

Education for Development content and methodology

Bibliography

- Cohen, E, *Designing Groupwork*, 1986, Teachers College Press, New York and London. Combines the theory of small group cooperative work with suggestions for practical applications across the grade levels.
- Comite Español del UNICEF, *Manual de Educación para el Desarrollo*, 1985. A summary of the basic principles of Education for Development, with a number of suggested activities and ideas for action projects.
- Convention on the Rights of the Child, 1989. This comprehensive document is the first legally binding code of children's rights in history. It was adopted by the United Nations General Assembly in 1980. Copies are available from the Centre for Human Rights, New York and Geneva, and UNICEF, New York and Geneva.
- Educators for Social Responsibility, *Making History*, 1987, Cambridge, Massachusetts, USA. A detailed guide to helping young people design and carry out action projects, for secondary schools.
- Educators for Social Responsibility, *Taking Part*, 1991, Cambridge, Massachusetts, USA. A practical manual for primary teachers outlining a vision of what an 'empowering classroom' would look like, and describing a number of decision-making strategies.
- Fisher, S, and Hicks, D, *World Studies 8-13*, 1985, Oliver and Boyd, Edinburgh and New York. A thorough introduction to World Studies, with clear explanations of classroom activities.
- Fountain, S, *Learning Together: Global Education 4-7*, 1990, Stanley Thornes, Cheltenham, England. An exploration of social skills that can be developed in the early school years, which form a foundation for Education for Development; many classroom activities.
- Greig, S, Pike, G, and Selby, D, *Earthrights: Education as if the Planet Really Mattered*, 1987, WWF and Kogan Page, London. A brief, readable survey of critical global issues; examines the inter-relationships between a number of educational initiatives, such as peace education, development education, environmental education, and human rights education.
- Hanvey, R, *An Attainable Global Perspective*, 1982, Global Perspectives in Education, New York. A thoughtful discussion of the central aims of education with a global perspective.
- Hart, Roger, *Children's Participation: From Tokenism to Citizenship*, 1992, UNICEF International Child Development Centre, Florence, Italy. A fascinating paper which draws the distinctions between action projects which use students manipulatively, and those which provide the opportunity for genuine learning experiences and authentic community participation.
- Inter-Agency Commission, WCEFA, *Final Report: World Conference on Education for All*, 1990. A summary of the educational priorities set forth

- at the World Conference on Education for All, useful for placing Education for Development in a global context.
- Italian Committee for UNICEF, *Introducción a Un Encuentro Con America Latina*, 1987. Contains not only a summary of major development issues, but suggestions for activities which are applicable to a number of topics in Education for Development.
- Jacobs, H H, ed., *Interdisciplinary Curriculum: Design and Implementation*, 1989, Association for Supervision and Curriculum Development. A short but clear reference work on the theory and practice of interdisciplinary curriculum planning.
- Johnson, D W, and Johnson, R T, *Learning Together and Alone*, 1975, Prentice-Hall, New Jersey. An extensive summary of research on cooperatively-structured learning, with guidelines for classroom practice.
- Johnson, D W, and Johnson, R T, *The Socialization and Achievement Crisis: Are Cooperative Learning Experiences the Solution?*, 1983, Sage Publications. An important monograph summarising research on the academic and social effects of cooperative learning.
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- Pike, G, and Selby, D, *Global Teacher, Global Learner*, 1988, Hodder and Stoughton, London. An extensive work on the theory of global education, with many chapters full of classroom activities.
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Interdependence

- Cole, M, *Dialogue for Development*, Book 1 (1983) and Book 2 (1985), Trocaire, Dublin. Contains a wealth of information and statistics for teachers on development issues and North-South relationships, in a lively and readable format.
- Cooke, D, *et al*, *Teaching Development Issues*, 1986, Development Education Project, Manchester, UK. An excellent series providing background information for teachers and student activities in the following areas: colonialism, food, population changes, work, aid and development.
- Eccles, P, *et al*, eds, *75:25 – Ireland in a Still Unequal World*, 1991, Congood, Dublin, Ireland. Background material for teachers on development issues, with charts, statistics, case studies, and cartoons.
- Johnson, J, and Benegar, J, *Global Issues in the Intermediate Classroom*, 1981, Social Science Education Consortium/Global Perspectives in Education, Boulder, Colorado, USA. Contains a section of interdependence activities for students aged ten to 14, including the simulation game **Who's got the batteries?**
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- Population Reference Bureau, *World Population Data Sheet*, 1993, Washington DC, USA. An annual summary of significant demographic data for each country and region of the world.
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Images and perceptions

- Derman-Sparks, Louise, *Anti-Bias Curriculum*, 1989, National Association for the Education of Young Children, Washington DC, USA. Though intended for early childhood teachers, this book presents a superb rationale for helping children counteract bias; the philosophy and approach are appropriate for teachers of all age groups. Specific examples tend to focus on American minority groups, but teachers and youth leaders will be able to adapt it for their own situations.
- Development Education Centre, *Get The Picture!*, 1990, DEC, Birmingham, UK. A practical handbook full of classroom ideas and background information for introducing primary school children to visual literacy and media education.
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- UK. A handbook of classroom activities for teachers of children aged eight to 13 to raise awareness of gender stereotyping and its effects.
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Social justice

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- Hicks, D, and Steiner, M, *Making Global Connections*, 1990, Oliver and Boyd, Edinburgh, Scotland, UK. A handbook for teachers which shows how to put the principles of the World Studies 8–13 Project into practice.
- Joyce, Kathy, *Drama for Justice*, 1987, Christian Aid, London, UK. A collection of seven topics which can be explored by secondary students through drama, simulation, and role play. Topics include refugees, student labour, access to clean water, problems created by tourism, etc.
- Lister, Ian, *Teaching and Learning About Human Rights*, 1984, School Education Division, Council of Europe, Strasbourg, France. A clear discussion of human rights education, particularly useful for its recommendations concerning methodology and the 'human rights school'.
- Office on Global Education/Center for Teaching International Relations, *Students Hungering for Justice*, 1991, USA. Three teaching packs – for primary, middle, and secondary school students – on justice, children's rights, and the issue of world hunger. Contains a section on suggestions for ways students can take action.
- Schniedewind, Nancy and Davidson, Ellen, *Open Minds to Equality*, 1983, Prentice-Hall, USA. Interactive teaching strategies for raising students' awareness of justice and injustice, especially with regard to race, sex, class, age, and disability. While some of the content is specific to situations in the United States, most of the formats used are easily adaptable to other countries.

Tuvilla Rayo, Jose, *Derechos Humanos*, 1990, Junta de Andalucia, Consejeria de Educacion y Ciencia, Spain. A theoretical discussion of the links between justice, peace, and human rights, with guidelines for teaching strategies. A section on classroom activities uses literature to illustrate these concepts, as well as interactive small group exercises.

UNICEF Canada, *Within Our Reach*, 1988. A collection of cooperatively-structured activities that help students understand concepts of justice as applied to issues such as health, food, and education.

United Nations, *Teaching Human Rights*, 1989, New York, USA. A useful introduction to teaching about rights issues, with particular reference to the Universal Declaration of Human Rights. Contains suggestions for encouraging a classroom climate which promotes rights, as well as suggestions for practical activities which link justice with development, the environment, peace, discrimination, etc.

Conflict and conflict resolution

Adams, D *et al*, 'The Seville Statement on Violence', *American Psychologist*, October 1990, Vol. 45, No 10, pp. 1167–68. This document was drafted by twenty scholars from around the world at the 6th International Colloquium on Brain and Aggression, at the University of Seville, Spain, in 1986. It makes a strong case for the fact that aggressive behaviour is learned, not inborn.

Asociación Pro Derechos Humanos/Centro de Investigación para la Paz, *Educación para la Paz: Una Propuesta Posible*, 1990, Madrid, Spain. A concise and practical summary of issues relating to peace education, with suggestions for its integration into all areas of the curriculum.

Hicks, David W, *Education for Peace: Issues, Dilemmas and Alternatives*, 1985, Occasional paper No 9, Centre for Peace Studies, St Martin's College, Lancaster, UK. A useful summary of the theoretical reasons for having peace education in schools; it addresses a number of frequently-heard criticisms of the approach.

Joint Peace Programme of The Irish Commission for Justice and Peace and The Irish Council of Churches, *Power To Hurt: Exploring Violence*, 1991, Belfast, Northern Ireland and Dublin, Ireland. An excellent handbook for teaching about conflict and violence, for secondary schools. Some activities refer specifically to Irish issues, but are adaptable to situations in other countries.

Kreidler, William J, *Creative Conflict Resolution*, 1984, Scott, Foresman and Company, Glenview, Illinois, USA, and London, UK. A comprehensive guide to introducing peacemaking skills, including cooperation, communication, and awareness of stereotyping, with over 200 classroom activities for the primary grades.

Kreidler, William J, *Elementary Perspectives 1: Teaching Concepts of Peace*

and Conflict, 1990, Educators for Social Responsibility, Cambridge, Massachusetts, USA. Nearly 100 activities for primary schools, helping children link personal conflict resolution strategies to issues in the wider world.

Prutzman, Priscilla, *et al*, *The Friendly Classroom for a Small Planet*, 1988, New Society Publishers, Philadelphia, Pennsylvania, USA. Also available as *Repuesta Creativa Al Conflicto*, CEPPA, San Jose, Costa Rica, South America. Activities for the primary years which build self-esteem, communication and cooperation, as well as strategies for developing conflict resolution skills.

Reardon, Betty, *Comprehensive Peace Education*, 1988, Teachers College Press, Columbia University, New York, USA, and London, UK. A scholarly review of the history and development of peace education, its key concepts and goals.

Richardson, Robin, *Culture, race and peace: Tasks and Tensions in the Classroom*, 1982, Occasional Paper No 2, Centre for Peace Studies, St Martin's College, Lancaster, UK. A brief summary of the necessity of forging links between peace education and other areas such as multicultural education and development education.

Change and the future

Fisher, S, and Hicks, D, *World Studies 8-13*, 1985, Oliver and Boyd, Edinburgh, Scotland, UK. Contains a chapter on 'The World Tomorrow' which provides a readable theoretical background for teaching about the future, as well as a number of classroom activities.

Pike, G, and Selby, D, *Global Teacher, Global Learner*, 1988, Hodder and Stoughton, London. A section on 'The Temporal Dimension' gives a framework for seeing past, present, and future in a global perspective; many classroom activities are suggested as well.

Robertson, *The Sane Alternative*, 1983, River Basin Publishing Co, St Paul, Minnesota, USA. An exploration of the concept of alternative futures.

Slaughter, R, *Futures Tools and Techniques*, 1987, University of Lancaster, UK. A clear and thorough exploration of the rationale for futures education, with a number of techniques which are usable in the classroom.

Zola, J, and Sieck, R, *Teaching About Conflict, Nuclear War and The Future*, 1984, Center for Teaching International Relations, University of Denver, USA. Contains a chapter on teaching about the future which suggests a variety of classroom activities; student materials are included.

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The complex challenges of the twenty-first century can only be met by people who are willing to be active global citizens. Education for development is an approach to learning which aims to build global citizenship.

Young people are bombarded daily with information on global issues such as violence, poverty, hunger, prejudice and environmental degradation. *Education for Development* encourages pupils to explore these and other concerns in a positive and empowering way. It promotes the development of cooperative skills and a global perspective. *Education for Development* will help young people to apply what they learn to their own lives and communities, making the link between global issues and local concerns.

Education for Development provides teachers of all subjects and all age groups, from primary to tertiary, with exciting and practical classroom activities which can be integrated into the existing curriculum. The handbook is divided into five sections which explore the global concepts central to education for development: **interdependence; images and perceptions; social justice; conflict and conflict resolution; and change and the future.** It provides a conceptual framework for global learning, yet leaves the teacher free to select activities appropriate to the pupils' age and current interests.

Packed with photographs, drawings and photocopiable materials for use with pupils, this book will help teachers harness the immense pupil motivation generated by global issues.

Susan Fountain is author of *Gender Issues: An Activity File*; *Learning Together: Global Education 4-7* and *It's Only right!: A Practical Guide to Learning About the Convention on the Rights of the Child*. She currently works for the Education for Development Section of UNICEF.

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