILLS	4. BEHAVIOUR, EXPERIENCES AND ACTION
<p><b>CASE STUDY 1:</b> <b>TRÓCAIRE</b> 6th class Primary school</p> <p>Virtual world of Uganda was built by pupils – based on research carried out by pupils and material from Trócaire guest speaker. Virtual world is now available to other classes.</p>	<p>Experiential learning Discovery-based learning Cross-curricular approach</p>	<p>Incorporates theme of fair-trade</p>	<p>Critical research and thinking Communication skills Teamwork</p>	<p>Sharing with other pupils Engaging with outside visitor</p>
<p><b>CASE STUDY 2:</b> <b>URBAN BOYS PRIMARY SCHOOL</b> All classes</p> <p>Whole school approach to learning about the use of water locally and in Uganda and the issues that arise from water usage.</p>	<p>Cross-curricular learning Local and global focus Students become knowledgeable about the case for sustainability.</p>	<p>Students display a concern for the environment by cleaning up the local river.</p>	<p>Researching topics Experimenting with methods to address issues Communication skills</p>	<p>The pupils set up their own council and implemented water conservation methods in the school.</p>
<p><b>CASE STUDY 3:</b> <b>KADE</b> (Kerry Action for Development Education) Post-primary school Religious Education in Transition Year</p> <p>Four double periods of RE were used to explore MDGs. After initial input by KADE, students used three sessions to carry out projects on themes they had selected, i.e. Gender, Education and Climate Change.</p>	<p>Teachers provide students with information on a range of human rights issues. Students understand the world as complex and interdependent and are able to link global issues to their own lives.</p>	<p>Teacher helps students to understand the principles of human rights. The students show interest in others and are prepared to engage with others on the issues.</p>	<p>Researching in small teams Opportunities to openly discuss issues and try to influence others Developing creative ways of expressing these issues</p>	<p>Students educate themselves and their peers on topics. Projects are shared within their schools, with another school and with wider community using poetry and drama.</p>
<p><b>CASE STUDY 4:</b> <b>'SCHOOLS ACROSS BORDERS'</b> Post-primary Schools in Ireland and Northern Ireland</p> <p>Two separate 10-day visits by Israeli and Palestinian students to schools groups in Ireland, North and South. Before the visits all students cover the same preparatory module. During the visits they work together in groups.</p>	<p>Core subjects are covered including lifestyles and identities, conflict realities and issues. Concepts are discussed that promote positive action, i.e. global citizenship, interdependence, human rights, universal values and mediation.</p>	<p>Experiential learning activities Contact increases appreciation of social justice issues by students Meeting peers with different identities and appreciating different perspectives</p>	<p>Teamwork Communication skills Teachers provide safe places for students to discuss controversial and difficult topics. Students are encouraged to self evaluate.</p>	<p>Visits to the school are planned and prepared for by extensive work with students in Ireland and abroad.</p>
<p><b>CASE STUDY 5:</b> <b>WORLDWIDE</b> (School linking programme for post-primary schools) 400+ students and teachers from Ireland and Global South attend Annual Forum to share learning from school partnerships. Students set up exhibitions displaying their learning from their partnerships. Students and teachers participate in interactive workshops on themes relating to the learning from their partnerships.</p>	<p>Issues and topics relevant to social justice and learning in partnership are explored. Issues are related to local and global contexts.</p>	<p>Students appreciate and value diversity. They show confidence and conviction in engaging with issues. They understand interdependence and are encouraged to care about the environment.</p>	<p>Debating issues Engaging with peers and sharing information from a number of perspectives. Students evaluate and give feedback.</p>	<p>Students explore issues relevant to their school partnerships. They experience democratic processes through participating in activities with peers and agreeing outcomes and feedback processes.</p>
<p><b>CASE STUDY 6:</b> <b>IRISH FORUM FOR GLOBAL HEALTH</b> Workshop for 85 Transition Year students in Donabate Community College. One-day workshop involving living sculpture activity, body mapping exercise, problem 'trees', bomb shelter scenario, student presentations and debate on the motion 'People in poor developing countries have no hope of having good health'.</p>	<p>Students' knowledge of global health issues is increased through a series of activities. Links between local and global contexts are made.</p>	<p>Teachers help students to understand common humanity through an appreciation of human dignity and human rights. Students show confidence and conviction in engaging in these issues.</p>	<p>Discussing opinions and debating controversial topics Group work Evaluating the outcomes of the workshop</p>	<p>Facilitators enable students to explore relevant issues including those considered controversial. They consider what further actions they can take to address these issues.</p>
<p><b>CASE STUDY 7:</b> <b>JOHN SCOTTUS SCHOOL DUBLIN</b></p> <p>Conversations are carried out between students and local community during a visit to Jharkali, India. Topics include health, education, marriage customs, poverty, etc.</p>	<p>Students consider a range of issues that affect life in another community. Teachers facilitate the students' understanding of these issues and how they relate to their own communities.</p>	<p>Experiential learning activities Appreciating the social justice aspect of living in a community Coming to understand and value diversity</p>	<p>Using focussed conversation to develop understanding of social issues Developing a range of communication skills Working in teams</p>	<p>The teachers help students to explore difficult issues. Preparation is carried out at home before the visits Links are made with other local schools to facilitate the conversations in India.</p>