
GLOBAL EDUCATION

Teacher's Manual

Book Two



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These lessons have been prepared by the teachers from Tanzania, Kenya, Romania, Italy, United Kingdom and Bulgaria with the thought that Global Education and our Globalizing world do require co-operation and joint efforts which cross the borders and overcome spaces.

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THE TEACHER IN GLOBAL/DEVELOPMENT EDUCATION

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I. TEACHERS' GENERAL COMPETENCES AND SPECIFIC COMPETENCES IN DEVELOPMENT/GLOBAL EDUCATION

It is well known the fact that no matter the field, the realization of a qualitative education of students that aims at gaining skills, it is possible only if the teachers have at their turn a series of competences.

The quality of the teachers' activity is directly linked with their "educational competences" level, competences that they have, they gained or they developed through initial and permanent training, as well as through the daily exercise that the pedagogical or more general the educational activities require.

At European level the teachers' "educational competences" are explicitly assigned as "key competences" or "teachers' competences" and are addressed as such in the European Commission paper entitled *Common European principles for teacher competences and qualifications* (Brussels, 2005). **There are three "key competences" included in this document, which presents a very general formulation. Thus the teachers must be able to:**

- **Work with information, technology and knowledge;**
- **Work with people from the close educational environment: students, colleagues, school and non-school educational partners;**
- **Work in and with the society, at various levels of complexity and expression: local, regional, national, European, global.**

In accordance with the reference literature, the identification of the **main fields of competences for the teaching profession**, although it maintains a general character in approaching **the issue of teachers' general competences**, it still opens the operational perspective capable to allow the precise nomination of these competences. These **fields of competences for the teaching profession** are:

- **The field of specialization**, according to the subject matters and the didactic position of the teacher;
- **The field of pedagogy and of the educational psychology**;
- The field of didactics/specialized didactics;
- The field of **educational management** (class management, students groups management)
- The **information and communication techniques** applied in the teaching – learning processes;
- **Inter-curricular and trans-curricular** fields that aim at alternative and complementary training, research and innovation strategies;
- **Communication and partnership with the social environment**;
- **Self-education and evolution in career.**

Specifically, in accordance with these fields, the teacher should be able to prove that he/she has the following general competences:

- He/she uses general concepts and methods of investigation specific to various curricula or curricular packages;
- He/she plans the teaching-learning-evaluation activity based on the curricular objectives, on the knowledge of these processes, of the curricular content, of students' skills and of the differences between students;
- He/she relates to the curricular integration processes and he/she uses a variety of didactical strategies that encourage the development of students 'critical thinking, the ability to solve problems and the performance registered in the use of new technologies;
- He/she has the capacity to chose and use the best methods that aim at the motivation and the behavior for creating an educational environment that encourages the positive social interaction, the internal motivation and the involvement of the students in the learning process, thus supporting their educational success;
- He/she examines how the student learns and how the students develops and he/she is able to provide learning opportunities that support the physical, intellectual and social development of the students;
- He/she has the capacity to create significant learning experiences for the students;

- He/she is aware of the fact that students are different from the point of view of how they learn and thus it is able to provide training opportunities adapted to the individual learning differences;
- He/she has the capacity to develop curricular and extracurricular activities that are inter-, multi and trans-disciplinary;
- He/she develops the knowledge and the use of various communication strategies that are efficient in supporting the active curiosity, the collaboration and the interaction of students during the learning activity;
- He/she understands and uses various evaluation strategies for monitoring and modifying the didactical activities, ensuring the continuous intellectual and social development of the students;
- He/she contributes to the creation of positive relations with the colleagues, students' families and other organizations from the community so that to stimulate their involvement in supporting the school's activities;
- It evaluates the effects of his/her choices and actions on students, their parents, on other colleagues (teachers) and he/she modifies these actions when necessary;
- He/she is familiar with the legal issues related to his/her activity, with students and parents legal rights, as well as with his/her own rights and responsibilities;
- He/she actively searches for opportunities for his/her continuous professional training.

In which way these issues that aim **the general competences of teachers**, no matter the field and the subject, are relevant for establishing the teachers' role within *Development Education* or *Global Education* or, in other words, under which form the teachers' general competences are found within a particular form of education, such as *Development Education* or *Global education*. From this point of view, we think that a series of “specific **competences for teachers that realize *Development education* or *Global education***” is necessary to be identified in accordance with the field's specific characteristics.

The specific competences for teachers that realize *Development education* or *Global education* can be derived from the teachers' general competences, and at the same time, they are built and realized in accordance with the “field's specific characteristics”. In other words, the specific competences of the teachers that realize *Development education* or *Global education* cover from a formal point of view the same general fields of competences that are specific for the teaching profession, in general. At the same time, their specific character is generated by the “field's specific characteristics”, meaning by the **precise dimensions and contents**

of *Development education* or *Global education*, in accordance with the fundamental aim/aims of this type of education.

Is it possible to identify the fundamental aim/aims of *Development education* or *Global Education*? Given the various opinions expressed in what concerns this issue, we think that inevitable such identification puts us in the positions of an assumed epistemological perspectivism.

In the *From Teaching Globalization to Nurturing Global Consciousness* study, Veronica Boix Mansilla and Howard Gardner use the “**global consciousness**” concept, defined as “capacity and the inclination to place our self and the people, objects, and situations with which we come into contact within the broader matrix of our contemporary world. (...) In our formulation, global consciousness places the self along an axis of contemporary *space* in ways comparable to the way historical consciousness place it along an axis of time (Seixas 2004).

Three cognitive-affective capacities lie at the heart of global consciousness as here defined: *global sensitivity*, or our awareness of local experience as a manifestation of broader developments in the planet; *global understanding*, or our capacity to think in flexible and informed ways about contemporary worldwide developments; and *global self*, or a perception of ourselves as global actors, a sense of planetary belonging and membership in humanity that guides our actions and prompts our civic commitments.”

In accordance with this definition and its developments, at our turn, we identify as main aim of *Development education* or *Global Education* the building/training among students or any educable public of a “**global consciousness**”, meaning of a consciousness that “places the self along and axis of contemporary *space*”.

As the dimensions and contents of *Development education* or *Global education* were previously identified we won’t insist on this issue, so that, from this moment the identification of the series of “**specific competences for teachers that realize *Development education* or *Global education***” becomes possible.

To sum up, in order to identify the competences specific for teachers that realize *Development education* or *Global education* we think that it is necessary to connect in the background with the main fields of competences for teaching profession, meaning to the teachers’ general competences and to take into consideration the fundamental aim/aims of this type of education, as well as the precise dimensions and contents of *Development education* or *Global education*.

II. THE SPECIFIC COMPETENCES FOR TEACHERS THAT REALIZE DEVELOPMENT OR GLOBAL EDUCATION

1. Formal and non-formal education

From the educational systems' point of view, *Development education or Global education* can be realized as:

A. Formal – curricular education, as systematic, structured and chronological graduated learning, realized in specialized educational institutions, on different levels (kindergarten, primary education, lower secondary education, upper secondary education, post-secondary education) by specialized staff (educators, teachers for primary education/institutors, teachers for secondary and post-secondary education). The formal education is identified ultimately with the curricular dimension of development education.

B. Non-formal – extracurricular education, through educational activities developed outside the formal – curricular educational system by various educational institutions or other educative institutions, independently or in partnership with various local, regional, national and international organizations and institutions, governmental or non-governmental.

Another form is identified besides these two, namely the **informal education**. This is based on spontaneous, daily, existential learning experiences, which are developed in cultural environments and by sources that don't have education as their main aim.

Considering these 3 consecrated forms of education we appreciate that currently in what concerns *Development education or Global education* the percentage of the education realized within the educational systems, namely the percentage of formal and non-formal education is still low, as the informal education has priority, mainly the one which has as source the mass media and the virtual communication forms from the Internet.

2. The specific competences of teachers that realize Development education or Global education

No matter the form of education at the level of educational systems (formal and non-formal education), the main specific competences that teachers must have are:

- knowledge about a broad range of global issues and capacity to extend this knowledge;
- to target their own activity towards endowing students with the specific competences in the field of global education;
- using teaching strategies that emphasize:

- the progressive development of knowledge, the exercising and consolidation of abilities and the development of students' creativity;
- instilling into students the capacity of self-evaluation, of reflection and self-exigency;
- flexible approaches and differentiated educational routes;
- inter-disciplinary, multi-disciplinary and cross-disciplinary approaches;
- the use of pedagogical strategies focused on:
 - the progressive gain of knowledge, the practice and improvement of skills, the development of students' creativity;
 - developing students' capacity of self evaluation, of the reflexive spirit and self exigency;
 - flexible approaches and differentiated didactic paths;
 - inter-, multi and trans-disciplinary approaches.
- using active methods (e.g. simulation, problematization, learning through co-operation, case study, discovery-based learning, empathy-based role games, text analysis, critical thinking methods, creating portfolios, working on the computer/Internet/virtual working groups, method of learning through project);
- using educational strategies that allow the variation of activity forms (individually, in pairs and in small groups);
- learning by doing (experiential), conducting activities based on specific tasks;
- the ability to encourage links/connectivity both global/local and among group members;
- using the computer in the teaching-learning activity, as a means and medium of learning, which allows to subordinate the use of Information and Communication Technology (ICT) to conduct interactive and attractive lessons/activities;
- express their creativity and adapt their teaching-learning activity to the particularities of the students they are working with;
- using diversified methods of evaluation;
- reflect on the learning process of students and on their own educational activity.

Because a series of competences, especially the ones related to the strategies and methods used, will be present in detail, next we will focus only on two of the ones presented above, namely **the ICT competences in the realization of development education and the evaluation competences specific for the teachers that realize *Development education* or *Global education*.**

2a. ICT competences in the realization of *Development education*

Regarding the specific competencies we consider that we should give special attention to the competences necessary for teachers to include ICT in the educa-

tional process, both at the level of formal – curricular education, as well as at the level of non-formal – extra-curricular education. This special attention is justified by the specific characteristics of **Development education** within which the use of computer and Internet is a sine qua non condition.

The ICT competences necessary for teachers that realize **Development education** aim at a basic ability of these in the ICT field. Thus, it is obvious that ICT doesn't necessarily represent an academic field of training the teachers that realize development education and thus their level of competences can't be compared with the competences of the teachers specialized in informatics or other fields related to this. This difference between the teachers that realize development education and the teachers specialized in informatics should not be a disadvantage nor a barrier in the realization of activities with students as it is a difference of mission and role.

Mainly, the teacher that realizes development education has to answer and find the solutions to the following questions:

- What? Where? How? When? to use ICT in the activities with students;
- What? Where? How? When? not to use ICT in the activities with students.

Basically, the mission of teachers that realize development education is to use the new technologies as a tool and as a medium of learning, with the aim to ensure the achievement of the educational objectives/competences in the field.

From this point of view of the teacher, the main advantages of using ICT within **Development education or Global education** are summarized in Table 1 below:

Table 1 – The main advantages of using ICT in *Development education* or *Global education*, from the teachers' perspective

Target field	The main advantages of using ICT from the teacher's point of view
The design of the didactic activity	- The design of some relevant activities related to the competences that have to be formed in students, including the functional competences that are necessary for the social success (critical thinking, use of information, communication) - The choice of some didactical resources of good quality that facilitate the achievement of the educational objectives and that increase the attractive character of the lessons, through: focusing the learning process on relevant information for the competences that have to be formed in students; the use of text, images, sounds and

Target field	The main advantages of using ICT from the teacher's point of view
	animation; the involvement of students in learning activities based on exploration and discovery, cooperation, feedback
The implementation of the teaching – learning – evaluation process	- the adaptation of ICT to the needs of teachers in terms of assuming the role of learning facilitators - boosting the process of teaching-learning, providing an interactive framework to learning - emphasizing the practical-applicable character of the educational activities dedicated to <i>Development education or Global education</i> - the involvement of students in searching and processing information - the stimulation of learning by action, based on specific tasks - the personalization of learning and evaluation: the insurance for students of their own rhythm of learning and finding solutions to the evaluation tasks, depending on their training level; the practice of self evaluation; the increase of objectivity and transparency of the students' evaluation - the adjustment of the teaching-learning process to real life, through: exercises for stimulating the activities in the social-economical environment, for confronting decisions with their effects; involving students in educational games for students to operate with alternative decisions that lead to different effects (encouraging the idea that decisions are the results of a different choice that leads to different results); involving students in solving problems through which the students are put in a position to respond creatively, and not to use already structured information, but information that are processing themselves. - making lessons more attractive - developing students' creativity
Learning management	- focusing the activity of the teacher on the student, helping him understand how to learn, meaning how to build his own knowledge - the organization of the learning process in accordance with the students' needs, by providing differentiated learning paths - alternating individual work, in teams and in small groups - the involvement of students in complex learning activities that need interdisciplinary and trans-disciplinary connections - the increase of learning efficiency

2b. The competences under evaluation that are specific for teachers that realize *Development education* or *Global education*

The synthesis of interpretations regarding the evaluation points out a plurality of terms that can assign integrated activities in the evaluation process. Thus, **to evaluate means:**

- **to check** what it has been learnt, understood, memorized; to check the acquirements within a progression
- **to judge** the activity of the student or his/her effort depending on certain recommendations; to judge the student's level of training in relation with some pre-established norms;
- **to estimate** the student's level of competence;
- **to analyze** the student in relation with his/her possibilities or in relation with the others; to analyze the product of a student in relation with the general level;
- **to represent** through a number (mark) or grade the level of success of a scholar product of a student depending on various criteria;
- **to bring in a verdict** on the student's knowledge or competences;
- **to establish** the value of a student's performance etc.

Getting closer to the real pedagogical activity, the aim of the evaluation within *Development education* or *Global education* can be determined directly by relating to the question **"Why do we evaluate?"**

Why do we evaluate?

for establishing what is the start level and which are the next steps;

- for finding out what are the performances and the progresses;
- for identifying the deficiencies or the malfunctions and for elaborating the corrective strategies, including for compensatory or remedial programs, in case the results are unsatisfactory;
- for improving the performances of those evaluated;
- for realizing a selection;
- for certifying the student's level of knowledge and competences at the end of the educational activity.

So, the evaluation represents an organic component of the learning process. For a competence-centered educational approach, it is mainly recommended to use continuous and formative assessment. Together with traditional forms and instruments of evaluation in *Development Education* or *Global Education*, we recommend the use of complementary forms and instruments such as: the project, the portfolio, self-evaluation, pair evaluation, and the systematic observation of activities and of

students' behavior. The evaluation process will be based on:

- the direct correlation of the evaluated results with the specific objectives/competences targeted by the educational activities;
- valuing the learning outcomes, by reporting them to the school progress of every student;
- acknowledging, at the evaluation level, of the learning experiences and of the competences acquired in formal, but also in non-formal and informal contexts;
- using diversified tools for communicating the evaluation results.

3. Teacher training

As we previously specified, the training and development of **general competences of the teaching profession**, as well as those **specific for teachers that realize *Development education or Global education*** are acquired both by **initial and continuous training** activity as well as **by the daily exercise that the didactic or generally said the educational activities require**.

Regarding the initial training, this aims at training the future teachers and it is realized within the higher education institutions (universities, faculties).

Within the **initial training** it is aimed at the instruction on those sets of competences capable to allow the realization of the educational process, mainly the following:

- *Psycho-pedagogical competences*, expressed in the design, management, evaluation of the learning process, and in knowing, counseling and assisting the development of the students' personality;
- *Social competences*, expressed in the social interactions with the students and school groups;
- *Managerial competences*, expressed in the organization and management of the students' class.

From the perspective of the initial training, in order to form and develop the competences specific to the teachers that realize ***Development education or Global education***, the specialized institutions can propose **thematic modules** that aim specifically at the dimensions of the ***Development education or Global education***.

The **continuous training** can be characterized as the ensemble of activities targeting the periodical update of the initial professional training, in order to adjust it to the new requirements of the educational processes' implementation, as well as to gain new knowledge and competences.

The teachers' continuous training may include two essential issues:

- The continuation, improvement and adjustment of the initial professional training

- The reconsideration and completion of the initial training given new requests, different from the ones that were the basis of the initial training.

Regarding the ***Development education or Global Education***, the institutions specialized in the continuous education can take the following into consideration:

- offer workshops and seminars on the global dimension to learning;
- explore the relationship between the global dimension and sustainable development;
- offer workshops/seminars around developing skills for a global society and global economy;
- contribute to the debate on processes of learning and teaching, and also about the specific methods and strategies;
- engage in consultation across a wide range of perspectives.

4. How to introduce *Global education* at schools

Schools can do educational activities for ***Development education or Global education*** through the following types of activities and educational offers:

- The creation of a system in the field of the curricular offer that includes elements of ***Development education or Global education*** as following:

1. The inclusion in the mandatory courses of elements/topics of ***Development education***. It is necessary that such elements are found in the mandatory curriculum, especially within subjects like civic education, civic culture, sociology, economics, philosophy, social studies, history, geography, biology. But we appreciate that it is possible to include elements of ***Development education or Global education*** within all subjects, considering the specific values and attitudes aimed by this type of education and that can be considered as trans-curricular:

- social justice and promotion of social justice;
- solidarity;
- belonging to the global community;
- social responsibility;
- environmental responsibility;
- cooperation for development;
- positive attitude towards diversity;
- rejecting the waste of resources;
- environmental protection;
- positively relating to others;
- promoting a behavior which values sustainable development.

A series of specific competences that can be aimed by teachers in the educa-

tional activities with students, within *Development education* or *Global education* also present a trans-curricular character such as:

- analyzing the main challenges generated by globalization at individual and community levels;
- developing a responsible attitude towards the process of globalization;
- explaining the importance of social justice for the sustainable development and for the human well-being;
- analyzing the positive/negative consequences of the human activity on the environment;
- developing a behavior which encourages global citizenship and interculturality;
- developing skills of rational use of resources and environmental protection;

responsible supporting of the sustainable development.

2. The inclusion in the curriculum offer of some optional courses dedicated exclusively to the *Development education* or *Global education*, mainly those courses that include the dimension of exercising the civic activism, for example, optional courses that include **development education project** activities.

- The participation of students in school's governance, by encouraging the activities proposed and developed by them, mainly those that promote the values of *Development education* or *Global education*;
- The inclusion in the schools' extracurricular offer of some activities and projects dedicated to *Development education* or *Global education*;
- The organization and stimulation of students to participate in contests dedicated to *Development education* or *Global education*;
- The stimulation of students and teachers to participate in the European and international projects in the field.

5. „Global educator” and „global citizen”

The phrase “global educator” used among others by Titus Alexander (United Humanity Manual) summarizes the professional profile, mainly the specific competences necessary to teachers that realize *Development education* or *Global education*. Thus, in accordance with Titus Alexander, we can state that:

The global educator has a key role in helping people to make sense of the world. She/he needs to:

- be aware of global issues and understand at least one in depth;
- know about international political institutions and dynamics;
- understand mental models, concepts and ideological approaches to world politics;

- get people/students to think critically about their own and others' assumptions and mental models;
- help people/students to find and assess information on global issues and perspectives;
- encourage people/students to develop knowledge and skill to be effective world citizens.

„While global educators may not be experts in international relations, development studies or world politics, they must be active learners about global issues. They must be able to ask questions that get people to test their assumptions, to seek evidence and to deepen their understanding of what is happening in the world.

Rapid change makes it impossible for anyone to keep track of what is happening. We rely on our mental maps or core concepts to tell us what is important and where to look for information. A *mental map* is the ideology, paradigm or world view which underlies the way we see the world.

Rapid change also makes it essential to double check information and assumptions, because they may no longer be accurate or relevant. The global educator needs to stay informed through wider reading, web research, television documentaries, conferences, courses, campaigns and magazines.”

Titus Alexander, *United Humanity Manual*

Particularly, “**the global teacher**” should be informed and able to use those pedagogical strategies and methods that support the development of specific competences for students, competences related to a qualitative *Development education* or *Global education*, having as aim the development of a “**global consciousness**”, or differently put the acquirement of a “**Global citizen**” profile, meaning a person that:

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- has an understanding of how the world works;
- is outraged by social injustice;
- participates in the community at a range of levels, from the local to the global;
- is willing to act to make the world a more equitable and sustainable place;
- takes responsibility for their actions.

DEVELOPMENT/GLOBAL EDUCATION STRATEGIES AND METHODS

I. DEVELOPMENT/GLOBAL EDUCATION STRATEGIES

1. General characteristics of the didactic strategies

An important condition of the educational activity efficiency, **the didactic strategy is a complex and coherent system of means, methods, materials and other educational resources that aim to achieve the educational purposes.**

The establishment of the didactic strategy/strategies is the result of each teacher's decision, based on some **conditions**, which are necessary and sufficient markers for the realization of the educational objectives at the efficiency level, mainly:

a. The psychological conditions that aim at:

- *The students' psycho-social characteristics* perceived at the level of the didactic activity as needs of the students that are satisfied with the support of the teacher during the learning process. It is important to take into consideration in the design of a certain strategy the following: the students' intellectual development level (with reference to the intellectual development phases from the perspective of the cognitive-constructivist theory proposed by Piaget), the characteristics of the personality (temperament, skills, creativity – we take into consideration the use of the multiple intelligence theory proposed by H. Gardner), the students' motivation, and connected with that, the level of expectations, the psycho-motor characteristics (the case of the special needs students, who require an inclusive strategy);
- *The psycho-social characteristics of the teacher* are connected to the specific methods through which the teacher relates to his own activity – his/her own teaching method, sustained by personal principles and values, motivation, as well as the aspirations, experience, but also the psychic characteristics related to type of temperament, skills, personality. For example, if we have an analytical type of personality, it is probably that he/she will prefer algorithmic strategies, but if we have a synthetic personality, it is expected that she/he will prefer heuristic strategies. On the other hand if we feel comfortable when we use im-

ages or moves, it is probably to use this in the teaching-learning-evaluation strategies;

b. Epistemological conditions – a good knowledge of the activity field, a good professional training;

c. Pedagogical conditions – it refers to the pedagogical conception of the teacher. A good pedagogical training implies among others a good knowledge of the ways through which the learning activities can contribute to the development of the students' competences.

In summary, the teacher decides what strategy to choose so that this will allow him/her, in a synthetic integrator manner:

- to relate to various and specific learning situations, scientifically and practically, actively connected to daily life;
- to make the correspondence between the content of the training and the psycho-individual characteristics of the students and to stimulate the students' access to their own learning process;
- to achieve the educational objectives;
- to make epistemological, axiological, normative etc. connections;
- to develop and use the capacity to filter the information by critical, rational to learning experiences report.

2. The components of the didactic strategies

It is considered that the **main components** of any didactic strategy are, according to the dedicated literature:

- *The system of the organization and development forms of the educational activity: frontal, in groups, individual;*
- *The methodological system, namely the system of the didactic methods and procedures;*
- *The system of the educational means, namely of the resources used;*
- *The system of the educational objectives; which can relate to:*
 - *Cognitive objectives ("What should the students know?")*
 - *Affective and attitudinal objectives ("What should the students take into account?")*
 - *Psychomotor objectives ("What should students be able to do?")*

All these components have to be connected by functional relations, so that the didactic strategies allow putting students in real and efficient learning situations.

Next we will make a short presentation of only two components of the didactic strategies, namely the *system of the organization and development*

forms of the educational activity and the system of the educational means, namely of the resources used.

Related to the system of the *educational objectives system* that correspond to *Development education* or *Global Education*, these were presented earlier, thus we don't consider it is necessary to present them again.

Related to the *methodological system, namely the system of the didactic methods and procedures*, these will be presented in detail later.

2.a. The system of the organization and development forms of the educational activity

Depending on the educational objectives, the didactic activity can be organized as following:

a) frontal – the frontal organization of the training activities implies the guidance and control of the activity of all the students in the classroom, simultaneous, in a certain time period, in accordance with the common educational objectives. In these situations, the teacher transmits the information in a frontal manner, he/she explains, demonstrates, argues, asks questions, manages the activity of all students, and the students resolve the same tasks simultaneously and in the same rhythm, but they work individually, without establishing inter-dependencies among students. It is an important form of activity when: fundamental notions are presented, demonstrations are made, and much information is presented in summary. There are some disadvantages in using this forms of organization, like: the low involvement of students in the activity, which will quickly lead to losing the focus (many students will get bored, they will find something else to do), a low interaction between the teacher and the student, the exclusive practice of the cognitive competences (memorizing the information).

b) in groups (small groups, pairs) – the organization of the students' activity is characterized by the fact that the teacher guides and leads the activity of made up groups, usually of 3-8 students. Depending on the expected objectives, the groups may be:

- homogenous – for example students with the same training level on the respective subject, with the same educational needs, interests or motivations;
- inhomogeneous – for example groups made up spontaneously, individually, based on the students' preferences or based on the proximity criterion.

The activity on groups involves both elements related to the way the groups are made up as well as material elements (the possibility to set up the working space for each group – equipping the classes with modular furniture is an important support for the organization of such training activities).

c) individually – there are multiple ways of individual organization of the students' activity: with common training tasks for all students, with different themes for various level groups, with different themes for each student. In this case, the activity is called individual or personalized because it takes into consideration the physical and psychical characteristics of each student, his/her level of training, skills, special educational needs. From the point of view of *Development education* or *Global education* we have to underline the complementary character of the three forms of didactic activity organization, as the teacher can decide to use simultaneously all three forms, depending on the objectives he/she wants to achieve.

2.b. The system of the educational means

The social context in which the educational activity is realized, the great challenges generated by the need to upgrade education from the perspective of new educational paradigms decreases the role of the manual as unique instrument of the student and includes a series of other resources, connected to the school manuals, often called didactic auxiliaries. These:

- bring a plus of information that sustains performance, as they are resources for the didactic activity;
- contribute to the improvement of competences;
- contribute to the individualization of the learning process;
- facilitate the understanding;
- support the process of evaluation / self evaluation.

Among the educational resources that address the student, we can mention:

- collections of texts;
- independent study notebooks for students;
- multimedia technology.

At the same time, there are resources that directly address the teacher, contribute to his/her improvement and that are found in the didactic strategies as components of the teaching-learning-evaluation process due to the personal effort of the teacher.

With no doubt, a special place in the structure of the didactic resources is taken by the Internet, the training by computers representing not only a novelty but also a necessity for reaching the higher level of the educational objectives. The integration of computers in the educational activity, including *Development education* or *Global education* allows:

- to obtain extra information through direct interaction;
- to point the attention of students towards certain structures;
- active, experiential learning by the direct involvement of the student in

- solving problematic situations;
- a better focus of the attention as a result of the diversity and attractiveness of the learning situations;
- the development/improvement of competences by an accessible and pleasant transfer for the student, from “to know, to memorize” to “to do” and the facilitation of achieving the educational objectives;
- the diversification of the evaluation methods by increasing the percentage of the self-evaluation;
- the development of the communication, relation capacities.

In the case of *Development education* or *Global education* the multimedia offer can be represented by:

- **E-learning educational platforms.** An electronic educational platform is a web page, accessible via the Internet (using browsers like Mozilla Firefox, Internet Explorer, Opera, Netscape, Safari etc.) based on an user name and a password. Out of the many advantages of an e-learning platform we present a couple:
 - it provides a large quantity of information, presented in a systematic manner and at the users’ level of understanding;
 - it facilitates the learning activities based on active and interactive strategies;
 - it allows the self-evaluation – formative and summative;
 - it facilitates communication (forum, chat, e-mail);
 - it develops the ICT competences;
 - it represents an efficient method of stimulation/keeping the attention focused and of stimulating the interest for learning.
- **“Smart board” interactive board.** Mainly, the board is a touch sensitive screen that works together with a computer and a video projector. The components of the board are: the board itself, a computer with hard disk and software for multimedia files, the connection cables or wireless equipment, the special didactic software for installment. The minimum accessories that are part of the board are: a set of four special pencils (it depends on the board type), a sponge for erasing. These accessories are not consumables and they form the so called “smart pencil box” of the board that also allows the access of the virtual key-board on the screen by simply pressing the button for the pencil box. The board is coordinated through its own software, Smart Notebook, which is delivered together with the board. We can do a series of activities on the interactive board: writing or drawing with special pencils or with our finger; accessing

various documents saved on the computer; annotations, observations, filing in materials that are posted or accessed; the result of the work can be saved, printed or sent via e-mail; converting the hand writing in electronic writing, because it has incorporated an electronic system of identifying hand writing; import and save of files in common (for example PPT presentations); the import of Clipart from the gallery; the save of the documents realized.

- **Original software and other informatics products** realized by the teacher and/or the students, educational software; these include drill and practice applications, tutorials, simulations, problem-solving programs, combinations among these.
- **Resources provided by the world wide web – Internet:**
 - Search engines are “programs that search, access the Internet automatically and frequently and that save in a data base the title, key words and, partially, the content of the web pages. When an user accesses a search engine for finding an information, a certain phrase or a word, the search engine will look in the data base and, depending on the priority criteria, it will create and post a list of results” (according to Wikipedia). In accordance with the same source, the most used search engines are: Google (82,3%), Yahoo (6,5%), Baidu (4,7%), Bing (3,7%), Ask (0,5%), Aol (0,4%);
 - Online dictionaries;
 - Digital books;
 - Tools that facilitate communication: social networks, e-mails, e-groups, blogs, forums etc.

3. Didactic strategies recommended within *Development education* or *Global education*

For establishing the types of strategies that are recommended for the realization of ***Development education* or *Global education*** we can start from what is considered to be ***Development education* or *Global education*** and, namely, from what is not considered to be or doesn't represent ***Development education* or *Global education***.

Education for *Development Education* or *Global Education* is ...

- asking questions and developing critical thinking skills;
- equipping young people with knowledge, skills and values to participate as active citizens;
- acknowledging the complexity of global issues;
- revealing the global as part of everyday local life, whether in a small village or a large city;
- understanding how we relate to the environment and to each other as hu-

man beings.

Education for *Development Education* or *Global Education* is not ...

- too difficult for young children to understand;
- mostly or all about other places and peoples;
- telling people what to think and do;
- providing simple solutions to complex issues;
- an extra subject to cram into a crowded curriculum;
- about raising money for charity.

So, what types of strategies are recommended considering the elements above?

If we take into consideration the **student's role** in the educational activity, then it is necessary that the didactic strategies allow students:

- to express their opinions;
- to realize an exchange of ideas with the other participants in the educational activity;
- to ask questions for understating and argue;
- to cooperate in solving the problems and work tasks.
- If we take into consideration the **teacher's role** in the educational activity, then it is necessary that the proposed didactic strategies allow the teacher:
 - to facilitate and moderate the learning process;
 - to help students understand and explain their own opinions;
 - to be a learning partner.

Regarding the **method for realizing the learning process** and the **evaluation**, it is necessary for the used strategies:

- to form practical competences and skills;
- to focus on the qualitative elements (values, attitudes);
- to allow the measurement and evaluation of competences (what the student can do);
- to allow the evaluation of the learning progress of each student.

II. METHODS WITHIN DEVELOPMENT/GLOBAL EDUCATION. TRADITIONAL AND MODERN METHODS

1. The system of the didactic methods and procedures

Applying the strategy – by systematic pass from intention to fact, realization, involves an ensemble of methods and procedures chosen by the teacher so that to be in accordance with both the teacher's intent and with the process specification and the expected results. Related to conceptual limits regarding the main components of the didactic methodology we provide below some general elements for identifying these:

- **Method** – etymologically the term means an effective way to follow *for achieving certain objectives* and from an educational point of view it can be interpreted as a procedure so that to put the student in a learning situation, more or less guided.
- **Procedure** means a specific characteristic or component of the method.

The relation between methods and procedures is a dynamic and complex one. In certain pedagogical contexts a method can turn into a procedure (or vice versa); the demonstration can be a procedure within the explanation (which subordinates it as it is a dominant part on a didactic sequence) as well as a method, in the case of certain demonstration, for example the demonstration with the help of audio-visual means (movie) on what are the effects of pollution at global level.

Although in the dedicated literature there is a historical delimitation of the methods in two big categories, namely **traditional or classic methods** (for example: narration, conversation, exercise, text analysis etc.) and **modern methods**, more recent (algorithmization, problematization, brainstorming, case study, critical thinking methods, like SINELG, value line, discussion Web, Cinquain, enhanced lecture, academic controversy, T table etc.) we consider that there are no good or bad methods, but just different learning situations that require the use of the appropriate methods. All methods have advantages and disadvantages and it is the teacher's responsibility to improve various methods, so that these will prove their efficiency and allow in the end within *Development education or Global education*:

- the transformation of students from object in subject of learning;
- putting students in the position of co-participants at their own education;
- the insurance of the best conditions for individual and team development;
- the development of critical thinking;
- the development of the motivation for learning;
- the evaluation of one's own activity.

Synthetically, Global Education Methods have to be:

- Interesting
- Attractive
- Motivating
- Challenging
- Participative
- Collaborative
- Diverse and variable
- Creative
- Interactive
- Democratic
- Do not “teach” but educate
- Promote the dialogue
- Based on human values
- Stimulate actions
- Link the content to the praxis.

2. Using the methods in the didactic activity from development education perspective

The use of methods in the didactic activity with students implies their selection.

From all the methods that can be applied in the activity with students, the teacher selects those which he/she considers appropriate from the perspective of the competences that have to be formed, the specific topic/problem approached, as well as students’ characteristics. In this respect, it is necessary for the teacher to consider the methods for the activity with the students by answering to the following questions:

- Does the method use previous knowledge, skills or attitudes that students gained in other activities?
- Is the method appropriate considering the characteristics of the students?
- Does the method require an active or passive participation of students?
- Is the method able to produce multiple types of learning?
- Is the method adequate for the content?
- How much time does it take to apply the method?
- What space is necessary?
- Does the method meet the students’ expectations?
- Is it a fast or slow rhythm method?
- Does it help achieve the objectives in a short manner or is it excessively elaborated?

Next we present a few of the methods that can be used in the activity with students and that can involve them actively in the learning process, from the development education point of view.

2.1. “SINELG” (Interactive system of notation for Effective Reading and Thinking)

This critical thinking method means the careful reading of a text and the codification of the text – by marking on the sides specific signs – allowing the student to read and to understand actively and pragmatically a certain content.

The method can be used during individual reading of a text or during listening (in the class) of a read text. The previous acquisitions of students are the starting point for reading or listening the text.

During the reading, the students mark in the text (or note on paper during listening the read text) information they think is relevant:

- Knowledge they have / confirmed by the text: √
- Knowledge different from the ones gained before – not confirmed / contradicted by the text: –
- New knowledge: +
- Unclear knowledge which needs to be investigated: ?

At the end of the reading, the relevant information are written down in a table, like the one presented below:

√	-	+	?

The information obtained individually are discussed in pairs/groups etc.; after that these are communicated by the pairs/groups to the teacher that will discuss them with the entire class (registering nuances, contradictions, corrections of ideas) and all are centralized on a similar table on the board. The unclear knowledge can remain as research homework for the future lessons.

The advantages of applying this method are related to the active involvement of students in reading a text and in underlining to what degree they have understood its content.

For example, the method can be used in the individual reading of the text below.

Globalization

Deregulation, interacting with accelerating changes in communications and computer technology, has reinforced the movement towards an integrated global market. The changing patterns of economic growth of the last few decades have produced new poles of dynamism. Germany and Japan, vanquished in World War II, have dislodged the United Kingdom and France in economic league tables. The European Union matches the United States as an economic power. New areas of economic vibrancy are appearing in Latin America. The striking performance of the four Asian 'tigers' and of China, with countries such as India and Indonesia not far behind, is shifting the world centre of economic gravity.

Developments such as these are even shifting the meaning of traditional terms and rendering many of them less useful. There is no longer an East to be juxtaposed against the West. With the abandonment of communism, capitalism has become even more of an omnibus term that hides important distinctions between different ways of organizing market economies. Similarly, the North-South dichotomy is becoming less sharp. And the problems of Africa are now strikingly different from those of South-east Asia or South America. More and more, it is disparities within nations and regions, both North and South, no less than the disparities among nations and blocs that reveal injustice and cause insecurity.

The term globalization has been used primarily to describe some key aspects of the recent transformation of world economic activity. But several others, less benign, activities, including the drug trade, terrorism, and traffic in nuclear materials, have also been globalized. The financial liberalization that seems to have created a borderless world is also helping international criminals and creating numerous problems for poorer countries. Global co-operation has eradicated smallpox. And it has eliminated tuberculosis and cholera from most places, but the world is now struggling to prevent the resurgence of these traditional diseases and to control the global spread of AIDS.

Technological advances have made national frontiers more porous. States retain sovereignty, but governments have suffered erosion in their authority. They are less able, for example, to control the trans-border movement of money or information. They face the pressures of globalization at one level and of grassroots movements and, in some cases, demands for devolution if not secession at another. In the extreme case, public order may disintegrate and civil institutions collapse in the face of rampant violence, as in Liberia and Somalia.

*Our Global Neighborhood – The report of the Commission
on Global Governance, 1995*

A possible analysis of the text can identify the next division of the information presented in the text.

√	-	+	?
- Germany and Japan, poles of economical development - EU and USA have similar economical power	- definition of globalization	- the erosion of the governments' authority	- what countries are the four «tigers» of Asia? - referrals to Liberia and Somalia

2.2. Cinquain

The method implies the elaboration of a 5 verses poem, with the following structure:

- I – one word, a substantive that describes the subject
- II – 2 words, adjectives that describe the subject
- III – 3 words, verbs that express actions of the subject
- IV – 4 words that express feelings towards the subject
- V – 1 word that expresses the essence of the subject.

Method of driven to essence presentation of a topic/problem, Cinquain can be used in a reflection phase on the problem approached. From development education point of view, **the method can be used for example in approaching the *Essence of development***; namely the method can be used for a basic characterization of pollution, in the context of approaching the risks of the modern world. A possible cinquain on pollution is presented below.

Pollution
 Damaging, bad
 Deteriorates, poisons, kills
 Harm the environment, development
 Threat

2.3. Discussion Web

The analysis of the issue of human rights conducted together with the students and correlated with global problems could start with the analysis of a selected text, followed by the application of the critical thinking method Discussion Web.

The teacher can suggest to students to read and analyse, in groups of four, the text below, which depicts some of the global problems humanity is facing at present.

On 31st October 2011, we found out that we are 7 billion people inhabiting planet Earth, which shows a significant growth of the Earth's population, which counted only 2 billion people at the start of the 20th century.

The demographic explosion from Asia and Africa overturned the political and

economic equilibriums of the entire world.

Today, one in two people lives in the urban area, but in just 35 years this proportion will be of two out of three. People under 25 year old represent 43% of the world's population, as compared to only 8% for those over 64 years old. In order to convince yourselves, *Le Journal du Net* invites you to a tour of the demographic and economic worlds. The statistics are not at all pleasing.

1. Poor hygiene conditions

According to the World Health Organisation, more than 2.6 billion people do not always have access to toilets or other forms of sanitation, while 910 million human beings do not even have drinkable water. However, it should be mentioned that after 1990 approximately 1.1 billion city inhabitants and 723 million people from rural areas were able to enjoy access to an improved drinkable water sources.

2. Health problems

More than 14% of the world's population suffers from one form of disability or another. The numbers published at the beginning of the year show that 800 million (11.55% of the total population) individuals face difficulties in what concerns having access to medical care.

study published by Lancet magazine reveals that 500 million people are overweight (7,14%), the same percentage being recorded for people suffering from hypertension. In addition to this, in 1980 the number of obese people was of 600 million and in 2008 it reached almost 1 billion.

3. Inequality of incomes

The National Institute of Demographic Studies (INED) published every year the report entitled "All the countries of the world", pointing out that USA alone (which represent 4% of the population) disposes of 21% of the wealth of the planet. The other big part of the wealth is produced by other countries (14%). The poorest countries in the world (20% of the world's population) shared between themselves only 4% of the incomes. Metropolitan France (1% of the world's population) holds 3 percentages of the planet's wealth. A Frenchman has, on average, a wealth 3.3 times higher than the global average.

4. Poverty

On the last published report for this year, The United Nations Development Programme estimates that, by 2015, the world poverty percentage could drop under 15% (which means that 1 billion people would be affected by poverty). The Internal Bureau of Labour (BIT) estimated that today 2.9 billion people (41%) of the world's population live with less than 2 dollars a day (1.41 euro).

What is worse is that there are 1.2 billion people who live with less than 1 dollar a day (0.7 euro). Africa is the most affected continent, since there one in two Africans does not reach this threshold.

5...and wealth

The annual Report of Global Wealth Databook Credit Institution from Switzerland indicates that the total global wealth is around 194.000 billion dollars in 2010, shared between 4.4 billion adults. In detail, 1% of the most wealthy people on the planet own 43.6% of its wealth, and 10% (700.000 people) own 83%.

0,5% of the population, 24 million adults, have a wealth at least equal to 1

billion dollars, representing 35% of the global wealth. In order to join the elite circle of tycoons, a person needs to have in his or her accounts a minimum of 588.000 dollars (approximately 420.000 euro). At the opposite end, half of the poorest people hold only 1% of the patrimony.

6. Illiteracy

According to UNESCO, today, 793 million adults cannot read, nor write. In other words, 11.3% of the population is totally illiterate. The worst situation is recorded in Africa. Almost 11 countries estimate that at least 50% of the population is illiterate: Benin, Burkina Faso, Ethiopia, Mali, Niger, Senegal and Chad.

The total number of unschooled children is of 67 million and 32 million of them come from Sub-Saharan Africa. A quarter of them, which means approximately 16 million, come from South Asia.

(source: <http://www.ziare.com/social/stiri-sociale/turul-lumii-in-cifre-ingrijoratoare-de-la-handicapuri-la-analfabetism-i-1134853>)

The text analysis can be followed by the critical thinking method *the Discussion Web*. This represents a discussion technique based on a question which allows the polarization of answers.

The students will be asked to work in pairs and to draw a table similar to the one below. For ten minutes they will discuss based on the question asked by the teacher, **for example: “Can human rights be applied and respected in countries which face problems such as those we have analysed?”**; in order to do this, students must write down a list of the arguments that come to their minds, first those for the “Reasons Yes” column and next those for the “Reasons No” column, without debating the issue raised.

Reasons Yes	„Can human rights be applied and respected in countries which face problems such as those we have analysed?”	Reasons No
(Arguments supporting the fact that human rights can be applied and respected under the given conditions)		(Arguments against the idea that human rights can be applied and respected under the given conditions)

After all the pairs have formulated pros and cons, each pair will join another

4. The teacher can organise a discussing among the students with extreme opinions, who can be asked to bring arguments to support their position. They can be convinced, with arguments, by the other participants to change their position on the value line.

For instance, the teacher can ask students the following question: *Is the future of globalization a positive one?*

In the discussion in which students are asked to argument their position on the value line, arguments such as the following can be used:

- in favour of the „Yes” answer:
 - the interdependency of countries will increase;
 - new perspectives for the development of human culture and civilization will be opened;
 - knowing the culture of other peoples will be possible to a greater extent;
 - stability at global level will be ensured to a greater extent;
 - sustainable development can be supported;
- in favour of „No” answer:
 - there will be increased dangers: transnational criminality, international terrorism, ecological, technological catastrophes etc.
 - peoples’ cultural traditions will be negatively influenced;
 - the advantages of globalization are unequally distributed;
 - the developed of certain countries in the world (especially the poor, developing ones) will be negatively influenced;
 - regions, countries of the world become suppliers of raw materials and markets;
 - economic gaps among countries will increase;
- in favour of an undecided answer:
 - it is difficult on the long run to estimate the effects of globalization;
 - it is impossible to give a clear answer to questions about globalization, such as: will there be an even distribution of the advantages of globalization?; will globalization have in the future a more “humane face”?

2.5. T Table

The T Table is a graphical organiser of binary relations (for/against, yes/no).

The use of the method implies that the professor asks the students a question with a binary answer. The professor draws on the blackboard a two-column table, similar to the one below:

Yes (For)	No (Against)

The teacher asks the students to come up, after a few moments of reflection, with for and against arguments. These are written in the corresponding columns.

The T Table can be filled in individually or in pairs, as well as with the entire class of students. As the T Table is filled-in in pairs, the results of the students' work can be displayed and discussed. Based on these discussions certain conclusion could be drawn.

For filling-in the table the students receive helping materials.

The method allows the participants to support their position with arguments, contributing to developing their argumentation capacity based on the prior acquisitions of students or based on the analysis of some additional information which is offered to them.

To give an example of how this method can be applied, the teacher asks the students the following question: „Does tolerance involve social justice?“

The teacher can offer students, in order for them to analyse it, the *Declaration of Tolerance Principles* (which can be accessed, in Romanian, following this link: http://www.onuinfo.ro/documente_fundamentale/instrumente_internationale/declaratia_principiilor_tolerantei/; in English, it can be found at the following link: <http://www.un.org/en/events/toleranceday/pdf/tolerance.pdf>)

A short example of how the T Table can be filled-in is presented below:

Yes (For)	No (Against)
- tolerance can be practised by people, groups of people and the state - tolerance involves respect for others and for other cultures - it involves supporting your own beliefs - it is necessary not just for moral reasons, but also for political and juridical reasons - it implies acknowledging fundamental rights and freedoms of people - at the state level it involves justice in applying the law	- tolerance must be practised by people and groups of people but not by the state - tolerance involves indulgence and concessions

2.6. Think-Pair-Share Method

Think-Pair-Share method is based on collaborative learning strategy. This method provides a gradation of the students' actions and interactions, in the following way: each student reflects/solves individually a task, then discusses in pairs the solution identified and finally shares it with the entire group.

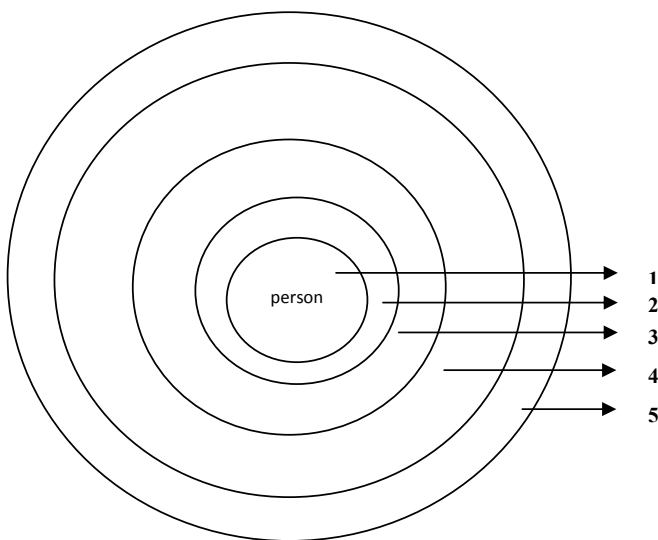
The method can be applied following the next steps:

1. The teacher raises a problem or asks an open-ended question.
2. The teacher gives the students question time to think and reflect on the answer.
3. In pairs (for instance, students sharing the same desk), students discuss the answer to the question or the possible solution to the problem.
4. The students can share the answer to the question or the possible solution to the problem to a small group or to the entire class.

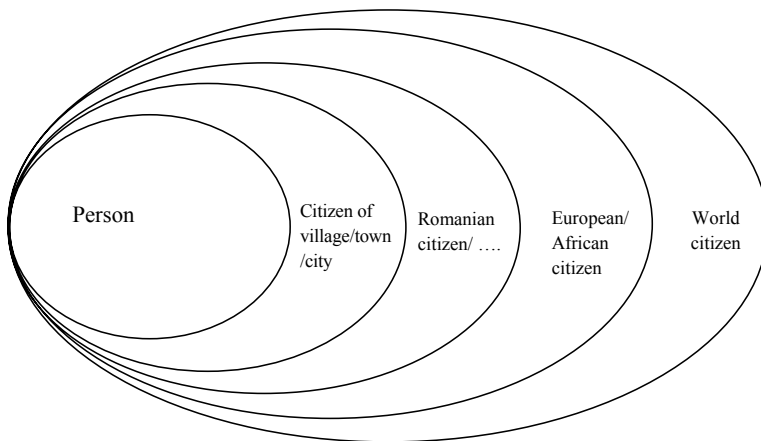
The method described above can be adapted and used to engage students in the analysis of the relation between personal identity and multiple identity. By raising this issue, the teacher gives each student a *Worksheet*, presented below, and asks students to reflect and fill-in the two diagrams.

Worksheet

1. Name five aspects that you consider important for your identity (in descending order according to the importance you give to each of them).



II. Fill-in the diagram below, referring directly to your situation.



In order to fill-in the first diagram, the teacher explains to the students that the traits can refer, for example, to:

- roles that they play (student, friend, son, daughter etc.);
- characteristics that they can choose (a certain type of clothes, a music genre);
- place of birth/place where they are living at present;
- gender etc.

In order to fill in the second diagram, the teachers explains to students that they are going to write down their own names instead of “person”, the village/town/city that they live in and next, what is specific to them.

After solving the tasks, each student will discuss with his or her desk mate (pair discussion) the solutions they each offered, comparing them. The pair discussion can be followed by a discussion at class level. After sharing the students’ ideas, the relation between personal and multiple identity can be approached, for instance:

- every person having his/her own identity belongs/integrates to successive types of communities;
- their life and identity, as people, are related to the communities they belong to or in which they are integrated.

2.7. Small group learning

This method can be used for solving, in teams, a certain task (analysing a text, solving an exercise etc.).

Small group learning can follow the phases below:

- creating the working group (including 3-4 students);
- the explanation of the task by the teacher;
- working inside the small group;
- the presentation by the working groups of the results of their activity;
- feedback from other students and from the teacher.

Small group learning can be used, for instance, to study the Millennium Development Goals (they are available in Romanian at the following web address <http://www.onuinfo.ro/odm/>; in English they can be downloaded from <http://www.undp.org/content/undp/en/home/mdgoverview.html>). The students will work in eight pairs. Each pair will analyse, for 10 minutes, one Millennium Development Goal, following the steps below:

- reading the text which describes the goal to be analysed;
- writing down the content of the goal analysed in brief;
- formulating possible questions about the goal analysed, formulating answers, clarifying data;
- presenting the analysed objective to the entire class, at the end of the small groups' activity.

When the group activity ends and the presentation of results is over, all the students will have received information on the content of the eight Millennium Development Goals.

2.8. Wall writing

The curriculum for *Development Education*, created in Romania in the framework of the current project includes among the learning activities, discussions on cases presented in the media, the aim being to place students in learning contexts in which they will be able to become aware of the interdependencies that exist among world regions.

The teacher could present to students a brief synthesis, based on what has been presented in the media, about the eruptions of the Eyjafjallajökull volcano from Island, which occurred in 2010.

Volcano from Island erupts – local or global impact?

The eruptions of Eyjafjallajökull volcano from Island, which occurred after almost 200 years of inactivity, have quickly generated causes for concern. The eruptions were preceded by seismic events at the end of 2009 and took place between March and April 2010. The eruptions of the volcano disturbed air traffic in many countries, due to the large quantities of volcanic ash which they released in the air, tens of thousands flights being cancelled. Specialists confirmed the dangers of volcanic ash in the air as it reduces visibility, it interferes with air control systems and

damages aircrafts' engines. According to the World Health Organisation, the volcanic ash from the cloud which appeared after the volcanic eruption in Iceland is also dangerous for our health, due to breathing problems that it can generate, as microscopic particles of ash can reach the ground and can be inhaled by humans.

Images of the activity of the volcano can be seen by following this link: <http://www.mediafax.ro/externe/traficul-aerian-din-europa-perturbat-din-cauza-eruptiei-vulcanice-din-islanda-video-5904836>

Starting from the text above or from the video images shown, **the teacher can talk with students about this case and whether it has a local or a global impact.** Also, using the **Wall writing** method (a form of brainstorming), **the teacher can ask students which are the main “lessons” they can draw from the fact that we live in an interdependent world.** The teacher gives a sticky note to every student on which to write down, after a moment of reflection, ideas as answers to the question. The sticky notes will be placed on a flip-chart. The teacher reads and discusses together with students the content of answers. As much as possible the ideas can be regrouped by gathering the sticky notes containing similar ideas.

DEVELOPMENT/GLOBAL EDUCATION PROBLEM SOLVING, PROJECT APPROACH

Conducting activities with students for development education involves the use of an educational approach that will make students become aware of and report themselves to the transformations taking place on Earth and to the interactions, interdependencies and challenges brought by these transformations. Becoming aware of the connections which exist, on multiple levels, among communities located in different geographic areas of the Earth, of the consequences of globalization and of the importance to promote sustainable development cannot be possible without the active involvement of students in solving problems and running projects.

I. PROBLEM SOLVING, A DEVELOPMENT/GLOBAL EDUCATION APPROACH

Development education/Global education involves learning through problem solving, starting even with the special approaches it uses. In order for students to be able to exercise active citizenship and global citizenship they need to be educated to live and act in a world in which globalization represents a vector of its evolution and in which an active behavior is a key requirement of adapting to changes.

Generally, the notion of problem/problematic situation refers to an important theoretical or practical issue which needs to be solved. A problem/problematic situation represents for the student a cognitive difficulty which arouses his or her interest, orienting his/her activity towards searching one or several solutions to solve the problem. In order for students to solve a problem they need to activate certain categories of different acquisitions, which focus, for instance, on understanding the meaning of the data in the problem and on using certain solving strategies. Understanding the problem plays a crucial role in solving it because it significantly influences even the search/the identification of possible solutions.

Problem solving has formative value for students through the following characteristics:

- activating by the students of prior acquisitions in order to analyse the given situation;
- creating situations in which students have to analysis ways to solve the problem, possible solutions;
- involving students in taking decisions regarding the best solutions to solve problems;
- developing the sense of initiative and a proactive attitude.

There are numerous methods to solve problems; some of these have been presented in the previous section; within the current section we will present other methods which can be used in more complex problems solving; these methods include: problematization, thinking hats method, case study, Frisco method, Philips 6/6. Such methods allow the study of different aspects of the problem, the formulation of solutions for solving the problem in question and the comparison of individual proposals with those resulting from the group activity.

1. Problematization

The method of problematization puts students in situations in which they have to find a solution.

The method can be applied following the steps:

- the formulation of a problem by the teacher;
- the study of the problem by the students, restructuring the data of the problem and gathering more information in order to solve the problem;
- searching for the possible solution/solutions to the problem in question;
- choosing the best solution to solve the problem.

The significance of using this method is related to the engaging effect it has on students meaning that it motivates them to make efforts, it supports their motivation and the sustainability of their learning. In what concerns development education, **the method can be used in order to answer, for instance, the following question “How can we act against AIDS?”**

2. Thinking hats method

Created by Edward de Bono, the thinking hats method implies solving a problem by approaching it from different perspectives; the method contributes also to learning, it enhances communication and it stimulates creativity.

The teacher can use the method in order to analyse the text below.

Tanzania: Gender discrimination hindering women mining entrepreneurs

Women entrepreneurs in the small-scale mining sector in Tanzania find it hard to get what they need to grow and develop their businesses. Joyce Lyatabu, a Nyarugusu small-scale miner in Geita district, has been extracting gold from her

Primary Mining Licence plot for the last five years. She said she has not been able to grow rapidly due to lack of financial resources and her efforts to get a bank loan have encounter tough resistance.

A majority of women miners questioned in Lwamgasa Village, Geita district in Mwanza region of Tanzania agreed with Lyatabu, saying that bureaucratic tendencies of financial institutions to refuse to loan them money prevents them from advancing and growing their scale of operations. Unlike their male colleagues, who are able to access such financing, this means that their businesses do not reach their full potential. The women are appealing to the government to come to the rescue, to ensure that financial institutions will also give loans to women. They say that gender should not be an obstacle to doing good business.

Theresa Samuel, another small-scale miner is vocal about attributing her failure to advance to financial institutions denying women loans. She said she was deeply concerned with the way financial institutions behaved towards women entrepreneurs. “They accuse women of not being able to return the loans given to them, saying that their financial status was not that good as compared to men”, she noted.

The teacher explains that there are 6 thinking hats (the white hat, the black hat, the green hat, the red hat, the yellow hat and the blue hat) each representing a role which will allow them to analyse the presented case from various points of view.

In order to apply the method the teacher should explain to students the main characteristics of the hats and the questions to which each of these hats answers:



WHITE HAT

Characteristics	Questions to which it answers
- It represent rational thinking - It focuses on objective facts, information, available data about the problem in question	- What information do we have? - What information is missing? - How can we get this missing information?



BLACK HAT

Characteristics	Questions to which it answers
- It represents negative and pessimistic thinking - It offers a gloomy, sad perspective over the events and the situation - It highlights the errors, the difficulties, the weaknesses	- Which are the errors? - Which are the risks? - What is hindering us?



GREEN HAT

Characteristics	Questions to which it answers
- It represents creative thinking - The main aspect is represented by the search of alternatives, of possible solutions	- How can the problem be approached? - Is there another way?



RED HAT

Characteristics	Questions to which it answers
- It offers an emotional perspective over events - It unleashes feelings	- How do you feel about the suggested solutions? - Do you like the way in which the people acted? - What does your intuition tell you?



YELLOW HAT

Characteristics	Questions to which it answers
- It represents positive, optimistic and constructive thinking - It offers suggestions, concrete and clear proposals - It takes into account the possibility to apply the solutions	- Which are the objectives? - Which are the benefits?



BLUE HAT

Characteristics	Questions to which it answers
- It oversees and guide the process (blue is the colour of the sky which is above everybody) - It monitors the game and defines the problem	- Which are the main ideas? - Which is the next step?

The teacher explains to students how this method functions:

- the blue hat defines the problem and conducts the entire activity;
- the white hat offers information about the problem in question;
- the red hat looks at the problem from an emotional perspective;
- the green hat summarizes the possible solutions;
- the yellow hat takes into account the possibilities to put into practice the solutions suggested;

The black hat highlights the drawbacks and the errors of each suggested solutions.

The teacher highlights the fact that every student will participate to the analysis of the case presented, by successively wearing different hats and reacting in accordance with the meaning of each hat the student is wearing at the moment. The teacher mentions that the activity will be conducted by him or her, and therefore he or she will assume the role of the blue hat. While wearing the blue hat, the

teacher encourages students to wear, for example, the white hat and to answer the following questions:

- Which are the main pieces of information related to the case presented?
- Which form of discrimination are women entrepreneurs subject to in Tanzania?
- Which are, for women entrepreneurs in Tanzania, to which the text refers, the consequences of gender discrimination, in their professional activity?

While still wearing the blue hat, the teacher encourages students to assume other roles, by wearing other hats and to answer the following questions:

- while wearing the red hat:
 - Would you like to be in the place of women entrepreneurs in Tanzania, the situation of whom is presented in the text?
 - What feelings do you have when finding out about the situation of women entrepreneurs in Tanzania?
- while wearing the green hat:
 - What solutions can we identify in order to solve the situation of women entrepreneurs in Tanzania?
 - Which solution, out of those suggested, is the best?
- while wearing the yellow hat:
 - Which of the suggested solution is achievable? Why?
 - What are the main advantages of adopting this solution?
 - What advantages do the other solutions have?
- while wearing the black hat:
 - What risks are attached to the solutions suggested?
- while wearing the red hat:
 - What do you feel about the solutions suggested?
 - Would you like the situation of women entrepreneurs to change in Tanzania?

The method presented above can be applied individually or in groups. Applying the method individually implies that each participant will wear successively different hats and approaches the problem according to the meaning of the hat. Applying the method in groups means that participants split in six groups. Each group wears a hat and approaches a problematic situation according to the meaning of the hat.

3. Case study

In the same manner, starting with a text such as the one presented on page 33, the case study method can be used with students. This is an active method that implies involving students in the analysis of a case. In this situation the case de-

picts a real situation with characters, actions, attitudes and opinions; the situation which is related represents a problem that needs to be analyzed and solved. The main steps followed in a case study are the ones below:

- presenting the case, identifying the significant elements;
- debating the case;
- acquiring possible necessary data or information;
- analysing and evaluating the ideas and the new ones;
- formulating one or some solutions/decisions/conclusions (which can be transferred to other life situations).

The case study is a composite method which can integrate other methods (such as brainstorming, problematization and debate). It has an active-participatory, formative and heuristic character and it engages students in analysing and debating a certain situation, which requires contextualizing prior acquisitions of students (knowledge, abilities, attitudes) in situation simulating real life.

4. Frisco method

This method involves the analysis of a problem from multiple perspective, according to certain roles, the teacher assigns to students: the conservative/traditionalist role, the exuberant role, the pessimist role and the optimist role.

This method can be applied following the steps below:

1. The teacher suggests a problem/problematic situation that should be analysed by students.
2. The roles are assigned to students (conservative/traditionalist, exuberant, pessimist and optimist). The roles can be played individually by students (a role can be played successively by different students) or they can be played in teams (one role is played at the same time by more students who are part of the same team).
3. Debating the problem according to the roles assigned, as follows:
 - the conservative/traditionalist will appreciate traditional solutions, claiming that they should be maintained, although he does not exclude the possibility of certain improvements;
 - the exuberant looks towards the future, he or she comes up with innovative ideas, apparently hard or even impossible to put into practice; he or she tries to convince other students to adopt this kind of perspective;
 - the pessimist censors the suggested ideas and solution, highlighting their negative aspects;
 - the optimist encourages students to adopt a realistic and achievable perspective over the problem that is being analysed and the suggested solutions (for example, he/she identifies the possibility to put into practice the

solutions suggested by the exuberant, encouraging students to think positively).

4. Summarizing the ideas suggested and formulating conclusions regarding the solutions identified.

Next we present a possible way of applying this method. **The teacher presents to students the task: he or she asks students to identify solution that could be adopted in order for the globalization process to lead to a more “humane face” globalization.**

The teacher invites students to work in groups of four. He/she assigns a role, out of the four roles described above, to each group. He/she gives each group a copy of the text below.

Let's take for example an environmental problem, such as the ozone layer degradation caused by the use of Freon in the production of refrigerators and sprays. Acknowledging the effects of this chemical substance on the ozone layer represents a global problem. ... This means that some of the main guilty (and unaware) people – the users of deodorants and furniture polish products from centers with a high density of population in the developed world – generate pollution that can “degrade the environment of their neighbours who live thousands of kilometres away on this planet” – reaching the highest intensity in polar regions ... The problem of Freon is definitely a problem of geographic connection. Also, because of its complex ramifications, it represents a bridge among numerous interpretative speeches. Obviously, it is a technological problem, which can be quickly “solved”, by introducing alternative chemical substances. However, adopting this technical solution has raised a multitude of international political problems when it came to concluding a treaty that would regulate the use of Freon: „Montreal Protocol” from 1987. These negotiations led to clashes between the economic interests of Freon producing nations and the interests of those which are only consumers of such products. Problems were amplified in the case of conflict of interests between the “First World” and “Third World”, because the general agreement raised certain long-discussed issues such as: the economic help that developed nations should give to poor countries, such as India, in order to stimulate them to turn to Freon-free technologies ... Thus, the problem of Freon stands as a bridge between political, legal, scientific, economic and environmental ethics speeches. From certain points of view, there is also a profound cultural problem: for instance it changed cultural sensitivity (“green thinking”), since people started to connect certain aspects of their daily lifestyle to global consequences. In addition to this, it brought a change in cultural practices when sun exposure became a risk factor, connected to the danger of developing cancer, one of the biggest symbolic fears of the developed world.

John Tomlinson, *Globalization and culture*, 2002

The teacher should explain that the text discussed an environmental issue together with solution and implications, at different levels (economic, political and cultural), of this attempt to solve the problem. The teacher should also tell students that they can use the text as an example of how complex the approach of a global issue can be and that the text could be valuable for solving the task they received.

The teacher should recommend to students to come up with solutions to the problem that they have to solve, based on the role that they have been assigned.

Possible solutions, according to the role assigned by each group of students, are presented below:

- the conservative/traditionalist perspective:
 - maintain past orientations for future development as a guarantee for the survival of humanity;
 - improving the use of new technologies, especially in less developed countries;
- the exuberant perspective:
 - creating a new model of human existence which characterises the human of a information-based, global society;
 - developing scientific research which can bring new, unexpected perspectives for the future of humankind and for the globalization process;
 - exploiting the resources offered by Earth's natural satellite, the Moon;
 - travel to other planets from our solar system and using some of the natural resources available on these planets;
- the pessimistic perspective:
 - according to what philosophers teach us, the human being has to search for neither for what he knows, nor for what he does not know; a person cannot search for what he knows, because he already knows it; he cannot search for what he does not know, because he does not know what exactly to look for;
 - we need to identify measures which will prevent society from turning into a shapeless matter, given that globalization entails the homogenisation of people and societies;
- the optimistic perspective:
 - promoting sustainable development;
 - eliminating obsolete ways of organizing the activity in different fields;
 - changing people's lifestyle and cultural practices in order to avoid the negative global consequences that these have previously generated;
 - making social life more human by basing it on assertive communication and cooperation;
 - adopting economic measures to encourage exchanges, ensuring free circulation of capital, of information and of people.

5. Philips 6-6 method

The method consists in debating a problem in groups of 6 people, for exactly 6 minutes.

The method can be applied following the steps below:

1. Splitting students into groups of 6. Each group will have a moderator who is responsible for presenting to the rest of the class the solutions that they have identified inside their group.

2. Presenting the problem that will be debated.

3. Debating the problem for 6 minutes.

4. Presenting by the moderator of each group of the solutions identified following the discussion in the group.

5. Analysing with the entire class the suggested solutions. Deciding on what should be the final solution.

Development education implies approaching the issue of sustainable development. For this purpose the teacher can suggest to students, as a problem to be debated using Philips 6-6 method, the following question: **“How can economic growth be ensured without harming the environment?”** Group debates could lead to solutions such as the ones below:

- ensuring economic growth while preserving natural resources;
- economic agents interested in the efficient use of resources;
- increasing labour productivity;
- running quality economic processes;
- monitoring the effects of economic development on the environment;
- monitoring the effects and risks of the technologies used;
- adopting decisions which reflect an integrated approach of economic development and environmental protection;
- fighting against pollution;
- developing technologies that can ensure economic development without generating negative consequences on the environment.

The solutions suggested can be analysed by involving the entire class, followed by deciding which solutions represent priorities for the decisions that can be adopted at national and international level.

II. CONDUCTING DEVELOPMENT/GLOBAL EDUCATION PROJECTS

With an intense interdisciplinary and transdisciplinary character, *Development education* refers to complex problems of globalization and of sustainable development, as problems to which we consciously and knowingly report to but also as problems the solving of which requires assuming certain roles and responsibilities.

Conducting projects when working with students requires a major change in the approach of the educational process, due to the challenges it involved on different levels:

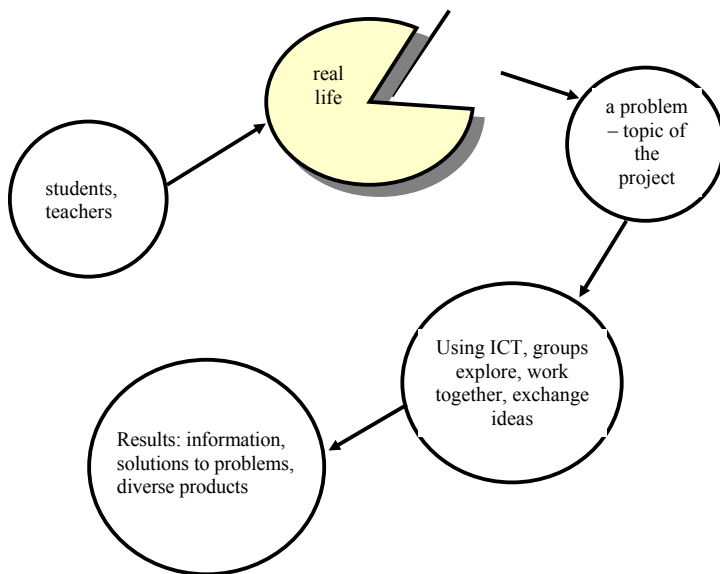
- the roles that both teachers and students assume;
- means and technologies used;
- the relationship between formal, non-formal and informal education.

In what concerns the roles, the teacher is involved in significant changes which appear in the dynamic of the process and which refer to the active involvement in conceiving the project while acting as facilitator for the entire duration of the project. Students often deal with the challenge of assuming an active role in activity, which requires them to have initiative, to collaborate and to get involved in decision making.

In the case of means and technologies used, the challenge refers to using new computer-based technologies, for information, documentation but also for processing information and building knowledge. Using new technologies can sometimes lead to a change of roles between the teacher and students, in the sense that students assume to a greater extent solving certain tasks which involve using information and communication technology.

In what concerns the relationships between formal, non-formal and informal education, conducting projects will expand the learning process outside the classroom and the school curriculum. Possible collaboration and partnerships (with other classes, other schools, with museums and other community institutions) created for the development of the project require involvement, time and effort, but they also represent a way of supporting formal education through non-formal and informal education.

The image below shows key aspects of conducting a project.



(source: Angela Teșileanu, Eugen Stoica – *Using the Information and Communication Technologies in the Activities with Students – a Goal Related with Challenges and Opportunities*)

According to the image above, by using information and communication technology and reporting to real life, students and teachers select a real life problem as topic for a project. ICT makes it easier to gather information and explore in order to achieve the proposed project results.

The curriculum on *Development education*, developed in Romania during the current project, explicitly includes *the Development education Project* in its contents, as well as project writing (as interdisciplinary learning method) on development issue and running or simulating the projects created. In this way, we ensure, at formal educational level, the educational framework which brings the teaching-learning process closer to real life and in which the project becomes a tool necessary for running activities in every area. Starting from the topic/problem chosen by students and the teacher, the students have to create a development project form, as well as to effectively run it or simulate it; students can thus practise the acquisitions acquired, they can be involved in decision making, in suggesting and applying problem solving strategies for development specific problems; moreover, this type of learning ensures the active involvement of students in the learning activity through tasks which are attractive and relevant for real life situations. In the

didactic activity, the project is conceived as a collection of planned actions, developed during a specific time frame that allows the achievement of the proposed objectives. The school curriculum mentions also possible methodological structures which can be used to conduct or simulate a development project, either as a local project or as a development partnership:

Option A – local project

- Identifying the topic to work on.
- Planning how to gather information.
- Gathering information.
- Summarizing information and creating a product.
- Presenting the product created.
- Reflecting on the whole experience: what has been acquired (knowledge, abilities, attitudes); process development, conclusions on the creating and implementing a development project.

Option B – development partnership

- Preparation: setting up a partnership with a class from another school (it can be a school from the same village/town/city, from a different village/town/city or even from a different country).
- Mutual introduction of the partners.
- Identifying the topic to work on.
- Planning how to gather information.
- Gathering information (involving possible cooperation with the partners in the project).
- Summarizing information and creating a product.
- Presenting the product created.
- Analysing the product developed by the partner class and offering feedback.
- Possible review of the product based on the suggestions and questions received from the partners.
- Reflecting on the whole experience: what has been acquired (knowledge, abilities, attitudes); process development, conclusions on the creating and implementing a development project.
- Exchange of opinions and information with the partners.

The two options for developing a project are different in terms of complexity. Choosing option A or B depends on the choice made together by students and teachers. It is necessary to base this option on several aspects, such as: analyzing the complexity of the topic chosen, the realistic evaluation of the existing resources

or of the resources that can be accessed and the possibility to finalize the project.

The project topic can refer to the following:

- global issues;
- young people in an interdependent world;
- sustainable development;
- human rights and sustainable development;
- global citizenship;
- social justice;
- millennium Development Goals;
- the environment;
- environmental protection/ universal cultural heritage protection and the possibility to influence the decision related to protecting the environment/ the universal cultural heritage.

The outputs of the project can be:

- a website;
- a video material, a video game or an online game;
- a letter to the authorities;
- an exhibit;
- a publication;
- a theatre show/forum theatre etc.

The project described below, which was planned to be implemented in a school in Tanzania can be presented as an example of good practice (Weruweru Secondary School – Moshi).

Project: The effect of drug abuse on students' health and academic performance at Moshi

Project promoter: Weruweru secondary school teachers who attended MDG seminars

Location: Weruweru secondary school

Project focus: The project focuses on the rights to live and to education

Project main objective: to raise students awareness on the role drug abuse plays on their health and academic performance

Specific objectives

1. To stop students involvement in drug abused and drug trafficking
2. To build negative perception on drugs and drug abuse in the students
3. To make comparison between drug users and non-drug users on health and academic performance

4. To relate drug abuse and HIV/AIDS transmission among students with its effects on their academic performance

Activities

1. Lecturing students on concept of drugs and drug abuse
2. Organizing Peer discussion and debate on drug abuse
3. Students in groups go to Moshi Municipality Council to get data on drug traffic and drug abuse
4. Students make posters on effects on drug abuse
5. Students dramatize drug abuse
6. Providing guidance and counselling to students
7. A case study prepared by any student or students who have experienced this problem

Target group: A level secondary school students from three schools – Weruweru secondary school/ girls/ Moshi technical school/ boys and girls/ and Moshi secondary /boys/.

Time limit: 2 months

Resources needed: Stationeries, travelling means, Role play models

Assessment:

- Change of students' health
- Academic performance both internal and external examination
- Behavioural change among students

Comments: The Project is well designed and it is devoted to a very serious problem. It is not only connected with the right to life but as well with the right to education. The idea to base Project on local developments is a strong one as the idea to organize peer discussions and to present in a more motivating and interesting way the project results.

Next, we offer an example of project that can be developed by students and teachers from different countries (from Europe and from Africa) involved in activities focusing on Millennium Development Goals.

Project: Diversity and active citizenship

Participants: for instance, four schools from European and African countries

Project promoter: it can be one of the schools taking part in the project, who takes the responsibility to coordinate the project

Location: each school involved in the project

Aim: studying significant problems for the students' life (*The community which I live in, My school, Food and leisure habits, Hobbies*)

Project's main objective: Becoming aware of diversity and the different

forms active citizenship takes

Target group: high-school students (aged between 14 and 18 years old) from the schools involved in the project

Time limit: two school years

Specific objectives:

- creating a website that will serve as a communication platform among the schools involved in the project;

- using the electronic platform of communication in order for young participants to get to know each other, to find out more about different regions, countries and cultures;

- using new information technologies by the students and teachers involved in the project;

- practising global citizenship.

Activities

- creation of the project's website;

- gathering information on the project's topics/problems and analysing them;

- meetings with local authorities, depending on the project's topics;

- creation of posters and displaying them in schools for different celebrations such as: *Children Rights Day* (20th November), *Human Rights Day* (10th December), *International Day of Tolerance* (16th November), *Europe's Day* (9th May), *Africa's Day* (25th May);

- regular meeting with representatives of the schools involved in the project (teachers and students) in order to: exchange experience on working in the project; clarifying the working stages of the project; knowing each other; working in an international team concerned with knowing and preserving their patrimony.

Final expected results:

- a Web page that is accessible online;

- CD containing the presentation of the information gathering phase;

- DVD presenting the essential aspects of project meetings.

Distribution of the tasks among partner schools

- the project is unitary, each team coordinates the part specific to its country, in accordance with their own realities;

- each team will create their website, which can be accessed from the main website.

Project's calendar may include:

- the activities planned to take place in every school, agreed upon by all the partners;

- exchanges, meetings among partner schools (with an agreed rotation system of the meeting places) in order to evaluate the activities developed in each school.

Impact:

- levels of impact: local, regional and international;
- the project answers the need of training the students in order for them to be able to act as active and responsible citizens.

Evaluation:

- comparison – referring to the project's topics – of the specific situations and lifestyles from each country;
- Influencing students' behaviour, in order to improve certain aspects of their personal lives.

The project does not constitute a goal in itself. However, it constitutes a way to make the activity developed with students more relevant and more attractive, having the following effects:

- involving students in the study of certain problems from real life;
- bringing the didactic and extra-didactic activities closer to the real life, for which the project is a tool for developing activities in all fields.

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GLOBAL EDUCATION LESSONS DEVELOPED BY TANZANIAN AND KENYAN EDUCATORS

Fredrick John Masoi

*Fredrick John Masoi, Neocolonialism and
the Problem of Underdevelopment
Tanzani, History, XII Grade*

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Objectives

- To make students to understand the meaning of neocolonialism and the characteristics of neocolonialism in Tanzania.
- To describe neocolonialist developments in economy of Kilimanjaro region.

Information

Generally speaking neocolonialism is a situation where a country achieves political independence but economically, militarily and culturally is still dependent on the former colonial powers. Economically the dependence is characterized by leading role of the multinational corporations, by underdeveloped industrial sector, by debt crisis.

Manifestations of neocolonialism in Tanzania. Typical for the neocolonialist economic development in Tanzania is the absence of heavy industries to manufacture basic goods to sustain the population. This makes the country dependent on the importation of goods such as motorbikes, cars, clothes, medicines and

house ware products from developed countries such as U.S.A, China, Britain, German and France.

Every year about one third of the budget of Tanzania is formed on loans and aid assistance from World Bank, IMF and developed countries such as U.S.A so this leads to the problem of debt crisis of Tanzania. For example, the debt of Tanzania nowadays is estimated up to 13.5 US billion dollars.

Economic development is very much dependent on the price fluctuation of agricultural products because of the control of the prices of natural products by developed countries. This year the price of 1 kg. of coffee is 1.6 US dollar in Kilimanjaro region.

Tanzania faces a constant currency devaluation of Tanzanian shilling. Currently the exchange rate between Tanzanian shilling and US dollar is 1US dollar per 1600 T.shillings.

These economic developments often lead to political instabilities such as demonstrations, and riots as in the case of Arusha region from 2011 up to 2013.

Multinational corporations control key economic sectors in Tanzania. In our region we have Barrick goldmine in Shinyanga, supply of power controlled by Symbion Company from U.S.A, soft drinks by Coca Cola Company and breweries as well are owned by foreign companies.

Causes of Neo-colonialism in Tanzania

British colonial government granted independency to Tanganyika 1961 and opted for neocolonialism as an alternative way of exploiting Tanganyika resources (Tanzania is the country formed after the union of Tanganyika and Zanzibar in 1964).

There are different ways which prepared the foundations of a neocolonialist development of Tanzania.

Very typical one is the introduction of monocultural economies or single cash crop economy such as coffee in Kilimanjaro region, cotton in Nyanza (Mwanza) region, and sisal in Tanga region.

Connected with this is the development of processing industries to reduce bulkiness of products of export. British developed sisal decorticating industries in Tanga, coffee curing in Kilimanjaro and cotton ginneries.

Next step was the construction of colonial transport infrastructures such as roads and railways located to productive and labor reserve areas. Kilimanjaro and Tanga region had good transport infrastructures because of coffee and sisal, also central railway that crosses Dodoma, Singida and Tabora regions was crucial for labor recruitment.

The impact of neocolonialism to Tanzania

Lack of industries makes Tanzania dependent on the import of goods such as

clothes, cars and machines from abroad while exploiting valuable goods like mineral such as gold from Shinyanga and Mara region, tanzanite from Kilimanjaro region. This development contributes to the continuation of poverty in Tanzania

Overreliance of economic aid and loans from World Bank, IMF and developed countries led to the problem of debt crisis of Tanzania. The raise of Tanzania debt up to 13.5 US billion dollars in 2013 affects the economic prosperity of Tanzanians.

The importation of technological know-how with brand and patent right, for example Coca Cola, and Pepsi Cola, puts limits to the economic growth of the country.

Ways of eradicating neocolonialism

One of the opportunities is the development of self-reliance economic projects such as MKUKUTA, WAMA and MKURUBITA. By these projects the government has provided employment through soft loans to the citizens.

Next development is the improvement of the quality of education which will improve technology and employment opportunities to Tanzanians.

Tanzania has made an effort to establish a strong linkage between industrial and agricultural sector through Kilimo kwanza which improved agricultural production of coffee, cotton, maize and beans and thus reduced the problem of importation of from outside.

Next step on the road for achieving a functioning economy and administration is the fight against corruption and political instabilities which led to the formation of prevention and combating corruption bureau (PCCB).

The improvement of transport infrastructures is crucial for the economic development and there is a progress in the last decades. For example, the journey from Rombo to Moshi town in Kilimanjaro region that was 5 to 6 hours before 1980s is now 1 hour and a half in 2013 because of the tarmac road

OPPORTUNITIES AND CHALLENGES OF ECONOMIC GLOBALIZATION IN TANZANIA CASE STUDY OF MOSHI, KILIMANJARO REGION

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THE LESSON PLAN

Objectives:

- To understand various definitions of economic globalization
- To identify the opportunities of economic globalization in Tanzania and the challenges behind it
- To understand the solution towards the challenges of economic globalization in Tanzania

Presentation

The term globalization as it was used firstly some fifty years ago in the concept of the “global village”. Globalization is seen as a product of combined influence of trade liberalization, market integration, international finance and investment, technology change, increasing distribution of production across national boundaries and the emergence of new structures of global government.

Globalization refers to the worldwide or global integration of the economies of nations by allowing the unrestricted flow of goods, services, investment and

currency between countries. Globalization become wide spread because it integrates people across their international borders, making the world open as the village and therefore making free movement of goods, capitals and information.

Therefore globalization intended in:

- Narrowing of physical distances between people (shrinkage of space and time);
- Development of science, technology and communication;
- Growing interdependencies of countries;
- Spread of human rights ideas;
- Progress in international law;
- Political project steering the world economy in a particular direction
- There are features of economic globalization as:
- Growth, only through growth can countries grow but the engine of this growth has increasingly become the private enterprise.

Some of the major growth problems posed by globalization are:

- Its environmental limits
- Persisting inequalities
- Overproduction
- Debt
- Free trade the process opposite to the one where governments have long protected their national economies from foreign competition by erecting trade barriers.
- Privatization, economic development in the industrializing world of the nineteenth century depended to a high extent on government control of key enterprises such as transportation. In the 1920-s and 1930-s, a response to a global depression, political movements turned to state control of the economy as a way to employ people and restore productive capacity. Today the privatization is seen as a motor of growth and therefore of a globalization.
- Market fundamentalism – under this element it is urged that the market can solve all problems.
- Technological advances – globalization has been accelerated by major advances in both computer technology and in communications. Computers have made the standardization of national economies easier. The fax, the cellular phone, and especially the internet have increased the speed with

which companies and individuals can communicate with one another.

Opportunities for development under Globalization processes in Kilimanjaro Region

Emergence and development of health services in rural areas

Before 1990 Tanzania had no policy of health in rural areas, but after that spread health services policies introduced in 1990 and 2003 whereby as the impulse globalization spread in Tanzania. The main objective of health care in Tanzania is to improve the health and well-being of all Tanzanians with a focus on those in risk and to encourage the health system to be more responsible to the needs of people. Due to that policy, nowadays there is a lot of medical centers under private sector which provide easily health care services to the rural people.

Development of agricultural activities, through globalization, influencing the development and improvement of agricultural substitute whereby used to increase productions. Globalization through the aspect of free trade demands higher production of crops which made the government of Tanzania to insist farmers especially in Kilimanjaro to increase production under the policy of KILIMO KWANZA, a policy of President Takaya Kikwite.

The development of information and communication technologies helped Kilimanjaro people to communicate with other people in other parts of the country and the world at large. Telephone operators like Tego, Volucom, Aritel etc., have covered most rural areas all over the country.

Internet is used to see how often people are producing crops and which technology is being used and people used mobile phones to see where they could sell better their products. People as well do communicate with other through watching TV and radios and by using digital systems.

Fighting against rural poverty through rural financing is evidence of the penetration of globalization in Tanzania, particularly in Kilimanjaro region. Rural people are being encouraged to form a small group of people, of not more than 400 members, and they contribute so as to upgrade well-being of the group.

The names of the group based on financial support is called SACCOS whereby the Tanzanian government through MKUKUTA policy of reducing poverty allowed to give loans called MABILIONI YA KIKWETE. After the loan is given to a group SACCOS the members are advised to request loans from that SACCOS. This is the way to reducing the level of poverty in rural setting of Tanzania.

The development of transport and communication system is typical for the period of globalization. The transportation system is better than in the 1980's when most of the roads were local and have been used only through the dry season. Now the roads do connect all the main cities and villages in Kilimanjaro region.

Challenges of Globalization in Kilimanjaro region

Becoming more international the world becomes more interdependent and this process doesn't exclude Kilimanjaro region. The introduction in the years 1986-2002 of the Structural Adjustment Programs has contributed much on the failure of the real objective, the globalization in Tanzania. This is so, because the programs led to:

- Devaluation of the currency by 400 %
- Deregulation of trade and finance
- Privatization of public institutions
- Commitment to pay external debts

As a result of these programs a number of effects were experienced such as follows:

- Health became expensive for the majority of population as in KCMC hospitals
- 34 % of Tanzanians could not send their children to secondary schools
- There is not anymore protection for local business from overseas import
- The gap between rich and poor widens
- 51 % of Tanzanians particularly in Kilimanjaro are categorized as living in poverty
- We are facing an increasing unemployment due to the privatization of 333 public institutions out of 395 and retirement of government employees. In Kilimanjaro there are industries like Machine tools, Copper etc.
- Farmers are continuing to receive low incomes due to lack of subsidies or the issue has been politicized. Nevertheless farmers are still the main contributors to the GDP by 48,2 %.

Other challenges that are behind the globalization in Tanzania particularly Kilimanjaro region include:

- **Increase of corruption in rural areas.** Globalization goes hand in hand with free trade whereby people are allowed to trade in any area. Leaders who are the controllers of rural development programs are involved in corruption processes thus putting their individual interests over the interests of the whole society.
- **There is a high degree of poverty in rural areas.** Globalization goes hand in hand with the development of computerization, whereby a lot of work which had been performed by a large number of people in certain office, nowadays is performed by machines or computers. This results to unemployment especially among the young people in rural areas and to

increase of level of poverty.

- **Poor marketing of crops.** Even though we are in the era dominated by globalization through advancement of science and technology, the level of technology applying on production of crops are very low compared to developed countries. This leads to low quality and poor production of crops in Tanzania rural settings which impacts the market and raises poverty.

Why students should study economic globalization in their area?

Most Tanzanians do worry that foreign investors are provided with more favorable conditions than the local investors. Also as the privatization is being increased in public services such as water supply, mining etc.

Therefore more study should be done in order to come up with something positive towards their national economy.

Also there has been an increase of feeling as well that Tanzanians are not benefiting from the ongoing liberalization and privatization of the public sector. Undertaking a research on the economic globalization will help to formulate good policies in a country that will favor both sides. Furthermore, the increasing unemployment and poverty, particularly for the youth who are the bulk of population, is particularly worrying. This will help the emphasis to be taken to the existing policies as well as formulating the new ones in order to serve people in poverty by promoting economic growth.

Tanzania suffers very severe debt crisis, so if we need to improve health of our fellow Tanzanians and the quality of education, there is need for further cancellation of the debt which will release resources for these developments..

Students should be aware of the campaign against economic globalization which forces poor countries like Tanzania to liberate their economic against a world where rich countries continue to subsidize their producers.

Last but not least, students should be able to identify multinationals in their country which are responsible for unfair investment in Tanzania including repatriation of profits, human rights, environment and labor standards.

INFLATION

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Objectives: At the end of the lesson then students should be able to;

- Define inflation;
- Mention and explain the causes of Inflation;
- Mention and explain the types of Inflation;
- Explain the ways of Controlling Inflation;
- Explain the Effects of Inflation i.e. the positive and the negative effects to the Economy.

Meaning of Inflation

- Is the general rise of prices
- Is the persistent increase in the general price level
- Is the trend of rapid rise of prices
- Is the situation whereby there is too much money in the circulation chasing few commodities and services in the market.
- Is the condition whereby the volume / value of money / purchasing power is constantly running ahead of output of goods and services.

Inflation rate = $\frac{\text{Price in current year} - \text{Price in previous year}}{\text{Price in previous years}} \times 100$

$$\text{Inflation Rate} = \frac{(P_t - P_0)}{P_0} \times 100$$

Where P_t = Price in current year; P_0 = Price in previous years.

Inflation Rate – Is the rate of which price increases /rises
eg. Price for commodity x is Tshs. 25,000 and the base years price was Tshs. 24,500/=

Calculate the rate of inflation

$$\text{Inflation rate} = \frac{(Pt - Po) \times 100}{Po} = \frac{(25,000 - 24,500) \times 100}{24,500}$$

Tanzania Inflation Rate

The inflation rate in Tanzania was recorded at 7.60 percent in June of 2013. Inflation Rate in Tanzania is reported by the The National Bureau of Statistics (NBS). Tanzania Inflation Rate averaged 7.73 Percent from 1999 until 2013, reaching an all time high of 19.80 Percent in December of 2011 and a record low of 3.40 Percent in February of 2003. In Tanzania, the National Consumer Price Index (NCPI) measures the change over time in the cost of a fixed basket of goods and services that are purchased by a representative sample of households. The index weights are based on expenditures of both urban and rural households in the 21 geographic regions. The most important categories in the NCPI are Food and Non Alcoholic Beverages (47.8 percent of total weight); Transport (9.5 percent); Housing, Water, Electricity, Gas and Other Fuel (9.2 percent). Clothing and Footwear account for 6.7 percent of total index and Furnishing, Housing Equipment and Routine Maintenance of the House for 6.7 percent. Restaurants and Hotels represent 6.4 percent of total weight and Miscellaneous Goods and Services (personal care, insurance and financial services) for 4.5 percent. Alcoholic Beverages and Tobacco represent 3.3 percent of total weight, Communication 2.1 percent, Education 1.7 percent, Recreation and Culture 1.3 percent and Health 0.9 percent.

In June of 2013, Tanzanian year-on-year inflation rate eased for the sixth month in a row to 7.6 percent, the lowest rate since February of 2011. All food and non-food prices decelerated in June, except for education which remained unchanged from May's figure.

The heavily-weighted food and non-alcoholic beverages index eased to 7.6 percent year-on-year, from 8 percent in the previous month. Annual inflation rate for food consumed at home and away from home has declined to 7.4 percent in June, from 7.7 percent in May.

In addition, the 12 month index change for non food products has decreased to 7.9 percent in June from 9.2 percent recorded in the previous month.

Prices for housing, water, electricity, gas and other fuel slowed to 15.4 percent from 19 in May; transport cost eased to 7.1 percent from 7.4 percent in the previous month and prices for clothing and footwear decelerated 5.2 percent, from 5.3 percent in May.

Annual inflation rate which excludes food and energy for the month of June

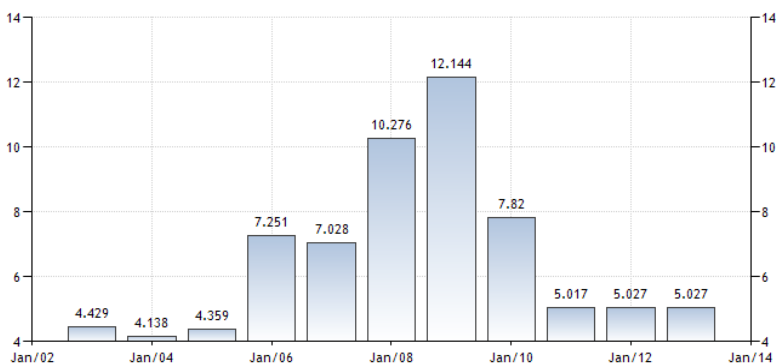
has decreased to 6.6 percent from 7.1 percent recorded in May.

Annual inflation rate for energy has declined to 14.8 percent in June, from 20.1 percent in May.

The monthly headline inflation rate for June slowed to 0.5 percent, from 0.6 percent in May, as both food and non food prices declined.

Tanzania inflation average

The Average Inflation in Tanzania was reported at 12.14 percent change in 2009, according to the International Monetary Fund (IMF). In 2015, Tanzania's Average Inflation is expected to be 5.03 percent change. Data for inflation are averages for the year; not end-of-period data. In 2009, Tanzania's economy share of world total GDP, adjusted by Purchasing Power Parity, was 0.08 percent. In 2015, Tanzania's share of world total GDP is forecasted to be 0.10 percent.



Causes of Inflation

The students will in pairs for homework explore one of the causes and will report their findings to the class.

Inflation may be caused by the following

Excessive demand for goods and services (lack of supply) When the demand for goods increases while supply remains constant. It underscores a rise in price and if the rise is persistent it will result to inflation.

Shortage of goods and services (lack of supply) When the supply of goods and services decreases while demand is constant it result to demand pull inflation.

Increase in the cost of production When the cost of production increase, producers are forced to rise price in order to be able to cover the increased cost of production hence a cost push inflation.

Increase in the government spending If the governments deficit: Is fi-

nanced by printing money it causes excessive money supply and lead to monetary inflation.

Increase indirect tax If the government increases tax such as value added tax have a direct impact on the price of goods when the government increases direct tax the price of goods also increases by the amount of tax this may also lead to inflation.

Illegal activities Illegal activities such as smuggling causes artificial shortage of goods and services therefore rise in price of goods consequently inflation occurs

Calamities / Natural hazards, War During war, production decreases because there was no peace and security so as production to take place smoothly and normally during the war, government spend money in military investment / issues rather than production activities.

Rapid increase in credit expansion Loan provided by the bank and any other financial institution either government or non- government lead to an increase in money in the circulation and as a result in price level.

Agricultural sector lay behind decrease in production in agricultural sector lead to shortage in agricultural products and as a result rise or increase in price.

Increase in investment Increase in investment for the development of the country do not increase National income in the short period. The money spent by the government and investors in those projects e.g. paying salaries and wages for the workers come in to circulation.

Imported Inflation This occurs / happens due to importing goods and services from other countries at an inflation price i.e. The goods and services are imported from a country where there is an inflation

Effects of inflation

The class will be divided into two groups. The first one will explore the positive effects of inflation in Tanzania and the second one – the negative effects.

Positive effects / Benefits.

If inflation is moderate, it can stimulate production because producers are encouraged to produce more because of the higher price of the goods. Moderate inflation stimulates employment of resources because when Inflation is moderate producers increase production. In this case they employ more resources. Due to increase in employment income also increase. Example of such incomes which increase when production is increased. salaries, wages, rent, interest, profit etc.

Negative effects / Costs

It discourages savings because people use a lot of money to buy goods and services that are sold at higher prices little amount remains as saving, due to de-

crease in saving investments also decreases because savings influences investment.

It can lead to balance of payment problems, during inflation imports may be cheaper while exports decline because during inflation exports became more expensive. Also cost of producing export commodities increases while price of export which are sometimes fixed in the World Market remains constant. Peasants loose because prices of agricultural commodities tend to lag behind inflation their savings, welfare productivity falls.

Inflation results into rural-urban migration since it becomes to profitable to grow cash crops in rural areas. People shifts into town to start business, this discourage agriculture in rural areas and leads to increase in unemployment in the urban.

During inflation cost of production increase and therefore production is discouraged.

People with low income and those with fixed incomes example pensioners suffer during inflation because they can't afford to buy goods and services at inflationary prices.

If it is hyper inflation people will loose confidence in their currency, when this happens money will not be acceptable as a medium of exchange.

THE ROLE PLAYED BY PARTNERSHIP BUSINESS IN ATTAINING MILLENNIUM DEVELOPMENT GOALS

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LESSON ONE

Objectives: At the end of the lesson each student should be able to:

- Define partnership and describe the characteristics of partnership
- Explain advantages and disadvantages of partnership business
- Open partners capital account
- Prepare a balance sheet statement of partnership

Introduction: The teacher explains why partnership is important for the economic development of Tanzania and therefore important for the realization of MDG. Usually majority of population in Tanzania and even the people who would like to start business do not have enough resources and partnership provides the legal opportunity to unite capitals. Partnership could be a successful form in all kind of undertakings but is especially important for the small business. With the social and economic development of the country there is a real opportunity for more and more women to enter partnerships, situation which has not been possible until recently in the country where women have been discriminated.

Partnership – Definitions

A **partnership** is an association of two to twenty persons who operate a business for profits. The people who own a partnership are called partners.

Partnership Deed is the guideline or rules and regulations in operating the business under partnership organization which state the rights, duties and obligations of each partner and their limitations.

Nature of partnership

- It is formed to make profit
- Normally there can be a minimum of two partner and a maximum of twenty partners
- It must obey the law as given in partnership act 1890
- Each partner (except) for limited partner must pay their share of the debts that the partnership could not pay.

Contents of Partnership Agreement

Agreements in writing are not necessary; however it is better if proper written agreement is drawn up by a lawyer or an accountant.

The usual accounting content are; the capital to be contributed by each partner; the ratio from which profit or loss are to be shared; the rate of interest to be paid on capital; the rate of interest to be charged on drawings; salaries to be paid to partners; arrangement for admission of new partner; procedure to be carried out when a partner retires or dies.

Capital contribution – it is not necessary for partners to contribute equal capital, what is important is how much each partner should contribute.

Profit or Loss Sharing Ratio – Sharing may be according to the agreement among partners, it may be according to the capital contributed by partners or not. If the agreement does not state then the sharing will be equally. It can be in a form of percentage, ratio or fraction.

Interest on Capital -Since each partner is contributing a certain amount of capital, this is an investment and therefore an interest should be granted to them. It is the expense to partnership

Interest on Drawings – To discourage partners to draw money or goods the partners have to pay the interest basing on the value of withdraw and the time. It is the income to the partnership.

Salaries to partners – One partner may have more responsibility than the other, as the reward of this he may be given a salary. It is also regarded as the expense to the partnership.

What are the advantages of Partnership?

- Is very easy to raise capital because of different contribution of partner's capital
- Sharing of different talents from partners that help in acquiring skills and experience in performing of business activities
- Its very easy to form because of less formalities from partnership registrar

Disadvantages of Partnership

- Decision making its very complex because of different perceptions of partners in performing business activities
- Any losses made by any partner should be shared by all members
- Profit is shared by all members hence less is earned by each partner at the end of accounting period

Final Accounts of Partnership

Type(s) of Final Accounts	Partnership
Trading Account	*** Same as Sole-Trader ***
Profit & Loss Account	*** Same as Sole-Trader *** – Additional items: – Profit & Loss Appropriation Account;
Balance Sheet	*** Same as Sole-Trader *** – Additional items: – Capital Account for each Partner; – Current Account

Profit and Loss Account (Including Profit and Loss Appropriation Account)

Net Profit obtained from the Profit & Loss Account is transferred to “Profit & Loss Appropriation Account”. The main purpose of Appropriation Account is to appropriate the net profit among all partners based on the Partnership Agreement

Dr		Profit & Loss Appropriation Account		Cr	
		S\$		S\$	
Interest on Capital:			Net Profit b/d	XX	
Partner A	XX		Interest on drawings:		
Partner B	XX		Partner A	XX	
			Partner B	XX	
Salary: Partner A	XX				
Salary: Partner B	XX				
Share of Profits:			Share of losses:		
Partner A	XX		Partner A		
Partner B	XX		Partner B		
		XXX			XXX

Examples

1. Tango and Charle have been in partnership for one year sharing profit and losses in the ratio of tango 3/5 and charle 2/5. they are entitled to 5% per annum interest on capital, Tango having tshs 2000 capital and Charles tshs 6000. charle is to have a salary of tshs 500. they are charged interest on drawings, tango tshs 50 and charle tshs 100. the net profit before any distributions to the partners, amounted to tshs 5000 for the year ended 31st December 1997.

Prepare profit and loss appropriation account for the year ended 31st December 1997.

Exercise

1. Ndajiri, Everest and Wilson are partners. They share profit and loss in the ratio of 2/5, 2/5 and 1/5, respectively. for the year ended 31st December 1996, their capital account remained fixed at the following amount.

Ndajiri 6000; Everest 4000; Wilson 2000

They agreed to give each other 10% interest per annum on their capital accounts. In addition to the above partnership salaries of tshs 3000 for Everest and shs 1000 for Wilson are to be charged. The net profit, before taking any of the above into account was tshs 25200. you are required to draw up the appropriation account of the partnership for the year ended 31st December 1996.

LESSON TWO

Objectives: Each student should be able to:

- Open partners capital account
- Prepare a balance sheet of partnership
- Explain the accounting contents where no partnership agreement exist

Fluctuating Capital

In this arrangement the distribution of profit, interest on capital and salaries would be credited to the capital account and drawing and interest on drawings would be debited. Therefore the balance on capital account will change each year

Partners Capital Account

Dr
Cr

Details	A	B	Details	A	B
Drawing	Xxx	Xxx	Balance b/d	Xxx	Xxx
Interest on draw- ings	Xxx	Xxx	Cash/bank	Xxx	Xxx
Balance c/d	Xxx	Xxx	Interest on capital	Xxx	Xxx
			Salaries	Xxx	Xxx
			Share of profit	Xxx	Xxx
			Balance b/d	Xxx	Xxx

BALANCE SHEET AS AT.....

	Capital account A – XXX B – XXX XXX
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Example

Raymond and Shemweta own a grocery shop. Their first financial year ended 31st December 1999. the following balances was taken from the books on that date:

Capital: Raymond 60,000, Shemweta 48,000

Partnership salaries: Raymond 9,000, Shemweta 6,000

Drawings: Raymond 12,860, Shemweta 13,400

The firm net profit for the year was 32840. interest on capital to be allowed at 10% per year. Profits and losses are to be shared equally.

Required: From the information prepare the firm's appropriation account and the partner's capital account and balance sheet.

Where no Partnership Agreement Exists

Where no partnership agreement exists section 24 of the partnership act 1890 governs the situation. The accounting contents will be

- Profit and losses are to be shared equally
- No interest allowed on capital
- No interest to be charged on drawings
- Salaries are not allowed.

Exercise / home works

Kipanya and Zero are in partnership. They share profit and losses on the ratio of 3:2. the following trial balance was extracted from at

DR	CR	
Office equipment (at cost)	13,000	
Motor vehicle (at cost)	18,400	
Provision for depreciation		
At 31/3/97: motor vehicle	7,360	
Office equipment	3,900	
Stock 31/3/1997	49,940	
Debtors and creditors	41,920	32,550
Cash at bank	1,230	
Cash in hand	280	
Purchases and sales	143,260	180,740
Salaries	16,834	
Office expenses	2,740	
Discount allowed	1,126	
Current account at 31/3/97		
Kipanya	2,758	
Zero	2,422	
Capital		
Kipanya	54,000	
Zero	24,000	
Drawings		
Kipanya	11,000	
Zero	8,000	
307,730	307,730	

The following notes applicable at 31/3/98

- Stock 31/3/1998 shs 54680
- Office expenses owing shs 220
- Provide for depreciation for depreciation motor vehicle 20% of cost and equipment 10% of cost
- Charge interest on capital at 10%
- Charge interest on drawings; Kipanya 360 and zero 420

Required

- Trading and profit and loss account
- Appropriation account
- Partners current account
- A balance sheet

QN3. Draw up a profit and loss appropriation account for the year ended 31st December 1997, capital account, current account and balance sheet extract as that date from the following:

- Net profits tshs 30,350
- Interest to be charged on capital: Abou 2000, Nay 1500, Luambo 900
- Interest to be charged on drawings: Abou 240, Nay 180, Luambo 130
- Salaries to be credited: nay 2000, luambo 3500
- Profits to be shared: abou 50%, nay 30%, luambo 20%
- Current account balance b/f: abou 1860, nay 946, luambo 717
- Capital account balance b/f: abou 40,000, nay 30,000, luambo 18,000
- Drawings: abou 9200, nay 7100, luambo 6900

MATHEMATICAL KNOWLEDGE IN RELATION TO MILLENNIUM DEVELOPMENT GOALS

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Objectives

- To raise awareness of students about the existing relationship between Mathematics knowledge and Millennium Development Goals;
- To enable students to value and study more seriously the subject of mathematics, so as to perform better.

Introduction and information

Development of anything can't be achieved without Mathematics knowledge. Likewise the eight Millennium Development Goals will not be achieved without Mathematics. It is through mathematics where researches, analysis and interpretation of information can be made. Mathematics is applied everywhere and all the time in our daily life.

At home, when one is preparing food there is question of measuring or estimating some amount of materials/staffs that will be used to prepare a certain type of food at a certain quantity. The useful topics here include measurements, fractions, ratios and proportions, approximations.

In healthcare, preparation of a certain drug use some mathematics knowledge to get appropriate quantities, shapes and size. Useful topics here include areas and volumes. In preparation of some instruments used in healthcare like needle, syringe, beds there are a lot of mathematics used that includes trigonometry, dimensions, radius, area, volumes. In diagnosis of a patient logic is used to predict types

of test/checkup to be done for recognition of the patient's illness. To identify a certain healthy problem in any society, statistics and other topics like probability are used in making a research.

In business mathematics is used to do cost- benefit analysis before engaging into business or partnership. The art of selling and buying involves mathematics such as counting, numbers, basic operation i.e. addition, subtraction, multiplication and division and probability.

In industries the manufacture of any commodity involves many concepts of mathematics so as to get different commodities in various shapes and size. That is to say there is no industry if there is no mathematics.

It is worthwhile that the developed countries have invested a lot in invention and application of mathematics in research and industrial development. The evidence for this is most of mathematical knowledge we are using today were invented from some developed countries that includes Greece, Egypt, Babylon, Germany. Another evidence is the books of Mathematics whose authors are from the developed countries, for example Anthony Orton from Great Britain who wrote a book 'Learning Mathematics, issues, theory and classroom practice' in 1992; Fremont H. from New York, who wrote the book 'How to teach Mathematics in Secondary Schools' in 1969; Pythagoras from Ancient Greece, whose theory is used even today in building industry.

Verification

To verify the way Mathematics is useful in the achievement of the eight Millennium development goals, we will try to see examples for some few millennium development goals as related to mathematics.

MDG Goal 1 and Mathematics

The first goal is to eradicate extreme hunger and poverty. Most of the poor people live in rural areas and are engaged in agricultural activities, i.e. crops cultivation and keeping of animals. These people require the knowledge of mathematics in their activities.

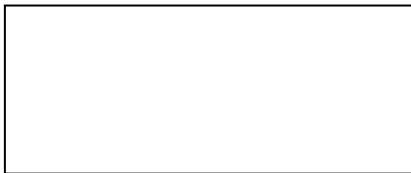
Example 1

A farmer has field which is approximate to a rectangle with length 0.5km and width 0.2km. Find the area that the farmers has for his/her farm activities

(i) In km^2

(ii) In m^2 .

Solution



0.2 km

0.5 km

$$\text{Area} = \text{length} \times \text{width} = (0.5 \text{ km}) \times (0.2 \text{ km}) = 0.1 \text{ km}^2$$

ii)



200 m

500 m

$$\text{Area} = \text{length} \times \text{width} = (500 \text{ m}) \times (200 \text{ m}) = 100,000 \text{ m}^2$$

In this example one must have a knowledge of finding area, conversion of metric units

Example 2

For a modern agriculture a certain crop would give a harvest of up to 100 tones per one hectare of field. How many hectares will be required for 1.2 million tones?

Solution

Number of tones (T) is directly proportional to area, hectors (A)

i.e. $T = KA$ where K is arbitrary constant;

$$100 = K(1); \text{ i.e. } K = 100; 1.2 \text{ million} = 1,200,000 \text{ tones } 1,200,000 = 100A$$

$$A = \frac{1,200,000}{100} = 12,000 \text{ hectares}$$

Therefore the required area is 12,000 hectares.

In this example one must have a knowledge of variations, making a letter the subject, multiplication and division. A student will learn also that for example if one has a land of 12,000 hectares and harvest for a particular type of crop is less than 1,200, 000 tones, then it is a loss.

Millennium Development Goal 2 and Mathematics

The second Millennium development Goal is to achieve universal primary education. Many pupils in developing countries are enrolled in primary school, but there is a challenge that many of them are failing especially in Basic Mathematics. This means that one can complete primary school education but can't read and understand properly some articles with mathematics in it.

Example 3

In Tanzania 63% of children were enrolled and completed standard seven in the year 2008. If one fifth of the population of 30million people were children, how many children were not enrolled?

Solution

Total population = 30,000,000 people

Children population = $\frac{1}{5} \times 30,000,000 = 6,000,000$

Enrolled children = $\frac{63}{100} \times 6,000,000 = 3,780,000$

Children not enrolled = $6,000,000 - 3,780,000 = 2,220,000$

In this example, when one reads that 63% were enrolled, it is not easy to realize that more than 2million children were not enrolled. The mathematics knowledge that is required here includes percentage, fractions, place value of digit, multiplication, subtraction.

Millennium Development Goal 3 and Mathematics

In Millennium development goal 2, we find that the aim is to achieve the universal primary education and it is found that most of the enrolled children either do not complete their primary education or complete but fail especially in Mathematics and more specifically girls. In the Millennium development goal 3 the aim is to promote gender equality and empower women. When the girls read that 41% of students who completed form six are girls and understand, they may get awareness that they should struggle more and more to compete with boys so as to achieve the goal of empowering women and promote gender equality.

Those are just some few examples to see the way mathematics is useful in development. This is to say that there is great relationship between development and mathematics and therefore to achieve the Millennium development goals, we should look of the way that we can enhance our students from primary schools and secondary schools to value mathematics and study more seriously so as to perform better and thereafter to have citizens who can analyze things more critically using mathematics.

Activities

1. Choose any topic of your interest in Mathematics hence explain giving examples its application in your local area and/ or elsewhere.

2. Think of any activity of your interest hence explain any mathematics knowledge involved.

GLOBAL WARMING IN RELATION TO POVERTY

Sweetbert Benedict Kamugisha
Geography, XI Grade

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Objective

To make students understand the cause and effects of global warming and climate changes in order to take concrete measures for their future survival.

Specific objectives

- To have clear understanding of the meaning of global warming and climate change;
- To state clearly the causes of global warming and climatic change in a local level as well as international;
- To describe perfectly the effects of threats of global warming and climate change in Tanzania in particular;
- To provide evidence of global warming and climate change in Tanzania and Kilimanjaro region;
- To suggest what to do in order to embark the situation starting from local level to international level.

Introduction

The world's climate is changing and will continue to change into the coming century at rates projected to be unprecedented in recent human history. The risks associated with climate changes are real but highly uncertain. Societal vulnerability

to the risks associated with climate change may exacerbate ongoing social and economic challenges, particularly for those parts of societies, dependent of resources that are sensitive to change in climate. Risks are apparent in agriculture, fisheries and many other components that constitute the livelihood of rural populations in developing countries like Tanzania and other African Subsaharan countries.

Students activities

- To work in groups and parts to discuss the relationships between global warming and poverty since a most of them are coming or living in the least earning society.
- To draw and make some models and tables showing regular climate changes in climate and global warming especially in our area.
- To brainstorm the decisions to be made by the government as well by the UN to make sure the world will become a safe place for us and for the incoming generations.
- To collect data from books, internet and other sources concerning global warming in Kilimanjaro region.

Methodology

Important method to be used in order to reach the good realization of this lesson is a participatory method since students should have enough time to learn on their own and working in small groups, because global warming and climate change facing them directly. So students must brainstorm the meaning or concept, discuss and make charts concerning the task.

Causes of Global Warming

There are several causes both natural and man's influence in global warming some of which lead to poverty. Some of these causes are as follows

1. Composition of the atmosphere. Gases in the atmosphere can be increased and altered following volcanos eruptions as well human activities, like use of aerosols. At present, increasing concern is being expressed at the building up of CO₂ gas in the atmosphere and the resultant greenhouse effect. This causes the depletion of ozone in the upper atmosphere hence global warming.

2. Variations in solar energy. Although it was initially believed that solar energy output dire not way overtime hence the term solar constant. Increasing evidence suggests that sunspot activity, which occurs in cycles, may significantly affect our increasing over years especially to periods of maximum sunspot activity.

3. Volcanic activity. Volcanos eruptions especially those based on dust increases the depletion of ozone and concentration of dust and other materials in the air. This had to taping of much incoming solar radiation hence global warning.

4. Use of charcoal and firewood as main energy source among many Tanzanians. It is estimated that 75% of Tanzanian families use fire wood and can not afford electric or gas and other alternative energy. This leads to reduction of green lands like Kilimanjaro mountain and deforestation is taking place everywhere, leaving the area bare hence low rainfall/precipitation as a result temperature increases with prolonged drought. Poor farming method like shifting cultivation, nomad and burning of fossils. It lead harmful smoke and gas like CO₂ in the air leading to much incoming solar radiation. This happens in the area where there is large number of population and cattle with little land for agriculture. For example, production of bananas which is the main food for people in Kilimanjaro has been reduced because of lack of rainfall.

5. Mismanagement of wastes. Most poor people have little knowledge of managing wastes and those who have such knowledge cannot afford the costs as a result they (wastes) become harmful to the environment and the air particularly.

The Threats of Climate Change i.e. Global warming in Tanzania

Over the past years the climate in regions throughout the country has changed significantly indicating that by the end of the century, average temperature are projected to increase between 1,9 o C and 3,6 o C, while sea level is projected to rise between 65 cm to one meter compared.

For example the Bahari beach hotel which is located at the beach areas in Dar Es Salaam has been forced to build the dyke to protect it from drowning to the Indian ocean after water start to reach it especially during high tide.

Rainfall is said to decrease in the dry season and it is expected to increase during the rainy season, leading to a growing risk of floods, water shortage and related conflicts. The case study is the problem of Usangu Valley in Mbeya region whereby farmers and nomads (Masai society) are fighting to get water and pasture, thing which was not there before.

Rising temperatures and changing rainfalls affect agricultural production and water resources availability hence threatening lives and livelihoods for the millions of poor people. The 75 % of Tanzanians living under poverty level depending on agricultural activity, so this is real a problem.

The medium and small rivers in the central, eastern and southern parts of Tanzania, for example, could become exhausted in the dry season while underground water have been diminishing accompanied with water-salt intrusion leading to water shortage. Since most of Tanzanians do not have access of clean, safe tape water they suffer to get water from very far hence increases poverty in the society close the children and youth spend a lot of time to fetch water instead of using the time to do other business.

The ice cap on Mount Kilimanjaro has been experiencing disappearing with

sensuous implications for the rivers that depend on ice melt for the flow. Several rivers are already drying out in the summer season due to depletion in melting water and recent projections suggest that if the recession continues at its present rate, the ice cap may have disappeared completely by the year 2025.

Global warming is also expected to increase the severity, duration and frequency of weather related extreme events such as drought and floods, threatening water availability and food security for millions of poor Tanzanians.

Global warming has been the main driver of biodiversity loss and has already affected biodiversity resources. In the future some species will not be able to keep up, example rhinos, leading to a sharp increase in extinction rates. This will result in more loss of revenues from tourism due to loss of key species.

What to do?

Every person must understand the risk of climate change and global warming for his or her survival. So it is the work of every student, teacher and other fellow Tanzanians to take measures to embark the situation in areas related to them. The change from using fuel wood to other alternative energy resources like electricity, wind power and natural gas which is recently discovered in Mtwara-southern region of Tanzania. Also to have good management of wastes especially those which go directly to destruct environment and led to global warming i.e. air pollution.

EDUCATION IN KENYA

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LESSON 1 EDUCATION IN MODERN KENYA

Objectives:

The students will understand the functioning of the educational system and the realization of Education for All strategy in a developing African country;

The students will explore the realization of MDG 2 in Kenya

Content of the lesson

Introduction

Kenya with a population of over 18,000 public primary schools, over 6,000 public secondary schools and over 10 public universities with branches all over the country. this excludes private schools. Kenya has a total of over 1.5 million students in both public and private educational institution. The system of education is called 844. That is 8 years in primary, 4 years in secondary and 4 years in university not to mention the 2 years in kindergarten. In Kenya the young children go for two years in early childhood centers and after then they move to a primary school of their choice. In primary school they stay for eight years and they could go to an upper educational stage so long as they have a transfer letters and performance report. After the final examination called KCPE they proceed to secondary school. The type of school will depend on their marks that range from 0 to 500. There are some National schools which admit pupils with over 420 marks. There the student does five subjects where they are expected to score 100%.

From secondary schools the students could proceed to university. There is a direct intake and parallel one. Those high school students who pass examinations well have direct intake to universities. Those who miss this go through parallel one which means that they have to pay for their studies which is very expensive.

Most of the realized educational policies in Kenya are very unpopular.

- The students are subjected to difficult exams to proceed to the next educational level;
- The students are subject to many school subjects and there is no option for selection at primary level;
- The students are not allowed to join secondary schools outside their provinces unless it is a national school;
- Anybody is free to start his or her own school;
- There is no one fee for all educational institution, different fees are charged by different institutions;
- The government does not care about infrastructure in the educational institutions;
- There often badly coordinated policies are realized: e.g. laptops are distributed to primary schools without training teachers how to use it;
- Very often the curriculum is changed without considering consequences.

There are as well some generally approved educational policies as:

- There is no age limit for joining learning institution;
- There some funding to all learning institution;
- All learning institutions use same learning syllabuses;
- Depending on your ability to pay fee, you are allowed to go on with you studies even at old age;

Despite these developments there are positive things to note in Kenyan education sector. The percentage of students enrolled in primary school level increases and is more than 80%. Some students identify careers early enough and work towards achieving their dreams. A lot of teachers further their education levels improving methods of delivery. Parents take parenting classes before raising children of their own. Government set aside some little money to run institutions and to pay its staff geared towards improving education. In one word, the realization of MDG 2 is a fact in Kenya.

Challenges facing the educational actors in Kenya

The class divides into four groups and each group has to present the challenges, typical for one of the educational actors (students, teachers, parents, government).

After the presentations a discussion in the class is started on the main challenges facing the realization of “Education for all” plan and MDG 2 in African countries.

Homework

The groups will develop plans of action in order to improve the educational system in Kenya having in mind the difficulties, problems and challenges they have described and explored. During the next lesson a national plan for development of the educational system in Kenya, based on the presentations of the four groups, will be developed

Annex 1

Challenges facing the development of the educational system in Kenya

The students

- Inadequate infrastructure in the institutions. There is a lack of basic educational facilities; school buildings, enough classrooms, laboratories, libraries and even enough dormitories and toilets;
- The students also lack essential things like books and other reference material necessary for learning, which leads to poor learning;
- Very often the students in the countryside are forced to walk long distances to school. This is brought about by schools being far away from each other in some areas. Some communities prefer schools attended by students from their clan, others just choose schools for their students, while others simply look at the performance of a school;
- Poor weather conditions (dry and rainy seasons changing). Students are faced with varied weather conditions which are sometimes hazardous. These conditions include scorching heat, cold weathers, floods, crossing rivers and forests infested with wild animals in order to attend classes;
- Emerging issues like HIV/AIDS and forced marriages. Orphans and students from poor families are forced to abandon learning to fend for the family. As well poor parents marry off their children to get instant wealth;
- Delayed schooling. Some boys and girls start schooling so late that they drop out of school even before they complete the required level of education. You can find a student of 18 years in primary school while she/he is

supposed to be at university;

- Poor nutrition. As science and research prove it brain development and learning go hand in hand. Poorly fed student are known to be doing poorly in class than those that are well fed. This affects their learning ability;
- Number of students in class/ school. A class with over 60 students or school with 1000 students will tend to move on with only the bright ones, slow learners will always lag behind thus emerging out as academic dwarfs;
- Sanitary towels. This is common among the Kenyan girls, a situation where the girls cannot afford this and the parents are not aware of the girl's need. Such girls stay away from school for the time she is in her periods. There are several cases where students drop out of school in such set up;
- Childhood diseases. Students are known to be suffering from numerous diseases that keep them away from learning – the most prevalence disease being malaria. Such students will lose their valuable time of studies;
- Poor syllabus coverage. Teachers who don't deliver well really affect students without them knowing. They will only realize when faced with examination;
- Examination oriented system of education. Learners are only tested in exams. Student who can't pass these exams are branded failures and are not considered anywhere.

The teachers

- Poor motivation. Teachers' motivation only lies in their salary, if they are poorly paid, they don't value their work thus doing very little to help students;
- Poor infrastructure. This also affects work delivery as students miss structures to learn in, teachers lack offices. In some cases teachers use very bad roads to school and when reaching work they are very tired;
- Negative reading ability. Teachers who don't form love for the books always have nothing to give to students as knowledge;
- Heavy work load. With so many students to teach, a lot of books to mark and a lot of subjects to teach makes a teacher inefficient in their work;
- ICT illiteracy. With the digital world people with limited computer knowledge are misplaced.

Lack of in-service training (refreshing courses) which could help teachers to acquire new teaching methods and knowledge.

The parents

- Parenting styles. Parents do not know what to give and teach their children at different ages in life. Children who are not well brought at home are very difficult to be taught at school. In some cases students from rich families are given money in order to attend classes, in absence of money she/he will refuse to go to school.
- Poverty. Most parents can't afford basic needs of their children. Paying school fee to such parents is almost impossible.

The government

- Poor monitoring. With huge school population monitoring becomes a problem. Some schools may take up to three years without being monitored. One can't be sure whether meaningful work is going on;
- Few man has management capacity. When coupled with the point above, it becomes clear that the government has not enough well prepared and educated people who could run educational institutions;
- Inadequate funds; this has crippled the government to an extend that it could not pay teachers its salaries on a regular basis, school facilities often are not being purchased and more school staff is not being employed;
- Political appointments. Ministers in the education ministry are usually political appointments without having the necessary competences and knowledge;
- Poor policies; There are a lot of unpopular policies in education. One of it is the system based on examination;
- Growing fast student population. With such population it is very difficult to be efficient.

LESSON 2

HOW FUNCTIONS A PRIMARY SCHOOL IN KENYA COUNTRYSIDE (THE EXAMPLE OF THE RERU PRIMARY SCHOOL SITUATED IN KIZUMU REGION OF KENYA)

Objective

The students will have a knowledge and understanding of the functioning of a mass school in Kenya.

Introduction

The teacher presents the basic conditions in Reru school.

- Distance from school. Being the only catholic primary school, some parents force their children to walk up to 3 kilometers to school;
- Population. The school which was started in 1947 has a population of 410 students. Managing such population is very difficult task;
- Pregnancy. A lot of our girls fall pregnant due to unemployed youth from a nearby local market. On average we lose 2 girls per year;
- Reference materials. At the school children miss essential learning materials like books, play things for the kindergarten children;
- Work force. With a population of 410 students, we have only 8 teachers, this had forced the headmaster to employ 3 more teachers who are paid by the students themselves. It's a problem since some students can't pay the amount required;
- Recreation. Other than football, netball and volleyball, the children lack other recreation facilities e.g. library, video and computers where children could do other recreation than playing.
- Since we have power we hire video once a month for the children to watch movies;
- Poverty forces children out of school to work as farm help, baby sitting and herding animals. Last year the school lost 10 students;
- Sanitation. Children go to toilets bare footed this leads to diseases in school. Some of such diseases take a lot of time to treat. For 400 students there are only 2 toilets serving boys and 2 serving girls this below expectations, the requirement is 1 hole for 30 pupils;
- Girls. Due to poverty I was forced to buy sanitary towel which I keep in the office, I give it to the girls – one for every month;
- Infrastructure. Due to poverty in the area I have to rely on well wishers, friends and fund raising to let the school move. With this I have installed electricity in the school and school renovation;

- Parents' support for the school activities. Some of the parents do bring and take their children to school this minimizing the hazards for their safety. When necessary they hold fundraising incase there is something to be done in school. Parents monitor through the committee members all that take place in the school. They do attend meetings to deliberate on major undertaking in the school.

Comparing our school with the Kenyan one

The students divide into several groups. In each group they have to make a comparison between the school they are attending and Reru school. Based on the comparison they are going to prepare plan for the school development for the Reru school.

All the plans are presented to the class and a joint plan of action is agreed.

Exploring students life in Kenya:

The class divides into two groups. Each group work on the case study concerning fate of the Reru students. The group have the task to analyze the case from the point of view of the rights of the child. They have to define which rights are violated and to explain why.

In the discussion that follows the presentations of the two groups the focus will be the general situation with the rights of the child in Kenya and to compare it with the realization of the rights of the child in Bulgaria. The information from the previous lesson concerning the students satiation in Tanzania should be used.

The story of Kibaki

The boy is called Kibaki named after our former president Mwai Kibaki. He lives with mother close to the school. They go in different directions early in the morning and only meet at around 7 p.m. in the evening. They boy is a second grade student in primary school and is 9 years old. It is very difficult to know where the boy get all his meals. It was established was that the boy visit different homes at different time to get all his meals. The mother having left in the morning does not care about him since she get her meals where she is. The two are very comfortable with this set up.

The story of Lillian

The second student is called Lillian, she live with his father. The girl is in the kindergarten. She is yet to start primary. The two live alone. They are together only in the morning. The girl spend most of her time in the neighborhood and only comes in the morning to change for school. Since the father is motor cycle rider he has no time for the daughter. He comes home around 9 p.m. when the girl has already gone to the neighbor. The door to their house is never locked and there is no prior arrangement with the neighbors, All this is done on sympathy grounds

EARLY CHILDHOOD EDUCATION IN TANZANIA

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Objectives

Students will know and understand the concept and the trends of early childhood education in Tanzania.

Information

Early childhood education is the type of education provided to children from the age of five years to six years before they start primary school.

This education however varies considerably from country to country due to cultural diversity. In Tanzania this education is provided to children from age five to six before they commence class one.

According to Tanzanian culture before children start pre-primary, parents and siblings are the main caregivers and educators to children. They develop children socially, morally and spiritually, so as to have accepted values and attitudes in the society (Leach, 1995).

The owners of pre-primary schools in Tanzania

The first category consist of schools owned by religious institutions specifically the Roman Catholic, Anglican, Lutheran, Assemblies of God and Muslims. These schools have all the facilities necessary to run the schools and their performance is good.

The second category consists of schools owned by the Government or Public institutions such as the Railways, Harbors, Police, Tanzania People Defensive Force, City councils, Social Welfare Division and Ministry of Education. Most of

these schools have sound financial backing and are catering for the children of some of the workers in those institutions.

The third category are those pre-primary schools which are owned by the political parties and their affiliated organizations such as the ruling part of CCM. These schools do provide employment to some party cadres as well as publishing the activities of the party in the areas.

The fourth category of the pre-schools are those which are owned by individuals. The individuals have established pre-primary schools due to various reasons but the dominant reason is economic. Most of these schools which are owned by individuals are driven by private motives. They are attempted to teach what the parents wanted rather than what is required by the professionals' demands. Some teachers in primary start teaching standard one and two syllabus to pre-primary students just to impress the parents that their schools are doing better preparatory work for primary education.

Factors that hinder pre-primary education in Tanzania:

- We don't have quality teachers as some of them undergone a training of three months and others are just recruited without even going to colleges (Ref: Situation of Early Childhood Education a Case Study of Temeke District in Dar-es-Salaam);
- Most of the Government schools do not have buildings and other facilities to support child learning;
- We have poor management of pre-primary schools;
- We have poor methods of evaluation;
- Contrary to the government schools, the schools which are owned by religious organizations are doing much better because they have enough facilities, well trained teachers and beautiful classrooms which facilitate learning.

WOMEN EMPOWERMENT IN RELATION TO MILLENNIUM DEVELOPMENT GOALS

Alpha Kilwzy

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Objective

To make students understand the importance of women empowerment in our society and to understand the challenges women are facing on this way

Student activities

Collection of data in books and internet and from municipality concerning the actual indicators of women empowerment (percentage of girls enrolled in primary and secondary schools, percentage of women working in local administration and in national government, percentage of employed women and cet.).

Students divided in three groups prepare reports on the challenges facing women empowerment in Tanzania (economic empowerment, women in government, women and education). The reports will be presented and the discussion on empowerment will be conducted by the teacher.

Information: Proofs of women empowerment in Tanzania

Economic empowerment

The economic status of women in Tanzania has been very low compared to men. Women are poorer than men. One of the programs aiming at empowering women economically is microfinancing. The President of United Republic of Tanzania Kikwete established an empowerment fund popular known as “Kikwete fund” hoping that it may reduce poverty. Microfinance service is very important for women in Tanzania because women are the heads of many Tanzanian families

and they a crucial role in its economic functioning. So empowering women through small loans help them to overcome poverty.

Empowering Women through Microfinance: Evidence from Tanzania

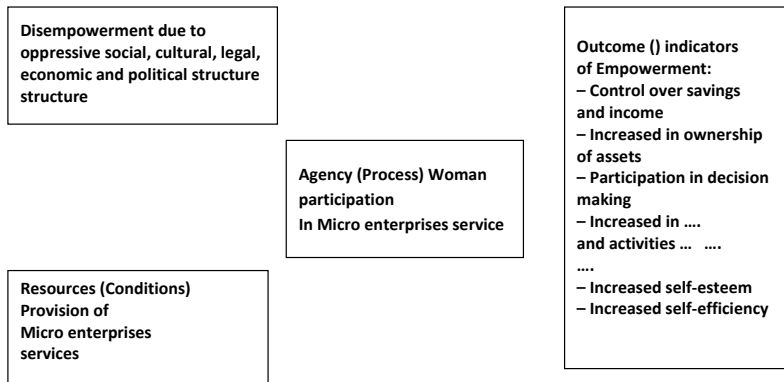


Figure: A frame work for understanding women empowerment in Tanzania. Authors constructing using the idea of Kabeer (2001 b.), Malhotra and Schuler (2005) and Chen (1997)

Women and Governance

The objective of empowerment measures (EM) is women economic, political and professional participation. Women who engaged themselves in professional activities in Tanzania have been increasing especially in the fields like teaching and also in Politics compared to previous years. Women are engaging in decision making bodies like Parliament. The number of MP's who are women has been increasing compared to previous years.

The 2005 election increased the numbers and percentage of women members of Parliament from 21,5 % in 2000 elections to 30,3 % in the 2005 elections. Out of the 323 seats women held 97 seats.

Women and Education

The level of illiteracy is higher among women compare to men (4,9 percent as compared to 4,4 percent of the entire population in 1992) through the situation of women has improved considerably (it was 11,0 percent in 1978).

More of Tanzanians family think that educating girls is not very important compared to boys.

Enrolment of girls in Secondary schools from form1-4 level remains 45%

percent since 2008.

The form 5-6 level is worse. The Government of Tanzania is playing a very useful role in educating women and it had posed some policies which aim at ensuring girls stay at school. The girls who are pregnant are not chased out of school instead. They stay at school and complete their studies. The government eliminated gender stereotyping in education systems, books and teaching materials. Special in-service training for female teachers is provided as well as government support construction of girls hostels and dormitories at schools.. Low level of women participation in University education does influence their level and nature of their participation in decision making organs.

Enrolment in public and private universities in Tanzania

Category	2003/2004			2007/2008		
	F	M	TOTAL	F	M	TOTAL
Public	8234	20566	28910	19505	45159	64664
% Female/Male	28,9 %	71,1 %	100 %	30,2 %	69,8 %	100 %
Private	1060	1704	2764	6712	11153	17865
% Female/Male	38,4 %	61,6 %	100 %	37,6 %	62,4 %	100 %
... total	9404	22270	31674	27217	56312	82529
% Female/Male	29,7 %	70,3 %	100 %	31,8 %	68,2 %	100 %

Source: APRM: 2009

PROBLEMS FACING WOMEN IN TANZANIA

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SOCIAL AND CULTURAL PRACTICES AFFECTING WOMEN IN TANZANIA

Objective

Students to understand the problems facing women and strategies to liberate and empower women in Tanzania.

Learning outcomes

- Students will be able to list down the cultural practices affecting women in Tanzania;
- Students will be able to explain how the culture practices denied the right to education for women in Tanzania;
- To describe the steps or strategies which taken to liberate women in Tanzania.

Introduction

Women have been at disadvantage almost in all societies from the past and present. Many developing countries in Africa and Tanzania in particular have been affected negatively by bad cultural practices. These include those habits of mar-

riage, food eating, women mutilation, dowry payment, inheritance and excluding of women from consumption of certain food.

Despite of good policies and laws passed by the government, women in Tanzania especially in rural areas remain underrepresented in political, economic and social decision-making. This is due to poor implementation of laws combined with cultural practices and customary laws which make women vulnerable to discrimination (for example, these laws are against women ownership of productive assets especially at village level).

Many traditions and customs prevent women from owning land.

Socio-cultural practices affecting women in Tanzania. The class will develop into small groups and each group will work on and will present one of the socio-cultural practices.

A) Early and Forced Marriage

Early marriage is marriage of children and adolescent below the age of 18 years which can lead to poverty, health problems and early pregnancy. Forced marriages are sometimes used to justify the sexual exploitation of children especially young girls. In most African societies there has been the practice of getting marriage to women by paying bride-price. Bride-price added as enslaving factor for women. For example a Sukuma women married to a man with a dowry of say 20 cattle, when she gives birth to a baby she compensate for the cattle given as bride price from her husband. If it is a baby girl the amount of compensation is a bit higher than a baby boy. Usually when payments have been done then the women is counted liberated. If she want to divorce for any causes she will not be bound to repay the cattle given to her father when she was married. In Pastoral societies, for example The Masai when a women divorced she will have to repay whatever amount of cattle was given to her father regardless of the time spent with the husband and her labor in producing whatever agricultural products.

B) Violence against women

UN (1993) define the term “violence against women” as any gender based violence that result in or is likely to result in physical, sexual, psychological harm or suffering of women. Violence against women includes physical abuse of female children in the house hold, dowry-related violence, wife battering, sexual and female genital mutilation and other traditional practices, harmful to women. (Region practices genital mutilation – Kilimanjaro, Arusha, Mara).

Violence happening in the domestic sphere is unfortunately often not treated by the authorities as a serious crime but as private matter.

C) Widow inheritance

There is a custom where by the brother or son of a man who has died takes over the duties and the rights of husband to his widows. If the widow is still young

the man who inherited the widow can continue to bear children with the widow in the name of deceased man. If the widow refused she will be forced to return the dowry paid in her marriage.

D) Lack of property ownership

In many African societies women are not allowed to own property to the extent that most of them are left to suffer after the passing away of their husbands. While in law women have the right to own land, in practice women ownership and control is rare. The customary law which is these societies do not allow women to own land although the women are the major agricultural producers in that land. Married women are not allowed to transact property without their husbands permission whereas husband do not have to consult their wives.

For example among the Chagga tribe girls and women can not inherit land. The land of the clan is inherited by the men.

E) Poor health

The inability of some mothers to meet their financial needs of their families has had an impact on the level of post natal care and this on the health of their children. In some of the families the women have no decision on the number of the children to be born although are the one who give birth and take care of the children.

Giving birth to many children in some of the families with poor income tend to weaken the health of women. Among the Wakerewe tribe in Mwanza women are not allowed to eat some food like eggs, goat meats especially when they are pregnant. This weakening the health of the mother and its child to be born.

F) Too much work for women

In most African societies including Tanzania division of labor is based on sex. As a result many domestic work was left to girls and women. For example cooking food, fetching water, collection of firewood, washing clothes of the family caring of babies, cleanings etc. As a result women work for more hours than men and have a little time to rest.

G) Discrimination

Although the government policies are trying to do some efforts to remove discrimination still women are discriminated in many sphere of life. For example most of the higher position in the government authority are owned by men. In Tanzania women occupied 30 % of the member of the member of the parliament. A qualified Engineer woman can be denied to employment simply because she is women. Discrimination is reinforced by cultural beliefs and traditions

H) Lack of Education

In many African countries educational opportunities are not equally given to boys and girls although the politics of these countries are trying to do so. The level of illiteracy is higher among the women than men. 4,9 % as compared to 4,4 % of entire population in 1992. Though constitutionally it is recognized and stipulated that every child (girls and boys) has a right to education yet practiced terms this is not the case.

I) Due to cultural beliefs, values and practices girls have less access and equal chances to education.

This is because traditionally once boys grow into adult men they are expected to develop the family and take care. Also to be the head of household and the key decision-maker. Some parents do not see the importance of educating girls because they believe that once girls grow up they will get married and will be taken care by their husbands. Therefore investing in girls education is seen as a wasting of family resources. When the girls are denied access to Education they are as well denied access to employment opportunities and their right to realize their full potentials. Some parents denied their daughters education of any kind because they worried that the girl will get pregnant before completing the school.. Pregnancy in school – Many girls drop out school because of unmarried teenage pregnancy. This affects girls a lot because their education is stopped and are never opportunities to continue. The poverty of the family is just another reason for lack of education for girls. This contributes to some of the girls to drop out from the school or to involves themselves in prostitution in order to get their needs. Some of the parents used girls as the source of income through receiving dowry and money. Sometimes poor families allowed their girls to work as house girls in the house of the rich people and the payments are given to their parents. Too much work of the families are assigned to the girls. As a result they do not have enough time to study or to relax. Examples of these family works are cooking food, washing clothes, taking care the babies, to fetch water, cleanliness etc.

Some of the parents do not have time to talk with their children especially with the girls. They have left this responsibility to their mothers or the teachers. Themselves they are busy looking for money. It is easier for the children to be misled if the parents are not responsible. Some of the men with good economic income are using their position to leisure with girls through sexually. As a result these girls ended up with pregnant and drop out from the school.

The female parents if she is educated she has a big ability to assist and lead her children rather than uneducated women.

Factors influencing women education



Efforts made by Tanzania government to facilitate eradication of gender discrimination

The government of Tanzania in realizing a policy aiming at putting an end to women discrimination and opening the road to women social empowerment.

- A few years after attaining independence a ruling party affiliated Tanzania Women Association that is Umgawa Wananrake Tanzania (UWT). This association addresses gender issues to reduce gender imbalance and promote women's opportunities in the Development process.
- The government enacted the Marriage Act of 1971, gives women the right to inherit property if their husbands are deceased.
- Musoma Revolution of 1977 allowed girls from high school to join University directly without having to spend 2 years of practice work unlike their male counter parts.



- In 1990 the government established the Ministry of Development, Women affairs and Children to promote and protect interests and status of women.
- Tanzania has been represented by some women in various international forums. For example The International Conference Population and development in Cairo and Nairobi Women Conference. Tanzania Ambassador Getrude Mongela was a Secretary General of the Beijing Platform of Action (POA in 1995).
- The proportion of women representing in local government seats has been increased to 25 % while their representation in Parliamentary seats has been increased to 30 %.
- The government has improved women's access to Education and Training. In order to address gender imbalances in politics and in the civil services Education programs put emphasis on education for women.

- Mainstreaming women in education their proportion in Universities of Tanzania is 15 %. Sokoine University of Agriculture (SUA) has 26 % female students. University of Dar Es Salaam (UDSM) has 16 % female students. Muhimbili University College of Health Science (MUCHS) has 25 % female students.
- The government put substantial emphasis on care of the girl child.
- The government supports efforts addressing the socialization process of young girls in order to empower them against social and economic discrimination.

Strategies to liberate women in Tanzania

- The formation of women social organizations.
- This will help them to have a collective bargaining power of their deprived rights examples of organizations – UWT, TAMWA, NAFCIM.
- Through these organizations women can ask for assistance from the government or donors in order to enable them to open various projects.
- The Government should commit itself to the prohibition of cultural practices and customs that oppress women e.g. female genital mutilation, bulling of women e.g. Musoma region, Jando & Umyago.
- The government has to ensure that women receive equal opportunities as men in all social, political and economic issues.
- To educate men to put off the idea that they are created superior to women.
- Improve rural technology. To provide women with modern working facilities etc.
- Equal involvement of the girls in the primary school up to the higher education level in order to got a good number of educated women.
- Girls should be educated about their bodies and avoid unwanted pregnancies.

DRUG ABUSE AND ITS IMPACT ON ECONOMIC DEVELOPMENT IN TANZANIA

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Objective

The students will learn the meaning of drug abuse, types of drug abuse, Reasons for the increasing drug use in Tanzania and its effects on individuals.

Specific objectives

- Students to recognize the meaning and mention the types and reasons for increasing drug use.
- To identify local areas around the school, street, town centers, district and region where drugs are disseminated.
- Students in groups to identify the role of the individuals and of the Community in preventing drug abuse.

Drug abuse in Tanzania

Drug abuse can simply be defined as a pattern of harmful use of any drug for mood – altering purposes. Generally when most people talk about drug abuse they are referring to the use of illegal drugs. Any use of illegal drug is by definition abuse. Those drugs got to be illegal in the first place because they are potentially addictive or can cause negative effects; therefore any use of illegal drug is dangerous and abusive.

What is drug trafficking?

Is the illegal production and distribution of illicit drugs. It includes the money involves in the many phases of the illegal drug business, There is great co-ordination among all countries. Drug dealers travel from one country to another with kilograms of drugs. The sell and purchase of drugs has become so widespread

that the business is conducted openly in the big cities. The drugs are used in hidden places such as bridges, rivers, valleys in bushes or cemeteries and in places where there are many activities such that people do not pay attention to the abusers.

Group work: The students divide into four groups and each group presents the characteristic and the dissemination of a given drug in Tanzania and in Kili-manjaro region: heroin, cocaine, khat and cannabis.

Types and sources of Drugs

The first drug in use in Tanzania is Heroin. Heroin is a medicine made from the sap of opium poppy. The sources of heroin are India, Pakistan and Afghanistan. Heroin enter Tanzania through Julius Kambarage Nyerere International Airport (JKIA)

The next important type of drug is Cocaine. This is an alkaloid extracted from the leaf of Coca bush, which is cultivated at high altitudes in Peru & Bolivia and some other mountainous Countries. Coca leaves contain only a small amount of the drug but the extraction and purifications of Cocaine produce new and immensely more powerful substance. In Tanzania, Cocaine is popularly known as, Unga, Ubuyu, Albadil Mambo ya Mstari and Ngoma shift.

The third type of drug is Khat (mirungi). Khat is natural stimulant from the Catha Edius plant, which is grown in East Africa, Southern Arabia and Nepal. Khat plant is seedless and grows a thousand feet above the sea level and can resist droughts for several months. Khat is used mostly by truck drivers in Tanzania especially those who have migrated from North Africa (The Somalia people).

The fourth type is the Cannabis a drug produced in various forms, the dried leaves and flowers of the hump – plant smoked or chewed. The cannabis plants are grown here in Tanzania and are readily available on the street, Cannabis is known as (bangi)

Reasons for the Increasing Drug Use in Tanzania

Factors for the Use of drugs Can be grouped into two namely.

Individual Factors.

Factors related to the relationship to the society.

Individual Factors

- It is argued that the youth use bangi (Cannabis) so as to get strength;
- The use of Cannabis, enable the youth to hard work;
- To forget their economic hardships;
- To get pleasurable responses.

Factors related to the relationship to the Society.

- Family breakdown, this cause lack of good family relationships and dis-

turbances to the children;

- Failure of parental care leads to disintegration of the family;
- Children disappear away from their homes and school and decide to engage in the use of drugs in order to fight for their life;
- Youths are engaged in drug business because they could not obtain employment.

Group work: the class divide into three groups and each presents the different effects of the drugs – on individuals, on family, on society

Effects of Drug Abuse on Individuals

People who use drugs experience a wide array of physical effects other than those expected. The excitement of a cocaine effect, for instance, is followed by a “crash” a period of anxiety, fatigue, depression, and a strong desire to use more cocaine to alleviate the feelings of the crash. Marijuana and alcohol interfere with motor control and are factors in many automobile accidents. Users of marijuana and hallucinogenic drugs many experience flashbacks, unwanted recurrences of the drug’s effects weeks or months after use. Abrupt abstinence from certain drugs results in withdrawal symptoms. For example, heroin withdrawal symptoms cause vomiting, muscle cramps, convulsions, and delirium. With the continued use of a physically addictive drug, tolerance develops; i.e. constantly increasing amounts of the drug are needed to duplicate the initial effect.

Sharing needles and syringes with a person who has HIV or AIDS can leave a user with those diseases. In addition, increased sexual activity among drug users, both in prostitution and from the disinhibiting effect of some drugs, also puts them at a higher risk of AIDS and other sexually transmitted diseases. The United Nations Office for Drug Control and Crime Prevention (UNODC, 2001) reported that drug problem had contributed to the spread of HIV in Africa.

The links between sexual behavior and drug use have also been reported for both female and male users. It has been reported that sex is done for cash to purchase drugs, and also drugs are used as a means to facilitate a career in the sex industry.

Use of illegal drugs many lead to overdose and therefore cause death because their strength is unknown and sometimes contain toxic impurities. Increase in heart beats, blood pressure tends to drop if the person is standing but remains the same or even rises if the person is sitting or reclining.

There are also cases of mental disorders among drug users. Young people become mentally disturbed due to the use of drugs. The symptoms are wide ranging and include being very irritable, being slowed down, being unconcerned about anything around you, laziness, over changes in behavior directly due to the drugs and seeing things that others do not see. There is increase in number of people with mental disturbance on the streets in many areas of the country. The report from

Mirembe Hospital showed that more than 95 per cent of the patients admitted at Mirembe hospital for mental illness were connected to the use of drugs.

Furthermore, truancy is common behavior among the youth who use drugs. Research in Tanzania has established that many children who use drugs develop this behavior and they drop out of school. Besides their poor attendance in schools, their performance is also bad. Also they use their exercise book papers for wrapping their drugs.

Another behavior that accompanies drug abuse among the youth is theft. This is viewed from two perspectives. On one hand, there is theft to acquire funds with which to purchase drugs. This behavior is related much more to the use of heroin and cocaine, which are expensive. To ensure that they get another dose and to avoid pain withdrawal, users resort to stealing. Drugs are administered so as to instill courage and become daring. This behavior is done both in and outside their homes. Heavy users steal television sets, money, and clothes and sell them for any sum in order to get money for buying drugs.

Effects of Drug Abuse on the Family

The drug user's preoccupation with the drugs, plus its effects on mood and performance, can lead to marital problems and poor work performance or dismissal. Drug use can disrupt family life and create destructive patterns of codependency, that is, the spouse or whole family, out of love or fear of the consequences, inadvertently enables the use to continue using drugs by covering up, supplying money, or denying that there is a problem. Pregnant drug users, because of the drugs themselves or poor self-care in general, bear a much higher rate of low birth-weight babies than the average. Many drugs (e.g., crack and heroin) cross the placental barrier, resulting in addicted babies who go through withdrawal soon after birth, and fetal alcohol syndrome can affect children of mothers who consume alcohol during pregnancy. Pregnant women who acquire the AIDS virus through intravenous drug use pass the virus to their infants.

Effects of Drug Abuse on Society

Drug abuse affects the society in many ways. In the workplace, it is costly in terms of lost work time and inefficiency. Conversation with parents, people in the Community and relatives, it was revealed that drug use has harmful effects such as lack of peace in affected community, decline in productivity and development because youths are disabled socially and are unable to engage in productive activities. Also, it leads to decline of family development and break down of harmony in family relationship. Drug users are more likely than non-users to have occupational accidents, endangering themselves and those around them. Drug-related crime can disrupt neighborhoods due to violence among drug dealers, threats to residents, and the crimes of the addicts themselves. The great majority of homeless

people have either a drug or alcohol problem or a mental illness many have all the three.

The Role of individuals and of the Community in Preventing Drug Abuse and Staying Clean

Preventing or delaying use of drugs, alcohol, and tobacco among adolescents is a critical, national public health goal. The simplest and most cost – effective way to lower the human and societal cost of drug abuse is to prevent it in the first place. Accidents, addiction, criminal involvement, damaged relationships, impaired judgment, and lost educational or employment opportunities are common effects of drug abuse.

Prevention is most promising when it is directed at impressionable youngsters. Adolescents are most susceptible to the allure of illicit drugs. Delaying or preventing the first use of illegal drugs, alcohol, and tobacco is essential. Not only does hazardous drug use put young people at risk of negative short – term experience, but those who do not use illegal drugs, alcohol, or tobacco during adolescence are less likely to develop a chemical dependency problem. Like education in general, drug prevention is demonstrably most effective among the youth. In addition to deterring some initiations completely, drug prevention programs help people who use drugs to use smaller quantities. Successful drug abuse prevention leads to reductions in traffic injuries, cancer, heart diseases, and lost productivity.

RATE OF SPREADING OF AIDS & ITS EFFECTS IN MOSHI MUNICIPAL

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This project have been prepared to enable the reader to be aware of AIDS and its effect in the selected urban area (Moshi Municipal). Simple language & graphs have been used for easy interpretation. The information involved have been directly collected from health centres, Non-Governmental Organizations (NASP) and Moshi Suburbs to account for the project title. Thanks to Dr.Hans of KCML and Dr.Lema from Mawenzi Hospital for cooperating in obtaining the statistical data necessary for the project.

Objectives

To guide the students to be able to rise awareness on:

- Prevalence of HIV infection;
- Population groups which are mostly affected with HIV/AIDS;
- Determinants of the epidemic;
- Impact of the HIV/AIDS;
- Rate of increase of AIDS depending on age & sex (incl. graphical representations).

Introduction

What is acquired immunodeficiency syndrome (AIDS)

AIDS is a human viral disease that ravages the immune system, undermining the body's ability to defend itself from infection and diseases. It is caused by the human immunodeficiency virus (HIV), AIDS leaves as infected person vulnerable to opportunities infections by microbes that take advantage of a weakened immune

system. Such infections are usually harmless in healthy people but can prove life-threatening to people with AIDS.

Although there is no cure for AIDS, new drugs are available that can prolong the life spans and improve the quality of life of infected people.

Transmission of HIV – the AIDS causing virus most commonly as a result of sexual intercourse. HIV also can be transmitted through transfusion of HIV contaminated blood or by using a contaminated needle or syringe to infected people. Infection with HIV does not necessary mean that a person has AIDS. Some people who have HIV infection may not develop any of the clinical illness that define the full blown disease of AIDS for cases where a person has reached the final, life threatening stage of HIV infection.

Population area distribution (Moshi Town)

The population of Moshi Urban as one of the district at Kilimanjaro region. Moshi town has got a population of 144,336. There are 21 divisions/ward but we prioritize Longuo, Mawenzi, Rau, Pasua and Majengo.

Two statistical cross-sector al studies which where conducted in 1999 and in 2002-04 among women attending Mawenzi and KCMC hospital. They have been interviewed and screened for HIV and STDs. There was a significant decrease in HIV prevalence of about (11,5 – 6.9%). The decline was great among women aged 15-24 years.

The population of women reporting casual sex decreased and knowledge of STIs symptoms and health care seeking behavior improved.

Prevalence of HIV infection

HIV prevalence in male blood donors was 8,7 % and in female blood donors the prevalence was 12,6 %. This difference of HIV infection of both men and women has been continuously increasing for the past eight years.

Prevalence of HIV infection among blood donors shows some specific difference with regard to the age and sex. In 1999 as in previous years, higher prevalence of HIV infection was seen among females than in males of the same group. The prevalence across the age groups for male ranges between 7,9 % and 14.9 % for the groups 50-54 and 35-39 years respectively. Although it is estimated that the prevalence of HIV infection among adults blood donors is 8,7%, the range varies from 5% to 20 %.

Vertical transmission of HIV from mother to child is also considerable in Moshi Urban. HIV/AIDS is increasingly becoming the major underlying factor for hospital admissions and deaths. Many diseases which seemed to have been controlled ten years ago have returned to previous levels due to HIV/AIDS.

Population groups which are mostly affected with HIV/AIDS

From the observations, it can be seen that two groups emerge as the most affected. There are the youth and women. Several reasons can be advanced to explain this observation. Early marriage and early initiation of sex among women, young girls having sex with older men, peer pressure for high risk behavior, biological and anatomical predisposition are some of the most important reasons. In addition, failure of women to protect themselves from HIV infections due to economic hardships, repressive customary laws, beliefs and polygamy could all contribute to this state of affairs.

A third group mostly affected is the poorest. This group is the most likely illiterate and unemployed, as a result, it might use sex as means of earning a living. Again women are more likely to get involved than men for lack of alternative means of survival.

A fourth group of those mostly affected is the so called, mobile populations", which consists of those who work and stay away from home for a varied lengths of time during a year. These include commercial sex workers (C.S.W.), petty traders, migrant workers, military personnel and long distance truck drivers. Their inability to negotiate for safer sex with their clients puts them at high risk. Another group of workers in risky occupation is that of health workers who may inadvertently handle infected material in the course of their work.

Group work: The class divides into four groups which present one of the following topics: social determinants of HIV/AIDS, Behavioral determinants, Biological determinants and Impact on HIV/AIDS epidemics

Determinants of the epidemic

The main determinants are social, behavioral and biological. These singly or combination provide opportunities for HIV infection to occur to an individual.

A: Social determinants

Commercial sex workers form a group that potentially increases the sexual transmissions rate of HIV infection. Studies and several researches show that, along major truck stops here in Moshi Town have shown this group to have a high HIV prevalence of up to 60 %.

A study conducted by MUTAN in the Moshi Municipality showed bar workers had HIV infection prevalence rate of 32 % (percent).

Stigma and discrimination against people living with HIV/AIDS are quite common in Tanzania. Studies showed the level of stigma and denial for AIDS and HIV to be very high. Many people would not admit that their sick relative could be suffering from HIV/AIDS but believe instead in witchcraft as the cause of the sickness. Thus situation makes it difficult to convince traditions not to many

women whose husbands may have died from AIDS.

A large proportions of the population with very low and / or irregular income is an important social determinant. Over 50 % of Tanzanians live below the poverty line and females are the worse than males. In addition, low and irregular income increases an environment that encourages labor migration. Women in such situations may be easily tempted to exchange sex for money and this puts them and their spouses at risk for HIV. People with low income have less access to medical care including that for STDs and HIV/AIDS.

Social isolation for long periods and peer pressures for high risk behavior among the military form other social determinants. In our country when one is enrolled in the army, one is confined in a camp and barred from getting married for six years. This makes one vulnerable to high risk behavior and hence to HIV/AIDS prevention like promotion of condoms use and provision of I.E.C. for HIV protection.

Cultural norms, beliefs and practices that subjugate/subordinate women are important determinants these include cultural practices like wife inheritance, polygamy and female circumcision which are common among many tribes in Tanzania. Obligatory sex in marital solutions or situations is condoned even by religion and women cannot divorce in some faiths. Furthermore in some cultures multiple sex partners for men is tolerated and may even be encouraged.

Young people leave home and school environments to become independent without a source of income. Here in Moshi Town every year many students leave primary education quite early between age of (13-17) years and significant proportion migrate to large towns like Dar Es Salaam in search of employment. These youth and especially the female, become very vulnerable because they end up getting employment which is poorly paid and intern have to supplement their meager income through unsafe sexual practices. Although there have been attempts to introduce sex education in schools, these have not adequately prepared those leaving school to confront sexual issues.

B. Behavioral Determinants

Unprotected sexual behavior among mobile population groups with multiple partners makes them vulnerable to HIV infection. The groups include long distance truck drivers who have been found to have unprotected sexual intercourse with HIV sero-positivity of up to 50 %. This is because they have multiple sexual partners available in major truck stops. Migrant or seasonal workers are also vulnerable.

Reduced social discipline for making good decisions about social and sexual behavior. Long before the eighties when AIDS epidemics became apparent workers of Moshi were a disciplined society where traditional values and norms were cherished.

But recently social discipline has been eroded. This is because several fac-

tors such as failure of parents to institute traditional values and discipline to their children for lack of time. Sudden mushrooming of television programs and other mass media have also contributed negatively to social discipline.

C: Biological Determinants

S.T.D.s Infections (especially gonorrhea and other genital discharges) are among the top-ten causes of disease in Moshi town. Studies have found that patients with S.T.D.s are 2 to 9 times more likely to be infected with HIV. However because HIV and other S.T.D.s are both highly associated with high risk sexual behavior it is difficult to show the extent to which S.T.D.s alone enhance infection of HIV.

Unsafe blood transfusion is a major determinant of HIV transfusion. The HIV transfusion rate through transfusion of contaminated blood is almost 100 % (percent). For this reason in Moshi all centers rendering this service are equipped with facilities to ensure safe blood transfusion.

However, due to lack of regular supplies of reagent and equipment as well as lack of rehabilitation power supply in some centers there is some risk of transfusion contaminated blood.

Impacts on HIV/AIDS epidemic

Given that the HIV/AIDS epidemic has progressed with different routes in various population groups in Moshi town. The impact has varied from being profound depending on the time the area, rate of spread and the proportion of the population affected.

Experiences from several parts of the country especially here Moshi town district indicate that HIV infected people on average, die about 4 to 12 months after falling ill with one or more of the major manifestations of AIDS. During this period a member of the family often has to stay at home or hospital with a patient to provide care especially during the terminal stages of the disease. The medical, emotional and social costs of the patient and indeed the family are frequently high. More social-economic difficulties arise when the patient is the main bread earner. When death finally comes the traditional family structures, already stressed by poor health, increased burden of care and poverty.

Hospitals based data indicate that up to 50 % of beds are occupied by patients with HIV/AIDS related illness. Consequently the demand for care and hospital supplies is enormous and by and large government health facilities are facing inadequate funding and manpower.

Since agriculture is the back bone of the Tanzanian economy and most agricultural workers are in the age group 15-45 who are mostly affected by epidemic, the impact of HIV/AIDS is gradually becoming noticeable as the epidemic spreads to urban communities.

HIV/AIDS AND THE CHALLENGES FACING THE INFECTED PEOPLE AND THE IMMUNE SYSTEM

Emmanuel Mnemey

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Objectives

- To students will be able:
- To understand the nature and characteristics of HIV/AIDS epidemics;
- To understand more about the prevention of HIV/AIDS;
- To initiate changes toward responsible behavior in order to prevent himself/herself from being infected.

The class is divided into small groups and each of the groups prepare on of the topics covered by the information sheet. The presentation of the group should be before bigger audience – they could invite their parents, classmates, teachers.

Information sheet

Introduction

HIV is the acronym for the human immunodeficiency virus. HIV is a virus that causes the incredible acquired immunodeficiency syndrome (AIDS) overtime; HIV results in a critical deterioration of the immune system and the ability of the body to fight infection. The human immunodeficiency virus is transmitted through sexual contact, shearing needles or transfusion of contaminated blood. Generally lymphadenopathy, fever, weight loss and chronic diarrhea are common symptoms of AIDS. The patient may die either of opportunistic infections or malignant neoplasm's.

How does HIV become AIDS?

HIV destroys CD-4 cells a specific type of WBCs that play a large role in helping your body fight diseases. Your immune system weakens as more CD-4 cells are killed. You can have HIV for years before it progress to AIDS.

How the virus attacks the body?

The HIV does enter the body of an organism through various processes. One of the major process is though practicing unsafe sexual intercourse with an infected person. Whereby there would be direct contact of the body fluid such as semen. Also HIV can be transmitted through blood transfusion. When the HIV enters in the body it affects the T-helper cells of the white blood cells hence reduces the ability of the cells to fight against HIV.

Body reaction after invasion of the HIV

After the HIV have been introduced in the T-helper cells, the body starts to weakens due to decrease in the body immunity hence a lot of diseases may occur due to the decline of the body immunity such as Tuberculosis (T.B).

How can one prevent him/herself from the infection of the virus?

One can prevent himself from the infection of HIV by practicing safe sexual intercourse by using protective such as condoms. Also by blood checkup before blood transfusion if it affected or not.

To show the nutritional diet in order to strengthen body immune system

An HIV/AIDS victim is advised to take a balance diet which includes all the types of food which are carbohydrates, fats, minerals, vitamins, proteins, and water. The proper balance diet of right quantity and right quality is going to help the increase of the reduced body immunity.

To understand the effect of HIV/AIDS

One of the important significance of this case study is to understand the effect of HIV/AIDS. It weakens the body immune system which as a result leads to weakens the body ability to fight against diseases hence the body is been affected by many diseases such as T.B due to low body resistance against pathogens

The transmission of HIV/AIDS

HIV virus can only survive in the body fluid such as semen or blood. The virus is mostly achieved by sexual contact. But there are other ways such as from mother to child and by blood transfusion.

By starting HIV is transmitted through sexual intercourse between an infected person and un-infected one. When there is friction between some bloods may come out and enters into un-infected person who carries the HIV hence one shall be infected. This is due to improper use of condoms or not using of condoms

at all. (UN safe sex).

Secondly, HIV can be transmitted from mother to child. An infected pregnant woman can pass the virus to the baby through the placenta or at birth through breast milk during suckling. The chances of infections been transmitted from mother to child is approximately 25%-50%.

Thirdly, the virus can be transmitted through infected blood entering the blood stream. This is done when people do share syringes which have infections. These do occur mostly to the drug users when they share the un-sterilized syringes and needles. Mostly of the heroin, marijuana and cocaine addicts are mostly to be affected by the disease since they do inject themselves with same syringes.

What are the symptoms of HIV/AIDS?

The symptoms of HIV/AIDS of a person who has been infected are as follows;

1. Prolonged diarrhoea;
2. Prolonged vomiting;
3. Frequent fever;
4. Rash all over the body;
5. Swollen lymph gland;
6. Short flu-like illness.

HIV don't affect the body abruptly but do take a lot of time for the symptoms to be seen.

It is approximately to three months for the symptoms to be seen.

Factors contributing to HIV/AIDS

A) Poverty

Many people are poor and do engage themselves in prostitution hence do acquire HIV/AIDS.

B) Peer pressure

Many youth do get peer pressure hence one is tempted to engage him or her self in sexual intercourse hence may lead to HIV/AIDS.

C) Unsafe sex

This is the act of conducting sexual intercourse without using condoms hence may lead to acquire HIV/AIDS.

Generally, the virus is transmitted through sexual contact and is spread fast due to prostitution and un safe sex.

Antiretroviral drugs

Antiretroviral (ARV) drugs are chemicals molecules that inhibit the multiplication and growth of Retroviruses like Human Immunodeficiency virus (HIV).

Antiretroviral improves quality of life and prolongs life due to the fact that it inhibits the reproduction thus replication of the viruses, thus it will decrease the amount of viral load hence it raises the immunity by which it will prevent the body from diseases that will ensure the prolongation of life.

Life span of an infected HIV/AIDS

HIV-Human Immunodeficiency Virus, a virus that enters one's body and destroys the whole immune system, as a result, the body fails to fight other infections such as Malaria, Tuberculosis which may lead to one's death.

As seen from the explanation of CD-4 cells of how HIV can destroy these cells. The body immune of a person becomes weak and fails to fight and protect oneself' this situation of the body lacking enough power to protect itself from other infections is regarded as AIDS' i.e. Acquired Immune Deficiency Syndrome.

It is somehow very difficult to predict whether a HIV/AIDS victim will die today or tomorrow. A person might be having the virus but may last long up to 10 years and others may live shorter for about only one week.

Challenges facing HIV/AIDS infected people

The following are the few challenges facing the HIV/AIDS infected people;

- Social, cultural, economic and biological factors make young women particularly vulnerable to HIV infection;
- Poor integration of HIV/AIDS and FP/SRH at different levels;
- Poor quality of life and well-being of people living with HIV/AIDS challenging their fundamental rights;
- Weak partnerships between governments, NGOs, Community Based organizations (CBOs), etc. in the area of HIV/AIDS;
- In some countries there is still denial and complacency about the extent of the problem not only by the general population but also by the political leaders;
- Insufficient resources, human and financial, to address HIV/AIDS, and weak health systems in many countries.

SALVATION OF BIODIVERSITY

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Biology, XI Grade

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Objectives

- To protect and restore native vegetation and terrestrial ecosystem;
- To protect and restore freshwater ecosystems;
- To promote ecological sustainable grazing.

Information

Biodiversity is the degree of variation of life forms within a given species, ecosystem, biome or planet. Terrestrial biodiversity tend to be highest at low latitudes near the equator which seems to be the results of warm climate and primary productivity. Marine biodiversity tend to be highest along coasts. Biodiversity generally tend to cluster in **hotspots** and has been increasing through time but will be likely to slow in future. Rapid environmental changes typically cause mass extinctions. Where are dinosaurs today? What is happening to the number of African elephants and giraffes today? NB: **Biodiversity hotspot** is a biogeographic region with a significant reservoir of biodiversity that is under threat from human

Activity

To design a field study for students. In this study, students should go out to the identified areas in our local environment with questionnaires and interview guides and try to find out human activities which endanger biodiversity. They should also speculate people's views on how could human reduce these dangers

and hence improve the quality of our biosphere. Students should write up their research findings and enumerate various human activities which have negative impact on our biodiversity, and different measures to improve our biodiversity and hence to develop sustainable biodiversity.

Information about Kilimanjaro Region

Mt. Kilimanjaro is Africa's highest mountain, and the highest free standing peak in the world, rising to 5895 meters from a semi-arid plain. Because of its rare and endemic flora, which includes over 1800 species of flowering plants and 700 species of lower plants, it has been designated a World Heritage Site and a Biosphere Reserve. Additionally, it is part of the ecosystem comprising the Eastern Afromontane Biodiversity Hotspot, as designated by Conservation International.

It is said that mountains are the water towers of the world, attracting rainfall and sequestering moisture during wet seasons to slowly dispense into surrounding lowlands when the weather turns dry. Their ability to attract and retain moisture is vitally dependent upon the health of their forests. In Africa, where water is scarce and soil is often thin and deficient, mountains are crucial. In many countries they are the primary agricultural areas because of their rich soil and abundant rainfall. In Swahili, the very words for mountain and agriculture derive from the same root. With the widespread deforestation now occurring throughout the world, rivers and streams that are dramatically decreasing in flow are giving us an ominous hint that we should take another look at the ill-effects of deforestation. The loss of water sources affects large populations of mountain residents, as well as farmers and townspeople living downstream, who need the water for domestic uses and farm irrigation. Additionally, hydroelectric plants located on mountain-fed rivers depend on a steady flow and cease to produce when water slows to a trickle.

Kilimanjaro lies just 3 degrees south of the equator. Early European explorers were astounded to see snow on a mountain in the tropics and the veracity of their claims was doubted for many years within Europe. In modern times it is one of Africa's most popular tourist destinations, with about 100,000 tourists, porters and guides a year attempting the climb to the summit. But Kilimanjaro is more than a destination for the mountain climbers of the world. What most people do not know about the mountain is that it is one of the most productive agricultural areas in Africa. Over a million people live on its lower slopes, taking advantage of its rich volcanic soil and abundant rainfall. Over the centuries people of the Chagga lineage, who live on its slopes, have evolved a unique multi-storied farming system, growing a variety of food crops and hardwood trees on the same plot of land, combining plants, such as coffee, which need shade and wind protection, with banana and overstory trees that protect the coffee and reduce vulnerability from crop failure by offering alternate food and livelihood sources. Since colonial times, a cleverly constructed irrigation furrow system has served to deliver water to the smallholders who live on the mountain.

When Europe laid claim to most of Africa in the late 1800's its settlers on the continent particularly sought out the most productive areas for their own uses and Mt. Kilimanjaro was considered a prize. Because the climate is ideal for growing coffee, large areas of its southern (rainy) slope were converted to coffee plantations and coffee quickly became a primary export crop in the region. The local Chagga were forbidden by the Europeans to grow the crop for fear of competition, but because they are an industrious and resourceful people, some of the Chagga determined that they would themselves share in the monetary gain from coffee production, and so smuggled in seeds and started plantations of their own. In 1924 they formed Africa's first international marketing cooperative, the Kilimanjaro Native Cooperative Union (KNCU), which specifically seeks out markets for Kilimanjaro coffee. It still operates today, with 92 local coops and over 80,000 members. This cooperative became a highly successful venture leading to the development of a cash economy among the local people.

Yet in a nation in which over 80-90% of the populace are farmers, and in which irrigation, mechanization and chemical inputs are costly and sparingly used, it can be a risky strategy converting to non-food crops and entering into a cash economy. During the late 1960's and 70's, the Kilimanjaro Region (and Tanzania as a whole) suffered a succession of severe declines and outright disasters. Coffee trees were getting old and also becoming prone to Coffee Berry Disease (CBD) and Coffee Leaf Rust (CLR), resulting in losses of 50-90% of the crop. The world market price for coffee also declined, leading to multiple woes for coffee farmers. In 1972-74 a severe drought led to widespread poverty, child malnutrition, and starvation. In addition to this, the oil shocks of the 1970's and Tanzania's war against neighboring Uganda's dictator Idi Amin, depleted national wealth and increased levels of poverty throughout the young country (independence established in 1961).

As a result, people turned to alternate means for gaining the cash income upon which they had come to rely, primarily **land clearing** for growing alternative crops and tree harvesting. Many important commercial tree species grow on Kilimanjaro and harvesting of these with no programs for replanting has led to widespread deforestation, causing a multitude of attendant problems, such as widespread erosion and loss of topsoil, decreased water flow in rivers and streams and loss of wildlife habitat. Pesticides that were introduced to attack CDB, have introduced large amounts of chemical pollutants into the ecosystem, causing loss of biodiversity and soil fertility, and affected water users on the mountain and downstream as well.

Today the people of Kilimanjaro Region are suffering the results of these misfortunes and **unsustainable environmental practices**. Some all-season streams are dry part of the year and other seasonal streams have dried up completely. This, of course, has negative effects on agricultural activities all over the mountain, from coffee production to individual vegetable gardens. Firewood on Kilimanjaro is increasingly difficult to procure. Since over 90% of energy use

throughout Tanzania is based on wood products, trees are crucial to maintaining lifestyle. Women, who traditionally collect firewood, are having to spend longer hours to secure the same amounts of wood and many people are now having to use their precious hard-earned cash to purchase wood. And additionally, the population increase that is happening all over Africa is similarly on Kilimanjaro putting added pressure on available natural resources and arable land.

The mountain is important, not only to the tourists who visit and the farmers who live on the slopes, but to many **downstream users**. Runoff from Kilimanjaro supplies the Pangani River, which flows over 200 miles to empty into the Indian Ocean. Water from the Pangani is an important and widely competed-for commodity in this rain-poor region. Usage of the river water by smallholders, large scale farmers, high-usage rice farmers, and domestic users along its length decreases river flow.

Besides farm and domestic users, the Pangani also fuels a major national industry: electricity production. It is one of only two rivers in Tanzania that provide electricity to the country's national grid. Three hydroelectric stations on the Pangani operate downstream of Nyumba ya Mungu, a dammed reservoir south of Kilimanjaro constructed in 1965 by the government. They provide 17% of Tanzania's hydroelectricity and depend on adequate water flow in the Pangani Basin. During the dry season, depletion of reservoir water can often reduce electricity production, resulting in blackouts and energy rationing. Scientists have noticed lessening flow during the past 15 years and during extreme drought conditions in the dry season the Pangani has been known to completely dry up.

Group work: The class is divided into seven groups and each group prepares a short report on an environmental problem as appears in Kilimanjaro region. After the presentation of the reports and a discussion one representative of each group joins the team who will elaborate an overall report on environmental problems in Kilimanjaro region.

Seven categories of similar environmental problems as those found in Kilimanjaro are observed in Kilimanjaro region. These are:

1. **Land degradation** – The process of land degradation is varied and may not be easily detected or measured. Its severity can be gauged from the red-brown color of streams and in floods as the vital top soil is washed away from upland areas due to bad habits of cultivation on slopes with a gradient of more than 50% without terraces. The productivity of soil has been considerably reduced in many parts of the highlands and middle ecological zones of Kilimanjaro. Land degradation also results in the removal of woody vegetation especially when the removal rate is higher than that of regeneration.

2. **Non availability of good quality water**, Uncontrolled tree felling for fire wood and construction, encroachment on arable agricultural land on the steep slopes and the foothills of Mount Kilimanjaro and south Pare Ranges, the destruction of water catchment systems have deprived many inhabitants in the Region of the benefit of smooth enjoyment of the sweet water.

3. **Habitat fragmentation** and loss of biodiversity, closed dense forests cover only 14.3% of Kilimanjaro region (Regional Forest Reports 1998).

The remanding forests are comprised mainly of house-hold wood lots, coffee farms, shade trees, street decoration trees and some areas of bush land which contributes a lot in losing natural habitats. Loss of biodiversity in these areas arises mainly from the increasing demand for fuel wood, charcoal and wood for rural and urban industries.

The slopes of Mount Kilimanjaro are agriculturally of great importance both regionally and nationally. These slopes have been for a long time the chief producing area of the famous Arabica Coffee for Tanzania. This product is the chief cash crop of the natives of the area. It has been the backbone of their economic life since the 1890s. It was not until the early 70's that this very source of their income was badly attacked by a disease commonly known as CBD (Coffee Berry Disease). This disease attacks coffee berries before they mature and they dry away and fall off the bushes. In an effort to combat this disease lots of different pesticides were introduced and used in the area but they were of little effect remedy-wise. The pesticides contributed to the loss of biodiversity of the area: e.g. disappearance of butterflies, reptiles, bees, birds etc.

4. **Deterioration of Aquatic Systems.** From time immemorial Kilimanjaro and its adjacent area has always had sweet water streams providing water to the arable lowlands. As time passed by the population in Kilimanjaro area increased hence the demand for more land to cultivate and graze their animals. There arose the need to cultivate all the available land up to river banks. The need for more housing saw trees being cut down in the forest right up to water stream sources. Due to the need for firewood trees such as Eucalyptus were harvested along river banks and wetlands. This went on for years. Today lots of low land streams have dried up. The unthinkable has happened in some areas – lack of water in streams.

5. **Deforestation,** Rain forest cover comprises less than 2 percent of Tanzania's land surface. There is much concern at present regarding the features of natural catchment including the Kilimanjaro forest. Forest issues and the danger of deforestation are currently being widely discussed in Tanzania and experts have come up with some ideas to establish educational programs from a grassroots level.

6. Frequent **Forest Fires** There is a quantitative loss of mountain forest cover of Mount Kilimanjaro because of logging and fire. The main culprits are honey gatherers and poachers. This is contributing to the loss of biodiversity and erosion. Again here educational programs are underway to educate the natives on how to remedy the situation.

7. **Pollution,** The environmental pollution in agriculture is mainly due to the use of agrochemical, and industrial fertilizers. The pollution arises out of improper handling and overuse of agrochemicals, and use of banned chemicals e.g. D.D.T. To control migratory pests. The small lakes, e.g. lake Jipe, around the mountain and dams are invested by water.

Some priorities for conservation of Mount Kilimanjaro. The regional gov-

ernment has come up with some strategies to conserve the Mountain: 1) To establish environmental conservation committee to solve environmental problems. 2) To ensure sustainable supply of forestry products and services are properly controlled. 3) To enhance capacity to manage and develop the forest sector in collaboration with other institutes. 4) To advice experts to increase employment and earnings through sustainable forests based on industrial development trade. 5) To ban all natives from cutting vegetation within the mountain watershed

Priorities for conservation Mount Kilimanjaro

Some priorities for conservation of Mount Kilimanjaro. The regional government has come up with some strategies to conserve the Mountain:

1) To establish environmental conservation committee to solve environmental problems.

2) To ensure sustainable supply of forestry products and services are properly controlled.

3) To enhance capacity to manage and develop the forest sector in collaboration with other institutes.

4) To advice experts to increase employment and earnings through sustainable forests based on industrial development trade.

5) To ban all natives from cutting vegetation within the mountain watershed

A long term research project on the Mountain should focus on documenting the dynamics of plant and animal communities both within the mountain forest as well as within uplands, especially those areas unreachable.

An active program of replanting trees along the rivers and streams needs to be developed and existing laws preventing the cutting of trees should be actively enforced.

People should be made aware of environmental impacts on the farming systems, which have expanded and resulted in a variety of adverse environmental impacts.

The government of Tanzania has some very concrete policies on environmental conservation procedures. It has to improve the supervision of the implementations of such policies including war against bushfires, illegal poaching, forests raid for construction materials like wood pillars, timbers and firewood and charcoal productions.

ENVIRONMENTAL PROBLEMS IN TANZANIA. DEALING WITH SCARCE RESOURCES

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Objectives

To enable the students to have a better understanding about environmental pollution;

To enable the students understand types of environmental pollution and their effect to the environment.

Information

After general presentation of the topic by the teacher the students are divided into four groups and each develops a short report on one of the problems – deforestation, pollution, overgrazing and wildlife exploitation. A committee consisting of four members (one from each group) prepares a report and a plan of action which could be presented to a school meeting and as well could be delivered to the local authorities responsible for environment.

A majority of Tanzanians live off the land – what grows from its soil, and the species that roam it. But these resources are scarce. Today, a host of problems are hindering environmentally sustainable development in the country, whether on land or at sea.

Illegal and unsustainable deforestation

A majority of Tanzanians rely on wood and agricultural residues for their energy needs, causing deforestation and environmental degradation. The problem, of course, doesn't stop there. Deforested areas no longer provide a home for wildlife – leading to biodiversity loss – and are also susceptible to soil erosion.

In 2007, research showed that organized illegal timber crime is causing mil-

lions of dollars of timber revenue to be lost each year in Tanzania. Who's fault? Poor governance and rampant corruption in the forestry sector.

Overgrazing and unsustainable range management

Large cattle size and many goats may be a blessing for farmers, but when their numbers exceed the area's natural carrying capacity, this can turn to a serious disadvantage.

When vegetation disappears, the ground becomes exposed to soil erosion, which greatly reduces its ability to grow new plants. Eroded soil also runs into rivers and out at sea, where it smothers sensitive corals.

Pollution

In Tanzania's major towns and cities, solid and liquid wastes are left untreated. As a result, air and water are contaminated with pollutants, a major health hazard for those who live in under-privileged areas. Take Dar es Salaam for example, where few people are connected to a sewage system. The few sewage systems that exists disgorge their waste directly into the ocean, affecting marine habitats and the species that live there.

Illegal and unsustainable wildlife exploitation

In village areas, people often resort to poaching. Sometimes, this happens in retaliation to wildlife attacks which destroy crops, and hence livelihoods. Such conflicts between humans and wildlife are also straining relations between wildlife authorities and local people.

Policies

The overall objectives of the National Environmental Policy are:

To ensure sustainability, security and equitable use of resources for meeting the basic need of the present and future generations without degrading the environment or risking health or safety;

To prevent and control degradation of land, water, vegetation, and air which constitute our life support systems;

To conserve and enhance our natural and man-made heritage, including the biological diversity of unique ecosystems of Tanzania;

To improve the condition and productivity of degraded areas including urban and rural settlements in order that all Tanzanians may live in safe, healthful, productive and aesthetically pleasing surroundings;

To raise awareness and understanding of the essential linkages between environment and development, and promote individual and community participation in environmental action, and,

To promote international co-operation on the environmental agenda, and to expand our participation and contribution to relevant bilateral, sub-regional, regional, and global organisation and programmes, including implementation of treaties.

IMPACTS ON TOURISM IN THE WORLD

Ansigar J.Mtandika

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Objective

TO show how the impacts of tourism in the world in one hand and how it can help in solving the problems of unemployment and poverty at large in the other hand in meeting the challenges the world faces under Millennium Development.

Specific objectives

- Students to understand the concept of tourism;
- Students to know the importance of tourism;
- Students to elaborate factors that encourage the development of tourism in the world;
- Students to explain the impacts of tourism in the world.

Information

Under this students are supposed to define the word tourism, its types, importance, factors that encourage development of tourism, major problems which hamper smooth development of it and its impacts to the world today.

Tourism involves the movement of people away from home to other places of interest for leisure, pleasure or studies. It involves visiting places of interest like wildlife, conservation areas, historical sites etc.

Scope of tourism. Tourism can be regarded as socio cultural and economic activity.

Types of tourism:

1. Domestic tourism which involves people travelling to places within the country e.g. From Dar es Salaam to Bagamoyo etc.

2. International tourism which involves people moving from home countries to other countries for leisure or studies.

Factors that encourage the development of tourism in the country

These factors can be grouped into four main categories:

I. Physical factors

- a) Pleasant climatic conditions which attract tourists;
- b) Attractive landscape due to physical features like mountains, craters, lakes

etc..

II. Socio-cultural features

- a) Presence of historical and architectural sites;
- b) Presence of recreational resorts;
- c) Good social services like shopping centers etc.;
- d) Local skills like the carvings of Makonde in Tanzania.

III. Economic factors

- a) Availability of capital to be invested in the tourist industry;
- b) Advancement in transport and communication network;

IV. Political factors

- a) Peace in the country;
- b) Government policy;

Importance of tourism

- Provides the employment to the people who live nearby;
- There is the provision of foreign currency to the country which is being visited;
- It also facilitates rapid development in science and development;
- Tourism leads to the introduction of new culture;
- Strengthens the international relationship;
- It provides international respectability of a country.

Major problems which are currently hampering the smooth development of tourism in the world

- Terrorism which is associated with bombardment of economically strategic centers like World Trade Center in New York;
- The ongoing crimes against the visitors who come and visit the country;
- Environmental problems or hazards like Earthquakes, volcanic eruptions etc.;
- The current political conflicts in different countries like Democratic Republic of Congo;
- Poor transport and communication.

Impact of tourism on the world today

- Tourism leads to environmental degradation like air pollution;
- It leads to the spread of diseases like AIDS;
- It can accelerate terrorism in the tourist country;
- It can lead to deteriorating of culture in the countries which are visited;
- It can lead to occurrence of conflicts in the country due to cultural destruction.

Verification: Students in their groups should go and write the impacts of tourism on the developments in Kilimanjaro region and present the summary in front of the class. They should use library, web etc. to get materials to write down. As they present before the class teacher should guide them.

SUSTAINABLE ENERGY IN TANZANIA

Noel J Mashingia

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Objectives

- To enable students to understating the meaning of Sustainable Energy and its Significance in National Development in relation to Millennium Development Goals;
- To rise student awareness of the activities of Government of Tanzania in promoting Sustainable Energy with the major focus on Geothermal energy.

The meaning of Sustainable Energy

Sustainable energy is energy that can potentially be kept up well into the future without causing harmful repercussions for future generations. A number of types of energy can be thought of as sustainable, and many governments promote their use and the development of new technologies that fit within this model. Increasing rates of energy consumption around the world have led to a corresponding rise in concerns about where the energy comes from and if it will become more scarce.

Several factors go into making energy sustainable. The first is whether or not the current use of the energy is something that could potentially persist into the future, which leads many forms of renewable energy to qualify as sustainable. People can generate energy from windmills, ocean waves, and the sun without running out of energy and resources, making these methods sustainable for use by future generations. By contrast, fossil fuels are not treated as sustainable because the Earth's supplies of crude oil will eventually run out.

Overview of Energy and Millennium Development Goals (MDGs)

Energy improves the quality of peoples life by providing lighting, clean water and healthier cooking methods (MDG 3, 4, & 5).

Clean energy improves the environment and health by replacing dirty fuels or wood usage (MDG 5 & 7).

Energy can be used to improve production resulting in income generation (MDG 1).

Finally, and perhaps most important, energy can be used to stimulate economic activity (MDG 1,3 & 8).

Country Background

Tanzania, with an area of 945,203 sq. km had an estimated population of 44.9 million in 2012. The population is growing annually at a rate of 2.9 percent per annum. If current trends continue, population will reach 64 million by 2025 and 83 million by 2035. However, the growth rate is expected to decline as economic development takes place. Majority of Tanzanians (75 percent) live in rural areas.

Tanzania Energy Sector

According to International Energy Agency, Tanzania consumed a total of 19.6 MTOE (millions of tons of oil equivalent), of which net imports were 1.7 MTOE.

In 2009. The government of Tanzania estimates this to have increased to 22 MTOE in 2010. Energy imports represent 23 percent of total imports of about US\$1.5 billion and almost all of this is petroleum products. Biomass represented 88.6 percent of the total energy consumption in 2009.5 Charcoal made from wood was the single largest source of household energy in urban areas with about half the annual consumption occurring in Dar es Salaam. Electricity represented 1.8 percent, while petroleum products provided 9.2 percent of the total energy consumed in Tanzania. Other energy sources, such as solar represent a small share.

Biomass use in homes has significant environmental and health consequences with a significant gender dimension. It is estimated to cause 3 percent of all diseases worldwide. Exposure to biomass fuel smoke is responsible for a number of respiratory diseases; given women's domestic roles, they often feel these impacts most acutely. The nearly 1 million tons of charcoal consumed annually is estimated to require 30 million cubic meters of wood. The annual average loss of forest cover attributed to charcoal production is estimated to 100000-125000 hectares.

Government of Tanzania responsibility

Tanzania has experienced, through highly volatile weather patterns and the resulting shocks to power supply, what damage climate change can cause. The Government is committed to taking responsible mitigating actions to reduce the

impacts of climate change. **Scaling up renewable energy program** offers a unique opportunity for Tanzania to begin this process of transforming its energy sector and government of Tanzania accepts the responsibility and its associated challenges.

Coincidentally, the initiatives Government of Tanzania proposes under Scaling up renewable energy program Tanzania are also in the national interest and target two priority goals of the nation. Firstly, invest in power generation options that bring diversity and reliability and do so at the lowest economic cost. Geothermal, is such a technology, once the resource is proven. Scaling up renewable energy program in Tanzania provides the means to prove the resource. Secondly, rapidly increase access to electricity services to the population; and do so in a manner that is environmentally friendly, avoid the high cost and risk of depending of diesel generation, take advantage of resources available close to the population to be served; and reduce overstretching the capacities of Tanzania energy supply company; and do so at lowest cost.

Development Approaches

Geothermal energy is thermal energy generated and stored in the Earth. Thermal energy is the energy that determines the temperature of matter. The geothermal energy of the Earth's crust originates from the original formation of the planet (20%) and from radioactive decay of minerals (80%). The geothermal gradient, which is the difference in temperature between the core of the planet and its surface, drives a continuous conduction of thermal energy in the form of heat from the core to the surface. The adjective geothermal originates from the Greek roots γη (ge), meaning earth, and θερμος (thermos),

Geothermal energy can form an important part of the energy mix in Tanzania and the Government has expressed its interest to develop this sector. The potential of this sector is estimated at over 650MW. with most of the prospects located within the East African Rift System.

Most of the geothermal prospects were identified by on-surface manifestation, mainly

hot springs. Surface geothermal assessments started in 1976 and to-date more than 50 sites have been identified (Figure 12). These are grouped into three main prospect zones: the North-eastern Zone (Kilimanjaro, Arusha and Mara regions), the South-western Zone (Rukwa and Mbeya regions), and the Eastern coastal belt which is associated with rifting and magmatic intrusions (Rufiji Basin). Only the South-western zone has undergone a detailed surface exploration studies. The MEM in collaboration with Geological Survey of Tanzania (GST), the German Federal Institute for Geosciences and Natural Resources (BGR) and TANESCO carried out surface exploration in the south-western zone and did de-

tailed studies in the Ngozi-Songwe prospect in Mbeya region between 2006 and 2010. The geo-thermometers showed that the reservoir temperature exceeds 200 C.

Geothermal energy could be developed via two business models which are described below. In Model I, the exploration phase is conducted in the public sector supported by government resources or confessional financing, which reduces the risk and investment level for the private sector, This approach can lead to lower cost of electricity from the geothermal plant, as the public sector can attract lower cost financing than the private sector for this risky phase of development. Cost is also lowered if the public sector considers the resource confirmation cost as a sunk cost and does not recover the development cost from the private developer. However, there is a risk that public sector implementation may take longer.

In Model II, the private sector bears all the costs of exploration and production of geothermal electricity. The resulting cost of electricity is higher as the private sector investors will demand a higher return on the investment, given the higher risks, and as the resource confirmation costs have to be recovered.

Challenges facing Government of Tanzania in providing Sustainable Energy

Currently, there is no systematic and strategic plan to develop the resource. Tanzania requires a road map for geothermal development, and a suitable legal and regulatory framework. The mining laws that are presently applied to the geothermal sector are inadequate. They also need resource pricing policy; and a geothermal resource development strategy covering both resource development and subsequent power development. Institutional and human capacities have to be strengthened.

Uncertainty as well as high costs around exploration lead to low level of private sector interest at the exploration stage. Exploration up to test well drilling utilizes 20-25 percent of project costs, with the high risk that a potential site might not yield the expected resources.

Resource allocation issue: The Government has to determine how to best utilize its limited financial resources to develop geothermal energy along with significant investments needed for power development. Presently, few public sector resources have been allocated to geothermal.

Financial credibility of the power purchaser: TANESCO's credit and liquidity risk affects the developer's ability to raise financing and then recover costs and generate a return on investment.

WASTE AND WASTE MANAGEMENT

Janeth Bayi

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Objectives

The students should be able to:

- Define waste and types of waste;
- Understand the essence of waste management and the methods of waste disposal.

Waste Definition

Waste are substances or objects which are disposed of or are intended to be disposed of or are required to be disposed of by provision of national laws. Wastes are materials that are not prime products (that is products produced for the market) for which the initial user has no further use in terms of his/her own purposes of production, transformation or consumption, and of which he/she wants to dispose. Wastes may be generated during the extraction of raw materials, the processing of raw materials into intermediate and final products, the consumption of final products, and other human activities.

Types of waste

There are many waste types defined by modern systems of waste management, notably including:

- Municipal Waste includes Household waste, Commercial waste, and Demolition waste
- Hazardous Waste includes Industrial waste
- Bio-medical Waste includes Clinical waste
- Special Hazardous waste includes Radioactive waste, explosives waste, and Electronic waste (e-waste)

Waste management

Waste management is the collection, transport, processing or disposal, managing and monitoring of waste materials. The term usually relates to materials pro-

duced by human activity, and the process is generally undertaken to reduce their effect on health, the environment or aesthetics. Waste management is a distinct practice from resource recovery which focuses on delaying the rate of consumption of natural resources. All waste materials, whether they are solid, liquid, gaseous or radioactive fall within the remit of waste management

Waste management practices can differ for developed and developing nations, for urban and rural areas, and for residential and industrial producers. Management of non-hazardous waste residential and institutional waste in metropolitan areas is usually the responsibility of local government authorities, while management for non-hazardous commercial and industrial waste is usually the responsibility of the generator subject to local, national or international authorities.

Methods of waste disposal

Group work: The students divided into small groups should explore how different methods of waste disposal are developed in Kilimanjaro region and in municipality of Moshi. They will present their findings to a special meeting and will prepare a report which will be presented to the Moshi municipality.

Landfill

This is common practice in most countries. Landfills were often established in abandoned or unused quarries, mining voids or borrow pits. A properly designed and well-managed landfill can be a hygienic and relatively inexpensive method of disposing of waste materials. Older, poorly designed or poorly managed landfills can create a number of adverse environmental impacts such as wind-blown litter, attraction of vermin, and generation of liquid leachate. Another common product of landfills is gas (mostly composed of methane and carbon dioxide), which is produced as organic waste breaks down anaerobically. This gas can create odor problems, kill surface vegetation, and is a greenhouse gas.

Incineration

Incineration is a disposal method in which solid organic wastes are subjected to combustion so as to convert them into residue and gaseous products. This method is useful for disposal of residue of both solid waste management and solid residue from waste water management. This process reduces the volumes of solid waste to 20 to 30 percent of the original volume. Incineration and other high temperature waste treatment systems are sometimes described as "thermal treatment". Incinerators convert waste materials into heat, gas, steam and ash.

Recycling

Recycling is a resource recovery practice that refers to the collection and reuse of waste materials such as empty beverage containers. The materials from which the items are made can be reprocessed into new products. Material for recycling may be collected separately from general waste using dedicated bins and collection vehicles are sorted directly from mixed waste streams and are known as kerb-side recycling, it requires the owner of the waste to separate it into various different bins (typically wheelie bins) prior to its collection

Biological reprocessing

Recoverable materials that are organic in nature, such as plant material, food scraps, and paper products, can be recovered through composting and digestion processes to decompose the organic matter. The resulting organic material is then recycled as mulch or compost for agricultural or landscaping purposes. In addition, waste gas from the process (such as methane) can be captured and used for generating electricity and heat (CHP/cogeneration) maximizing efficiencies.

Energy recovery

The energy content of waste products can be harnessed directly by using them as a direct combustion fuel, or indirectly by processing them into another type of fuel. Thermal treatment ranges from using waste as a fuel source for cooking or heating and the use of the gas fuel, to fuel for boilers to generate steam and electricity in a turbine.

Avoidance and reduction methods

An important method of waste management is the prevention of waste material being created, also known as waste reduction. Methods of avoidance include reuse of second-hand products, repairing broken items instead of buying new, designing products to be refillable or reusable (such as cotton instead of plastic shopping bags), encouraging consumers to avoid using disposable products (such as disposable cutlery), removing any food/liquid remains from cans, packaging, and designing products that use less material to achieve the same purpose.

Effects of waste and bad waste disposal

Surface water contamination:

Waste that ends up in water bodies negatively change the chemical composition of the water. Technically, this is called water pollution. This will affect all ecosystems existing in the water. It can also cause harm to animals that drink from such polluted water.

Soil

Hazardous chemicals that get into the soil (contaminants) can harm plants when they take up the contamination through their roots. If humans eat plants and animals that have been in contact with such polluted soils, there can be negative impact on their health.

Pollution:

Bad waste management practices can result in land and air pollution and can cause respiratory problems and other adverse health effects as contaminants are absorbed from the lungs into other parts of the body.

Leachate

Liquid that forms as water trickles through contaminated areas is called Leachate. It forms very harmful mixture of chemicals that may result in hazardous substances entering surface water, groundwater or soil.

Economic

Everyone wants to live and visit places that are clean, fresh and healthy. A city with poor sanitation, smelly and with waste matter all over the place do not attract good people, investors and tourists. Such cities tend to have poor living standards.

Waste management and Millennium Development Goals

Goal 1: Eradicate extreme poverty and hunger

Many employment opportunities are found in waste collection, as municipalities, NGOs and community groups work to extend collection services to all of the rapidly-growing urban populations. Manual jobs in solid waste management are largely open to any who wish to work in this way, since many of the tasks require neither starting capital nor specific skills nor training. Example here in Tanzania specifically Moshi Kilimanjaro many people are engaging in this business. This increases their source of income and hence poverty reduction.

Goal 2: Achieve universal primary education

By getting salaries from working in waste collection, people manage to pay school fees for their children's.

Goal 4: Reduce child mortality

Involving storage of waste in containers, removal at a frequency of at least once a week, and effective disposal – is effective in reducing the numbers of houseflies and therefore reducing the spread of diseases that kill young children. Pollution of water by waste, the reuse of contaminated containers and reduced general hygiene (because of indiscriminate waste dumping) are other ways in which gastro-intestinal diseases are transmitted

Goal 7: Ensure environmental sustainability

The use of recycled materials in some production processes requires much less energy than if raw materials are used. This is especially true of glass and aluminum, when long transport distances are not involved (which would themselves consume energy). Recycling and decentralized composting save on the energy used for transporting waste to landfills, which can be significant where disposal sites are at a considerable distance.

GLOBAL EDUCATION LESSONS

DEVELOPED BY BULGARIAN EDUCATORS

Larissa Vasileva, Georgi Simeonov
Colonization,
History and Civilization, XI Grade

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Objectives

- Understanding the importance of social justice and improving life quality for all people on earth;
- Realizing that inequity is harmful to individuals and the economic development of society;
- Considering every person as equal when comes to rights;
- Engagement in poverty and violence removal for creating a better world;
- Ability to work with complex and controversial problems;
- Eagerness to wage a campaign for a more just world;
- Opposing racism and other forms of discrimination, inequity and injustice;
- Understanding how past injustice influences contemporary local and global politics.

LESSON 1: THE CONQUEST OF AFRICA AND ASIA AND THE IMPOSAL OF NEW ECONOMIC CONDITIONS AND CHRISTIAN MORAL IN XV – XVII CENTURIES

Preparation: Student research – 3 teams of 2 people

1. Reasons for The Great geographic discoveries – scientific, economic, religious, strategic.
2. Creating the Portuguese colonial system in Asia and Africa.
3. Creating the Spanish colonial system in Asia and Africa.

Lesson overview:

Introductory exercise:

What do we know of people's lives after the XV century? – in Africa, the Middle East, China, India, Japan.

The class will be divided into 5 groups and each of them will brainstorm. They will all present their results in front of everyone.

Filling the form – „my stance“

-----|-----|-----|-----
I have no interest, I know a bit, I've read, I can imagine how people used to live
Summing up the "my stance" report.

1. A colonial idea comes forth from the Great Discoveries.

A three group assignment

1. Why Portugal became the first colonial country in XV century?
2. Why does Spain start a colony in Africa later?
3. How the Catholic Church intervenes for the division of influence with the 1493 bull of Pope Alexander VI?

A question following the group presentation:

Are there any differences between the Portuguese and Spanish colonial systems? What are they?

All groups work with a map: The Great Discoveries and conquest of the New World.

Task:

1. Which are the first colonies?
2. Why do parent states strive to create colonies?
3. What are their goals?

2. History of Asian and African countries XV – XVII

Theoretical block

A) Africa – economic and strategic prerequisites for its conquest

B) Asia – after 1453 Western Europe tries to find a way to import spices, silk, faience and gold. Analysis of the table of Spanish expansion in the New World

Q: How did Japan and China manage to isolate themselves from European influence and Christianization?

The Spanish Expansion into the Americas

Date	Explorer	Aim	Achievement
1492 – 1504 expeditions	Christobal Colon	Reaching East Asia	Discovers the West Indies in the Carribean.
1513 – 1521	Juan Ponce de Leon	Gold and colonizing Florida	The first European to explore the territories of nowadays USA. Fails to reach his goals.
1513	Vasco Nunez de Balboa	Gold and a way to the Pacific	Goes to the other side of the Panama isthmus. First European to see the Pacific.
1519 – 1522	Fernando Magallanes	Defining the Pacific's proportions	Killed during the expedition, but the 18 survivors of the crew were the first people to sail across the world, proving that the Americas are not part of Asia.
1519 – 1536	Hernan Cortez	Gold and conquering the Aztecs	Destroys the Aztec empire and plunders tons of gold.
1531 – 1533	Francisco Pizzaro	Gold and conquering the Incas	Destroys the Incan empire and also plunders tons of gold.
1539 – 1542	Hernando de Soto	Gold and colonizing Florida	Explores the current states of Georgia, Alabama, Mississippi and Arkansas; no gold
1540 – 1542	Francisco Vasquez de Coronado	Gold and the cities "of gold"	Finds nothing.

3. Discussion: What do the colonizers bring (impose) with them?

Colonization A second wave of European colonialism XVII – XIX

LESSON 2: REFORMATION AND ADVANCEMENT IN SCIENCE GAVE RISE TO THE SECOND COLONIAL WAVE XVII-XIXB.

Preparation: Student research – 4 groups of 2 from each class

1. French expansion into Africa and Asia
2. British expansion in Africa and Asia
3. Belgian expansion into Africa
4. Precursors to the German expansion in Africa

Introductory exercise: How Spain and Portugal changed the lives of the tribes and peoples in: Africa, the Middle East, China, India and Japan? Five small groups will brainstorm and present their results to the class.

1. Second European expansion into Asia and Africa

Dividing the class into 4 groups; tasks:

- 1.1. Precursors which lead to Spain and Portugal being kicked out of Asia and Africa
- 1.2. What gives France opportunity to subjugate colonies in Asia and Africa?
- 1.3. The desire for economic progress fuels Belgium's ambition for colonial presence in Africa
- 1.4. The unification of Germany – trampoline for colony conquest in Asia and Africa

2. History of the peoples of Africa and Asia XVI-XIX

A) Theoretical block – teacher

B) A student poster: graphic depiction of the changes in colonial presence in Africa (a beforehand task)

B) A student poster: a second graphic depiction – The end of isolation policy in China and Japan in the middle of the XIX century.

3. Discussion: What does the XIX century bring to the peoples of Asia and Africa?

Sample:

A debate on: “European countries bring civilization with them/ European countries destroy civilizations.”

4. Analysis on Cecile Rhodes saying, March 1899 – “Germany has begun her colonial enterprise very late, and was, therefore, at the disadvantage of finding all the desirable places already occupied.”
Brainstorming

First question: What endeavour will Germany undertake?

Second question: What will this change in Africa?

Supposed answers:

- Germany will do what is necessary to acquire colonies
- A clash of the colonial empires of Great Britain, France, Belgium and Germany is about to take place
- The peoples of Asia and Africa will again be the subject of aggression
- Tribal separatism
- Underdeveloped rural sector
- Increase in foreign debt

5. Work with photo materials in groups

First group: an analysis of colonial empire maps of the late 19th century based on an anachronistic map of the Spanish empire in its different stages (from 16 to 20 century); tracking the territorial penetration of each European country in Asia and Africa and finding out which state managed to hold the most territories.

Second group: analyzing the coat of arms of European colonial empires and what do they symbolize.

Third group: analyzing photos from the 19th century of both Europeans and natives, from slave trade and answering the already mentioned question: “What “new” do the Europeans bring in Asia and Africa; what have the natives lost?

6. A group research task.

6.1. Pick one African state conquered by the Europeans in the colonial age

6.2. Find out more about the colonizing process

6.3. Describe how the natives’ lives change

6.4. Locating contemporary development problems which resulted from colonization

6.5. Creating a portfolio of the gathered materials

The same portfolio will be used during the next academic year for mini projects on decolonization

The maps could be found in: www.wikipedia.com

The photos could be found:

[https://encrypted-](https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcRJ5dGIP1bFt5omaHVMD6kDfRZhcawA2adQ_k0UN2GBrehiQ5g8IQ)

[tbn2.gstatic.com/images?q=tbn:ANd9GcRJ5dGIP1bFt5omaHVMD6kDfRZhcawA2adQ_k0UN2GBrehiQ5g8IQ](https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcRJ5dGIP1bFt5omaHVMD6kDfRZhcawA2adQ_k0UN2GBrehiQ5g8IQ)

<https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTQet-9ECG2jl7pkKvZ9v0US3xeSaDSfIAs2TSv5bxx7Pe6sGKh>

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<http://africagreenmedia.co.za/wp-content/uploads/2013/06/poverty-data3.png>
<http://api.ning.com/files/svM-EmOJxqWXWFfV8wWqXVDaXgTD9-thBio2-9DhbPS54Cl3yrY27MytFiFYJSWYvBwzLa0GTERUWgnQL8965aneh7u24JRX/AdultliteracyrateinAfrica.jpg>
http://floridapundit.com/wp-content/uploads/2009/12/living_in_poverty_in_africa.jpg
<http://filipspagnoli.files.wordpress.com/2008/08/poverty-in-sub-saharan-africa.gif>
<http://cozay.com/documents/poverty2.jpg>

DECOLONIZATION

LESSON 1: THE REAWAKING OF THE POOR IN THE AGE OF DEMOCRACY

Preparation: Student research – two teams of two people each:

1. “Behind the Great wall of China” – historic development of China from the beginning of the XX century till Second world war
2. “A great soul” – Mahatma Gandhi – historic information presented verbally and on a poster

Introductory exercise: What do I know about the people of Africa, the Middle East, China and India?

A four group brainstorm and summarizing in front of classmates

1. The colonial idea after WW1

Questions:

- 1.1. Which are the colonial empires in the beginning of the XX century?
- 1.2. Which of them continue to exist after 1919?
- 1.3. Which is the new colonial force? Japan? Коя е новата колониална сила?

Group work with an atlas: Asia, Middle East, Africa

Task:

After WW1, which empires have colonies in the region?

How does life differ by the one in the dominant state?

2. History of Asian and African states after WW1

a/ Theoretical block

b/ China – what kind of status China has in the beginning of the XX century?

Student report “Behind the Great wall of China” – historic development of China from the beginning of the XX century till WW2

c/ India – What is India’s status in the beginning of the XX century?

Are there any changes after WW1?

Student report for Mahatma Gandhi

Gandhism:

1) freedom

2) Satyagraha – a form of resistance: civil disobedience, boycotting British goods, fasting unto death (hunger strike), not paying taxes, mental self-improvement and non-violent resistance.

3) post-colonial society – a federation of rural areas and artisan-based production

Do you think this form of resistance successful against colonialism?

Problem: Hindus – Muslims

Rabindranath Tagore: “You, the people of the West, who have manufactured this abnormality, can you imagine the desolating despair of this haunted world of suffering man possessed by the ghastly abstraction of the organizing man? Can you put yourself into the position of the peoples, who seem to have been doomed to an eternal damnation of their own humanity, who not only must suffer continual curtailment of their manhood, but even raise their voices in pæans of praise for the benignity of a mechanical apparatus in its interminable parody of providence?”

Do you think the people of the West can actually answer to this cry?

3. Discussion:

How humane can a colonial state be?

LESSON 2: THE PHENOMENON OF DECOLONIZATION

1. Presenting “The miniature Earth” – analysis of everything seen and commenting

Where are we? What are the real dimensions of world poverty?

When were the foundations of the contemporary world laid down?

2. Introductory exercise What kind of change occurs in international relations after WW2? Answer: The creation of the UN

Which are the main documents of the organization? The Universal Declaration of Human Rights of 1949

Main controversy: A system of colonial domination over the democratic rights and freedoms of the citizens of Asia and Africa

1945 – 1949 r. – Vietnam, Indonesia, the Philippines, India, Burma, China and Malaya declare its political independence.

How do you think the colonizers accept this fact?

New colonial wars:

Group work with the table below

Wars for decolonization

Country	Years of war	Human casualties
Indonesia	1945 – 1948	5000
Indochina	1946 – 1954	600000
Madagascar	1947 – 1948	5000
Malaysia	1948 – 1960	13000
Kenia	1952 – 1956	10000
Algeirs	1954 – 1962	200000
Cyprus	1955 – 1960	359
Cameroon	1955 – 1960	32000
Angola	1961 – 1975	90000
Portuguese Guinea	1962 – 1975	15000
Mozambique	1965 – 1975	30000
Rhodesia /Zimbabwe/	1972 – 1980	12000

Questions

1. Who bears responsibility for all human lives lost?

2. For what purpose and with whom states go to war (use a historical atlas if necessary)?

3. What can explain the behavior of colonial forces?

Empires were unable to stop the process of decolonization!

In 1960, The General Assembly of the UN accepts the Declaration on the Granting of Independence to Colonial Countries and Peoples.

4. Group work with a fragment of Resolution № 1514 of XV session of the UN General Assembly, 14th of December 1960

Discuss and answer the questions

First group: Which is the main right of nations forming the basis of the Resolution?

Second group: Which are the main reasons the colonial governments refused to grant independence?

Third group: What stance does the Resolution take to armed conflicts?

Fourth group: How will the new states be governed?

Fifth group: on which articles of the Universal Declaration of Human Rights this resolution is based?

5. The phenomenon “third world”

Brainstorming: What kind of domestic/international problems the new countries are facing?

Supposed answers

Consequences in natural and human resources from colonial exploitation

Lack of competent administrative and technical staff

Conservative traditions

Tribal separatism

Armed conflicts and civil wars

Underdeveloped economy with a primary focus on raw material extraction

Underdeveloped rural sector

Extremely difficult to pay back international banks – growth in external debt

6. Project work

Research aim:

Students are:

- to understand the need of change in the contemporary world;
- to develop sensitivity to the problems of poor countries;
- to find ways of supporting the people in those countries

Students in pairs select one country to receive independence in the second half of the XX century and study the process of decolonization. They research the problems in daily life of people and the development in a specific country nowadays and define how these are connected with the Millennium Development Goals. They create a Power Point presentation and a poster with the problems and their possible solutions.

Time limit – 1 month

Project presentation in May

MILLENNIUM DEVELOPMENT GOALS IN BULGARIA

Margarita Ivanova

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Objectives

- Student are to get to know and understand the MDGs;
- Students are to research, explain and to make conclusions for the achievement of MDG 1, 2 and 8 in Bulgaria

Introduction

The national report for the MDGs of 2008 is a “visit card” through which a county could be monitored on MDG achievement. Reports present brief overviews of everything achieved and all the obstacles along the road to the fulfillment of all eight goals and they serve to inform the public.

A poll on MDGs conducted among the Bulgarian public shows that Bulgarians are most pessimistic on two worldwide goals: eradicating extreme poverty and hunger and ensuring environmental stability.

Question

1. Do Bulgarians have solid reasons for this skepticism? What do you think the tendencies are? The poll is from 2007, is there any change today?

2. Which are the most important MDGs for Bulgaria’s better future? Figure out which problems must be solved.

The teacher will give student the opportunity to acquaint themselves with Bulgaria’s development on three of the main MDGs in the middle of the announced 15 year

period (2008) and to be able to make prognosis for their completion in 2015.

The teacher will divide the class in three groups: each working on a separate problem – a global goal:

1. Overcoming poverty – <http://www.undp.bg/page.php?id=1371>,
<http://www.vesti.bg/index.phtml?tid=40&oid=5636631>,
http://www.undp.bg/uploads/documents/2691_851.pdf
2. Improving education –
http://www.undp.bg/uploads/documents/2691_852.pdf
3. Building up partnership for development –
<http://www.undp.bg/page.php?id=1378&lang=bg>

Each group will present a resume – an analysis of to what extent has each specific goal been achieved and what is to be done to underline the tendencies in Bulgaria's MDG progression

Questions on poverty reduction (first group)

1. Is it possible to achieve this goal until 2015?

In 2007, the official poverty threshold was 78 euro, showing minimal income and the country's social policy. It's far below the 170 euro set to achieve for 2015 and the maximum percentage of people to be below that level.

In 2013, the official poverty threshold declared by the government is 216 BGN. Below it lives a number of 1 600 000 Bulgarians.

How will you comment on the fact that Bulgaria still remains the poorest country in the EU?

.....

2. Youth unemployment: up to 30% in 2013. The final goal is reducing unemployment to 25% in 2015. The permanently unemployed – 13,8% have increased dramatically for only one year. Which are the crucial factors for reaching these low levels?

.....

3. Do you approve of the policies set in the document for achieving this global goal of poverty reduction till 2015? What can you add to them for an even faster effect?

.....

Questions on education improvement (second group)

1. One of the main sub-goals is the connection between education and business and market needs. Do you think this had been achieved and how would this affect youth unemployment?

.....

According to recent studies, Bulgaria is drastically falling behind compared to previous years in mathematics and the natural sciences. How should education be reformed to deal with this effectively?

.....

Questions on partnership for development (third group)

1. Why are foreign investments important in Bulgaria? Can they improve the living standard and quality of life?

.....

2. What has been achieved and what is the percentage of foreign investment according to statistics?

.....

3. Do you consider this goal attainable to 2015?

.....

Homework: Students continue working in the same groups:

1. First group – finding information and comparing the following indicators: level of poverty /official poverty threshold/ and people who live below it; unemployment – youth and permanently unemployed; average monthly income; minimal wage; minimal payment per hour; average life expectancy in Bulgaria and other countries in the EU (statistics up to 2013)

2. Second group – to research how the Finnish educational system functions and how do business and education connect in other EU members.

3. Third group – percentage of foreign investment in Bulgaria and other developed European countries, policies for attracting foreign investment (statistics up to 2013)

CONSUMER SOCIETY AND ENVIRONMENT

Mariela Kiosovska

*Geography and Economics,
Elective Course “Sustainable
Development”, IX Grade*

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Objective

Students to get to know the negative effect of consumerism on the environment and society and to realize the necessity of a new model of consumption

Preparation: Students are to get familiar with consumer society via literature, the internet, etc.

Activity 1: The teacher gives the students a task to pinpoint consumerism with key words. The students start listing: shopping, imitation, entertainment, spending, advertising, materialism, parading on welfare, showing off, mainstream and so on ...

The teacher explains that shopping should be as any other normal activity, unlike the way it manifests as a life of consumption.

The teacher will also ask a question, whether students often go to the store without knowing exactly what will they buy. They go there just to relax, to buy something they like and to have fun. It turns out that it happened to every student and not just once, but they often go there with parents or friends.

The aim is to provoke the feeling that each of us is part of the consumer society – buys, uses and throws away.

Question: How does this type of behavior affect people? Answers are to be written on a poster: One becomes addicted to material possessions; Belongings actually come into play in people's relationships; The very person becomes an object;

And people are never satisfied with what they have and they want more and more.

Question: How does this affect the environment?

Before putting down any answers, things such as growing population, the technical capabilities of people and their standard of living, must be considered. A list of objects may come into play, in order for the students to account the materials from which they were made and the resources consumed. An increase in demand leads to increase in resource extraction, mass production, greater transport traffic, which all endangers the balance in nature and Earth's future. The students will also note important environmental issues such as: Resource depletion; Polluting and destroying the ecosystem; Accumulating garbage.

The aim is to provoke a responsible attitude towards problems coming from mindless consumption. This stimulates economic growth – the more the demand, the greater the production. Can modern man stop shopping? No, but we can all have a more responsible behavior.

Activity 2: The teacher divides the board in two and asks students to think of the most expensive and useless gift they've ever received or at least heard of. The best of suggestions will be written first. On the other side will be a list of attractive presents which require no money, such as: a promenade out in the open, a cake, poem, painting or even a handmade product (students always give interesting ideas). Then a comparison follows and the second group receives positive feedback for its numerous advantages. Those presents are praised because they are unique, generate more emotion, are immaterial and environmental impact is minimal. Then both teacher and class share whether they've made such a gift before and if they haven't if they are willing to.

Activity 3: Creating rules for responsible behavior to nature when shopping.

Students work in groups and discuss their ideas. The following rules are to be written on a poster:

To use a bag made of cloth many times, instead of a plastic one.

To make a list of the things I need; not because I forget, but not to buy unnecessary ones;

Not to be affected by advertisements

To mind the package – be it one time only, homogeneous made for multiple usage or for recycling

To look for ecologically clean products

Following action:

- Multiplying and spreading the rules at school, in public or among the family.
- Informing oneself on problems with consumerism.
- Declaring a non-shopping day at home and at school.
- (A World non-shopping day was 23.11.2012)
- Watch and comment Annie Leonard's Story of stuff.

AFRICA – THE ‘BLACK’ CONTINENT

Mariana Boshnakova
Geography, VI, X Grade

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Objectives

- To summarize students’ knowledge on Africa, while accentuating on the main problems – ecological, social, economic, political;
- To develop their ability to compare via placing problems in parallel with the ways of their solution and realizing them along with the MDGs;
- To heighten the sensitivity of students and to develop an empathy towards the fate and the needs of Africa’s peoples;
- To build up appropriate skills and attitudes to deal with injustice;
- To develop values and perceptions with a desire for change in the future and in all sorts of activities in relation to MDG realization.

Class preparation

During geography and economics class, students in 6th and 10th grade will get to know the MDGs thanks to the lessons in nature, population, political map and land management.

The class will be divided into three, with each group given a specific research task on a country in Africa’s problems: 1st group – drought, desertification, pollution; 2nd group – poverty, hunger, birth rate, health care etc.; 3rd group – economic difficulties, armed conflicts etc.

Activity: Associative cloud – why do the often call Africa “the black” continent?

Conclusion: not because its people are predominantly black, but because of all these difficult problems to solve such as hunger, epidemics, child mortality,

poor living and hygiene conditions, drought etc.

1. Activity: A question at the end of class: can Africa become in future NOT the “BLACK” continent of Earth?

2. Activity: brainstorm in class and dividing the problems into three main groups according to the MDGs:

First group – natural and ecological problems: drought, floods, erosion, desertification, deforestation, pollution due to resource extraction, decreasing biodiversity, poaching and so on (goal #7 for creating a sustainable environment)

Second group – social problems: poverty, hunger, low rate of health care, poorly developed education, high child mortality, low life expectancy (for 10th grade – low index of human development), the spread of epidemics and disease such as malaria, HIV/AIDS, human rights violation of women and children, child labor exploitation, overpopulation in big cities etc. (goals 1,2,3,4,5,6)

Third group – political and economic problems: low developed economy, predominant agriculture and branches of extraction, huge external debt, corruption, armed conflicts, unstable political situation etc. (goal #8)

Activity: a brief presentation from students on environmental problems – drought, desertification, deforestation while accentuating on the scope of the problem and the methods for its solution (check in index)

Conclusion: the measures taken are hardly enough and they are unattainable for poor African countries.

Activity: A fragment of the movie „Niger oil“ with a task of defining problems in relation to the oil industry in Nigeria and the reaction of the populace. (<http://www.youtube.com/watch?v=u4l6ArtUlRk>)

Conclusions: pollution, dying of fish and other members of the flora and fauna, wealth exploitation by foreign companies, low income and poverty, reduced opportunities for agricultural growth or a citizen reaction by protesting.

Finding the connection between environmental and social problems

Activity: a short presentation on poverty, hunger and child mortality data on the continent – slides with pictures and data, maps of showing the heavy social problems in Africa.

Activity 2: on the Human Development Index, find Africa’s place and the countries with the lowest stats (10th grade)

The Human Development Index (HDI) of the UN is a relative estimate of life expectancy, literacy, education and quality of life in countries all over the world. The index was developed in 1990 from the Pakistani economist Mahbub ul Haq and has been used since 1993 in the UN’s Annual Report of the UN Development Agency. Countries are organized in 4 categories: **very high** (category has been added in 2007), **high**, **medium** and **low** human development.

Due to the new method of calculation accepted in 2010, the HDI’s stats are lower than in previous years. Calculating the standard of living is a natural logarithm of the Gross Domestic Income (till 2010 known as GDP) per capita in relation to purchasing power.

The country with the highest increase in index compared to 2009 index is East Timor (from 0,489 to 0,502). The one with the lowest results in history is Zimbabwe – the index for 1998 is 0.514 and for 2010 it's 0.140.

Task: On the World poverty map find the countries with the highest poverty percentage. en.wikipedia.org/wiki/List_of_countries_by_percentage_of_population_living_in_poverty

Activity: Presentation of the second part of the documentary „Action for Social Justice“ (could be downloaded from www.zamunda.net) A presentation on the second part of the movie “Action for Social Justice” (part 2: Poverty) Social Justice Documentary. Designing for impact. www.cmsimpact.org/designing-impact-online-version-0.

Activity: presenting rural problems of the continent – a comparison between primitive and modern agriculture through photos (extensively and intense for 10th grade students), of armed conflicts and other political problems.

Question: Which are the reasons for the poor economic growth of African countries?

Answer: related to the colonial past of the continent, the huge external debts, corruption, malgovernance and unstable political situation.

Activity: Designing a pyramid – who can and must help for problem resolution in Africa?

Activity: Presenting the third part of the movie „Action for Social Justice“ (Part 3: Action „What can I do?“)

Activity: The class is divided into groups, and colored paper in flower shape is being handed out where the class will write its wish to Africa's future. Then they are wrapped up (the center is left out as a sharp end) and they are left to flower in a vase of water.

Wish ideas from 6th grade:

- African children to be happy and to have the opportunities of kids in developed countries
- Africa to be no longer subriqueted as the “black” continent
- For there to be more smiling kids and make this happen
- To be no poverty or hunger on Earth

Activity: Answering the question: Can Africa in future NO longer be the “BLACK” continent?

Homework: Exercise for sharing expectations – group work in creating a poster, painting, collage etc. “My dream for the future of Africa”

AFRICA IN THE CONTEMPORARY WORLD

Sylvia Stoyanova
Geography, X Grade

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LESSON ONE

Overview: The teacher will make a short summary on the subject.

I. A quick examination of Africa's natural resources (how favorable natural conditions are and which are Africa's riches)

II. How is the political map of Africa formed?

1. In the first half of the first half of the XX century
2. In the 50s and 60s
3. At the end of the century

During the second half of the lecture, the class will receive its main challenge: **To create visit cards for the regions of Africa**

The class is divided into 5 groups (as the number of geographic regions of the continent). Each group will examine a demographic situation in a region and finding problems with it and on the social level as well.

First group examines East Africa – **Under the yoke of civil war, epidemics and hunger.** Students from this group will look through Ethiopia, Sudan, Uganda, Somalia (or could simply pick two) and accentuate on the lack of medical care, epidemics, high percentage of HIV infected people and the lack of education. The group shall work on Goal 2, 4 and 6 of the MDGs. After they gather enough information, students will have to put themselves in the shoes of an African kid

nad through its point of view (or essay/story) describe their lives.

Second group will get Central Africa – **Rich countries – poor populace**. The group will study Chad, Central African Republic, Angola and will pay specific attention to MDG #1 – extreme poverty. Students will present their results on Power Point.

Third group shall focus on West Africa – the subject is: **The abundance of petrol – a blessing or a curse**. Nigeria is within the range of students. They will have to watch the movie on the river Niger delta, for the great pollution caused by foreign companies when extracting oil and the consequences of air and water deterioration in the region. Other facts can be checked on the subject via the internet as the group will focus on MDG #7 on environmental sustainability.

Fourth group will explore the region of South Africa: **the Republic of South Africa – a state of great contrasts**. While using different documents (some provided by the teacher), students will explore the Apartheid (still valid for this country) through children and discrimination of women (goal #3). The group will use posters or charts for the results.

Fifth group will get a different task. It shall focus on the countries of the Magreb of Northern Africa and their economic development. Can we describe these countries as the **gateway to Africa and the bridge to Europe**?

LESSON TWO

III. Contemporary demographics of the Black continent

The lecture will entirely concern the first **four** groups

At the end of class, students will summarize the main demographic and social problems of the continent.

LESSON THREE

Africa's place in the contemporary world of economy?

1. Primary sectors in the rural structure of the continent

At the beginning, the teacher will make a short introduction on the rural structure of the continent. Individual work follows with different charts (pie, column and other tables) in the textbook. Students must define Africa's participation in the production of certain rural cultures in the world and also the relative share of

the world production and resource extraction.

The second half of the class continues with the presentation of the students from **the fifth group**, who need to outline the future steps for the economic development of the South-African countries.

LESSON FOUR

The session starts by revising the previous class. The following table is presented on the board:

Branches of South-African economy, shaping the face of the continent	Import Structure	Export Structure

Students fill in the table.

Sub-Saharan Africa on the Verge of Starvation: Reasons

Group work follows. Students present their conclusions adopting either the “fishbone” method, or the “spider web” one.

A presentation before the whole group comes after.

The session closes with designing **a map of the poorest African countries**.

Variant: The class might be assigned the following task (be it for homework or as a project): Imagine you worked in the Sales Department of the Ministry of Exterior. You have to organize an exhibition entitled “**African Economy in Bulgaria**”. How would you organize it? Which countries would you invite and what products would you present, given the specifics of this region?

LESSON FIVE

Sub-Saharan Africa: the Forgotten Continent?

The discussion encompasses 3 questions.

1. Who should assume responsibility for the situation in Africa?

A group discussion is conducted. The discussion speculates with the potential of African governments to find a way out of the situation single-handedly as

well as with the assistance provided by international organizations.

2. Why is this important to me?

Students come up with a list of 5 motives that keep their incentive to help high. A follow-up discussion is conducted.

Variant – Students produce an essay, entitled “**My personal motive**”, including all the things they want to, and are able to do, in order to help Africa.

3. Africa’s Future

Group work follows. Each group presents a metaphor or a sketch, showing **what the continent will be like 50 years from now**.

Variant -Students are assigned a topic for an essay: **Will the cradle of humanity be given a new lease of life?** (Africa is evoked as the cradle of humanity, where all human civilizations were given birth)

MYTHS AND TRUTHS ABOUT AFRICA

Plamen Dobrev

History, IX, X Grade

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Objectives:

- Elaborating on the “Third World” concept
- Raising awareness about the connection between colonialism and the countries of the “Third World”
- Introducing the “perspective” of white-race predestination to rule over “inferior” classes when it comes to universal human rights;
- Realization of the need to respect everyone else’s right to choose a particular lifestyle over another;
- Realization of the effects of past injustice onto the local and global policy of the present;
- Realization of the fact that each historical phenomenon projects itself onto the present;
- Involvement in projects aimed at eliminating poverty and violence; at the creation of a new, more just world.

Preliminary work

Several groups are formed, each of 3 to 4 people.

Group 1 “Ebony and Ivy” Students prepare a short presentation on pre-colonial Africa (emphasis on the shifts in the way of life, life conditions, even environment). Presenting the real face of Africa. What attracts Europeans to this continent?

Group 2 “Heart of Darkness” Students prepare a brief historical overview of the most conspicuous colonial effects (emphasis on a bigger image collection showing the life of Europeans in colonial Africa, as well as on colonialists’ names,

Cecil Rhodes in particular, as the owner of one of the biggest diamond mines, famous for his “The Moon! If I could, I would colonize it, too!” exclamation; additional stress on ivory production and missionary activity)

Group 3 “Contemporary Africa” – Students relate life in contemporary Africa to the Millennium Development Goals

1. Margretta Grigorova’s ruminations on “Ivory”, a reporting novel by journalist Ryszard Kapuściński
2. “Heart of Darkness”- Joseph Conrad /1857-1924/, English novelist

LESSON ONE: COLONIZATION OF AFRICA

Preliminary Task: atlas work, what gives historians grounds to call Africa the cradle of human civilisation, revision of what’s been learned in the seventh grade. Group one presents (let the presentation be short and colourful, outlining well the aforementioned contrast)

1. **“Fairy world”** – a story about an exotic, unknown land, leaning on the reporting of first explorers of the Black Continent (D. Livingstone, H. Spenser, etc.)

2. **„Evil forces”** – the New World lures Europeans with its beauty and richness, but pragmatism soon takes over and colonialisation begins

a/ the beginning of colonialisation – the 30s of the twentieth century

b/ colonial practices – England, France.

c/ Berlin conference 1894-1895 and its aftermaths

3. Opposition – twofold: guerrilla war and direct military confrontation

4. Effects of colonialisation – table work, students provide immediate comments on the results (students provide free answers to fill in the table on the board)

Positive	Negative

/opinions are grouped in the following four subcategories/

a/ economic b/social c/ political d/ religious

5. Discussion: Is **Rudyard Kipling** right in saying that “It is the responsibility of white people to govern and impart their culture to the “savage and primitive peoples”?

LESSON TWO: DECOLONIZATION OF AFRICA

Preliminary Task: The second, „Heart of Darkness“-dedicated group, presents a brief historical overview of the most conspicuous colonial effects (emphasis on a bigger image collection showing the life of Europeans in colonial Africa, as well as on colonialists' names; additional stress on ivory production and missionary activity)

The aim of the presentation is to show that despite the abolishment of slavery and slave practices, life in colonialized Africa does not change for the better.

1. Progression of Decolonization

- a/ local opposition / relying on previous knowledge /
- b/ external forces

2. The difficult way towards independence

- a/ „The Third World“ – the new phenomenon of the twentieth century
- b/ tribal separatism
- c/ lack of own management and technical resource
- d/ obsolete economy and underdeveloped infrastructure
- e/ external debt

3. Non-Aligned Movement /glossary: racism, apartheid, Pan African Union, neocolonialism, third world /

AFRICA – A CALL FOR HELP. THE FACES OF POVERTY

Margarita Ivanova

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Introduction

The session starts with a UNICEF video, educational and promoting, bringing to light shocking footage of the abject poverty in some African countries. The aim is to engage student actively from the very start.

<http://www.youtube.com/watch?v=qVRpZSizC2o>

A question to the students:

Why is this happening? Can developed countries help?

(Students generate opinions about what the reason for the present situation might be and whether developed countries could help. As the discussion progresses, different viewpoints come to the fore and give rise to different stances.)

The faces of poverty – a multimedia educational material, presented by the teacher.

More than a billion around the world live on less than a dollar per day. Another 2.7 billion struggle to survive on less than two dollars per day. In the developing world poverty does not boil down to scarce income, though. Poverty means having to walk more than 1.5 km a day only to get some water or wood for the fire; to suffer from diseases, long ago forgotten in the developed countries. Every year 11 million children die, most of them before they are even 5. More than 6 million get stricken by perfectly preventable diseases like malaria, pneumonia and diarrhea

In some of the poorest countries less than half of the kids go to primary

school, and less than 20% of them continue with higher education. A total of 114 million children around the world do not get even primary education, and 584 million women are illiterate.

Some basic facts about the roots and manifestations of poverty, which more than a third of the world suffers from, may be consulted below.

Every year 6 million children die of malnutrition before they are even 5. More than a half of the African population suffers from diseases like cholera and infant diarrhea, both caused by impure water. Every day HIV/AIDS kills 6 thousand people, and another 8200 get infected with the deadly virus. Every 30 seconds one African kid dies from malaria – that makes a total of more than one million cases of infant mortality per year. Every year between 300 and 500 million people get infected with malaria. Approximately 3 million of them die.

Tuberculosis kills most of the HIV-positive, and in some parts of Africa 75% of the HIV – positive are affected by tuberculosis, as well.

More than 800 million people go to bed hungry daily. 300 million of them are kids. It is only 8% of these 300 million that are victims of mass starvation or some other crisis situation. More than 90% of them suffer from permanent malnutrition and food microelement insufficiency. Every 3.6 second one person dies from hunger. The majority of these are kids under the age of 5.

More than 2.6 billion around the world, which makes for a total of 40% of world population, do not have basic sanitation, and over 1 billion still rely on unsafe sources of drinking water. 4 in 10 around the world do not have access to a bathroom, and 2 in 10 do not have safe supply of water. 5 million around the world, most of them children, die from waterborne diseases.

In 1960 Africa is a net exporter of food. Today the continent imports a third of the grain it consumes. More than 40% of Africans do not have sufficient food supplies, sometimes even for entire days. Decreased land fertility, soil erosion and HIV pandemic account for the 23% decrease in food production per capita, visible during the last 25 years, despite the massive increase of population. Common fertilizers cost the African farmer ten to six times more than they do on a world scale.

More than 80% of African farmers are women. More than 40% of African women do not have access to primary education. If a girl attends school for six or more years, her parenting is going to be better and she will be able to survive multiple childbirths. Educated mothers tend to immunize their children 50% more frequently than mothers lacking formal school tuition. HIV affects illiterate women twice faster than the ones who have attended school, for a short period though it might be. The survival rate of kids born to women with a five-year-long primary education is 40% higher than the one of kids born to women with no education. 1 in 16 women in Africa is likely to die while pregnant or in labor. In contrast, every 1 in 3700 in North America runs that risk. Every single minute a woman around the world dies during pregnancy or in labor. This makes for a total of 1400 women per day, or 529 thousands per year. Almost half of the births in the developing

countries are carried out without the assistance of a midwife.

A question to the students

Calculate the amount of money you need per day – for food, transport, etc. Who provides it for you – parents or personal earnings? How much do you spend on clothes and social needs – entertainment, relaxation?

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The disturbing fact is that 1 in every 5 around the world lives on less than a dollar per day. This is the main parameter for the international community in measuring poverty. Think: **If you had 1 dollar a day, how would you use it and how would that change your life?**

.....

Poverty and the Way It Affects Children

<http://www.youtube.com/watch?v=SBXqrlQArEc>

What do African kids lack and how does poverty affect their chances for future development? Can they ever escape poverty? What does the future hold for them?

.....

Why is education important?

<http://www.youtube.com/watch?v=C3iKImdSsDY&NR=1&feature=endscreen>

Students open a discussion on education and the reasons why it is of great importance for the future of the Black Continent.

Poverty in Bulgaria

<http://www.mediapool.bg/%D0%B5%D0%B2%D1%80%D0%BE%D0%BF%D-news204495.html>

Individual homework ... – Students divide into groups and start working individually on certain topics for projects, or alternatively, an essay.

Poverty in Bulgaria – what is the number of kids living in abject poverty in Bulgaria?

Students research the dimensions of poverty in Bulgaria and the way it affects kids and their development.

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Topic for an essay – Why are some peoples poor, and others – rich?

Propose solutions for eradicating poverty in Africa and Bulgaria.

Students devise projects and propose concrete measures to eradicate poverty.

.....

POVERTY AS A SOCIO-ECONOMIC PHENOMENON

Silvia Stoyanova

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Preliminary work

The class is divided into three groups.

Group one outlines the reasons and manifestations of poverty in three of the poorest Sub-Saharan African countries (each groups decides on its own; the teacher might also provide guidelines).

Group two outlines the manifestations of poverty in developed countries (the USA).

Group three explores poverty in the countries of transition – reasons and aftermaths. Which characteristics apply to Bulgaria, as well?

Findings are presented under the form of a poster, drawing, scheme or computer presentation.

LESSON ONE

Preliminary work: From all we hear and see, what affects us and what does not?

The class is divided in two groups:

Group 1 describes the current state of events, relevant to the creation of a human community of social solidarity and to the degree of our ability to react /on the 1-to-10 scale/

Group 2 reexamines the effects of past events /wars, epidemics, world hun-

ger, natural calamities/

The one leading the discussion directs attention towards world hunger, and stresses on the fact that contrasts can be established not only between the northern and southern countries, but also within all poor and rich countries, where social stratification runs supreme. Poverty has long been considered a personal fault. Now it has clearly proven to be a socio-economic phenomenon, mirroring mounting social inequality.

What is poverty? Types of poverty

In defining “poverty”, the class adopts the “635” approach.

The one leading the discussion summarizes, defines and describes the two types of poverty – absolute and relative.

Poverty in the Different Types of Countries

Students present the results of their work.

LESSON TWO

Preliminary Task

Students are assigned the following task: Compare poverty in developed and developing countries. Outline the similarities as well as the differences.

The following table is presented under the form of a poster:

Country Type	Similarities	Differences
Developed		
Developing		

Students fill in the table with key words and revise what’s been discussed during the previous session.

Poverty and its Aftermaths

Students are asked to present the faces of poverty in Africa under the form of a scheme or a drawing.

A group discussion follows: Which of these post-effects are valid for people in developed countries, as well?

LESSON THREE

Preliminary Task. The five most important things I've learned about poverty. Every student puts down five things they think they've learned about the topic and shares with the whole group. The discussion concludes with the ten most important conclusions the group has made about the topic.

Measures for Reducing Poverty

The class is divided into groups.

Group one works with documents from the textbook outlining the policy of the States in reducing poverty. The «Food Stamps» and «Health Insurance» mechanisms are discussed in detail. The group needs to be able to answer the following questions:

Do these mechanisms match the UN strategy for eradicating poverty?

What will the share of people living under the minimum living standard be in health insurance?

Group two presents the measures Bulgarian government takes to reduce poverty.

Group three seeks to answer the questions of «Can African governments keep soaring poverty under control? » and «Is Africa alone in fighting hunger? ».

The Millennium Development Goals – presenting the UN plan.

LESSONS FOUR

The EU Commission Report on the EU contribution to the Millennium Development Goals (2010) is presented.

What can I do for the resolution of this problem?

“I have a dream ... about a world without hunger and destitution, without arms...but with sustainable development...” Students work in small groups and describe their dream the way it should look in order to come true. In the end, they combine dreams to work out the future way of development.

THE VIOLATED RIGHTS OF MOZAMBIQUE KIDS

Polya Tsvetanova-Kostova

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Objectives

- Getting familiar with the MDG, and goal number 4, in particular – “Decreasing infant mortality rate”
- Provoking empathy and compassion for the Mozambique kids within the context of their violated rights
- Building tolerance to the differences

Methodology:

Key questions are addressed during the sessions, so that feedback is received on the following questions:

Do Mozambique kids have a childhood?

What does the violation of their rights lead to?

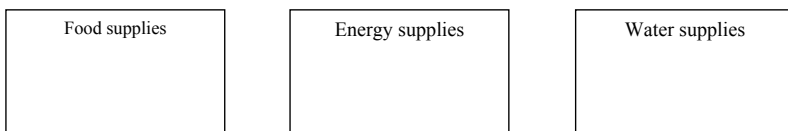
Presenting the MDG and the factors, which have brought it into existence

Facing the challenges of the new age and the disturbing tendencies in the year of 2000, the most respectable and influential international organization – the United Nations (UN) – adopts a Declaration, where it postulates Millennium Development Goals due 2015. The declaration is adopted by 189 of its member-states, which express readiness to propose global solutions to the problems.

At the beginning of the third millennium, i.e. the first decades of the twenty-first century, world population reaches 7 billion people, i.e. it increases twice and even more for 50 years. Many parts of the Earth become overpopulated, while others remain depopulated. By 2004 nearly 200 countries are independent.



World statistics shows a drop in birth rate and aging population in rich countries, and quite the reverse tendencies in poor ones. Humanity has to face serious issues:



Further problems arise as a consequence of excessive industrial activity – pollution, global warming, poor soil fertility, depopulation, animal and plant species extinction, etc.

Bulgaria also faces a lot of problems. Measured against other EU-member states, Bulgaria has the lowest income per capita. International standardization places Bulgaria among the middle-income countries, which do not have to face the abject poverty characteristic of countries in Africa or Asia with high percentage of hunger.

Brainstorming „How do Mozambique people live?”

Teacher’s comment

I will present to you the way of life kids have in Mozambique, one of the counties of the Sub-Saharan region, notorious for its high poverty rate. (Have you heard about it?; What do you know?) We will also talk about the MDG 4- Reducing Infant Mortality.

Mozambique is a country of splendid nature. It is situated in the most south-eastern part of Africa. The capital is Maputo (1.2 million). It brings together two contrasting worlds – that of luxury and that of poverty.

Conditions of life: dwellings are not reliable and are small. Kids get suffo-

cated inside poorly ventilated dwellings because all sorts of litter and waste get burnt there (when cooking or boiling water). There's no electricity, no water supplies or sewerage – people empty their bowels outdoors or in the river.

Death rate is high, but there are at least 5 kids per household.

Hygiene: Access to water and sanitation is limited. Bathrooms, if at all present, are primitive. People have a bath in the river, where they also do their washing and throw away their litter. There's no clean drinking water. The poor sanitation and hygiene are the root causes for the high death rate of kids under 5. These kids often die of dysentery. Sometimes they would need to walk for tens of kilometers before they reach a drinking water spring. They would also need to queue for drinking water.

Activity – „World of Contrasts”:

Group work – the poor and the rich. Each group presents the life of the Mozambique kids (along the poor-rich lines) (5-10 minutes). Teacher's summary.

A teacher's comment added on food for kids in Mozambique – a factor of great relevance to the current demographic situation.

50% of Mozambique population subsists on less than a dollar per day. The average life expectancy is below 40. Kids eat once per day. If parents are unemployed, this course is left out, as well, and then children cry with hunger. Hunger and malnutrition lead to a shortage of essential vitamins, which in turn increases the risk of death, blindness, growth inhibition or mental deficiencies. Malnutrition is the central reason for a third of the under-5-year-old infant death cases.

Activity: Group work

The class is divided into three groups. **«Enlist your favorite foods and think of the frequency with which you eat them. What do you think Mozambique kids eat? (5- 10 minutes)**

The teacher summarizes and adds that the poor in Mozambique often eat rats, and at times even fall victims to them.

Activity: Considering everything aforementioned, please answer the following question: Which children's rights are violated and how? /discussion/

Teacher's comments:

The **education** of Mozambique kids – insufficient education and protection. There's no planning of infant development. Scarcity of teachers, yet openness to the need for education. /Despite being poor and hungry, they are not envious, hypocritical, racist or ill-intended/

The **health care** of Mozambique kids – Lacking basic medical care leads to deaths of skinny kids with sore skin. This comes as a result from poverty and living conditions. Health condition is itself a result from factors such as economic status

and poverty. Good education is a must, so that people have the knowledge to prevent diseases. Tuberculosis, malaria, typhoid, dysentery, cholera and HIV/AIDS are widespread in Mozambique as well as other diseases that are no longer a threat for kids in developed countries.

HIV/AIDS infection of mothers can infect babies as much as subsequent breastfeeding. HIV-infected kids often die of tuberculosis.

Conclusion: Kids living in squalid conditions have their rights most violated. More than a third of child births don't get registered, which leads to potential future abuses. These kids' access to essential services and opportunities is denied. They run a higher risk of being exploited on the labor market. They are often forced to work, yet they do so without any objections. This, in turn, makes them potential victims of violence or people trafficking. They have no access to health care or education.

Like all other kids around the world, kids in Mozambique like singing, dancing and playing despite the harsh reality around. Traffic is a physical threat, though, for there are no safe playgrounds, sidewalks, or zebra crossings.

Knowledge transfer: Kids answer the questions set in the beginning: Do kids in Mozambique have childhood? What does the violation of their rights lead to?

Conclusion

Every student leaves an imprint of their hand and puts their message to the Mozambique kids in the imprint:

Note: A further reference on the topic can be accessed on www.mdgproject.com, where „The Violated Rights of Mozambique Kids“ presentation is readily available in Bulgarian

LACK OF EQUALITY BETWEEN MAN AND WOMAN, AND WOMEN'S EMPOWERMENT IN SUB-SAHARAN AFRICA

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Objectives:

- Let students become acquainted with The Millennium Development Goals (MDGs), and more precisely with the goal number three: “Promote gender equality and empower women” on a focus Africa in the context of the idea of universality.
- To develop students’ ability to understand that women's rights are fundamental human rights and that Promotion of gender equality is an important tool for the achievement of the MDGs and matter of social justice.
- Let students examine the issue of inequality and they to be able to explain the reasons for its origin, as well as to develop sensitivity to inequality.
- Let students perceive the authorization of women as one of the key factors for achievement of economic development.
- To focus students on the importance of developing their personal position and duty to future civic initiatives on the problems of gender equality.

LESSON ONE

Word Prompt Method or Associative Cloud:

"Inequality of the sexes ... "

Extraction of information from previous experience of students. Associations are summarized by the teacher and interpreted in the context of social justice and human rights. Presenting of the theme of inequality from the teacher in the context of the project "The Millennium Development Goals" and Goal3 – "Promote gender equality and empower women. "

Placement of the key issues and searching their answers for: 'Why this problem has a global dimensions? Why equality is important and how the authorization of the women would help solving these problems ?

An interview with a woman and her "defender of human rights":

The class is divided into two groups:

First group: Do an interview on the topic "What are the roles of a woman in a developed country? Which rights are protected?"

Second group: Do an interview on the topic "What are the roles of a woman in Africa? Which rights have been violated?"

After that the class is divided again into two groups. Each group selects one for an interviewer and two interviewed: In the first group will hold an interview with a woman from a developed country with her defender of human rights, while in the second group an interview with a woman from Africa with her defender of human rights occurs. First, in each group students discuss the situation, then the issues which interviewer will set, and the responses of the two interviewed in the group. Situations shall be presented to the class. After discussion the interviews, the teacher comments the contrast and the dimensions of inequality in Africa, compares and draws attention to the following conclusion:

Of the women and girls in almost all over the world, it is expected to assume the main responsibility for household work and care for the family. This limits economic activity and makes it difficult to stay them or their removal in the labor market, condemns them in low paid work or work with reduced working hours. Human rights of the African woman in the various spheres of life have been violated, and have proof of huge inequality between man and woman there.

What are the spheres of life where we meet inequality in Africa?; What are the consequences of this ? – Work in groups.

The class is divided into 3 groups, as each group seeks the answer of the certain question: Each speaker presents the opinion of the group on a poster (it is possible to do an interesting card, drawing, painting or text). The comment of their teacher refers to generalize the common sides between the groups and makes a

summary of selected question. It draws attention to this that in Africa inequalities between women and men are meeting in a number of spheres of life such as: access to education, transport, clean water, hygienic conditions of life, the sources of energy and others. As a result, the women and girls are often the most seriously affected by poverty, hunger, diseases, violence, discrimination and early death.

Home work: What are the causes of inequality in Africa? Diagnose them as categorizing as basic or derived.

LESSON TWO

Sharing

Discussion of their homework. Each group work is presented by a spokesman. Schoolteacher summarizes the results and make pin that the causes of inequality between men and women are interrelated. Some are connected with a very outdated traditions, which build nefarious stereotypes, related to the lack of equal access to education and discrimination of women. The reason why it occurs is that economy in this region is undeveloped because of the legacy of colonial system and the consequences of wars, and etc.

Elaboration of a scheme by the method "Spider web" to a shared poster

On the basis of the preceding activity, the class makes a common scheme of reasons such as separating them to: basic and resulting (example: Main as lack of education, and arising as poverty, rigid traditions, etc.). In the center, it is the main problem, then follow the basic reasons and each of them is the consequence of several others, they are followed by others and so on, and so forth. It is built a network of reasons, as well known Spider web.

Discussion club: "What would promoting the equality lead to?"

Comment these facts:

- In some African countries, children born of mothers who have attended school at least five years, have 40% of a greater chance to stay alive up to 5-years of age and to grow.
- If the relationship between working women and men in Somalia is increased by 10 %, the gross internal product of the country will be increased by 8 %.
- In the countries of Sub- Saharan Africa it is calculated that agricultural productivity could be increased by nearly 20 % if the access of women to resources such as land, seeds for sowing, and fertilizers was equal to that

of men.

This activity aims to prove that gender equality is the basis of development and has a direct impact on formation of quality human resources.

The teacher gives examples of sustainable development and requires comments and examples on the basis of last experience of his/ her students.

Conclusions of the discussion guide to this, that the promotion of gender equality and the rights of women are not only important in themselves, but they are the basic rights of human and matter of social justice, and also represent an important tool for the achievement of the MDGs.

Homework: Look for alternatives to the inequality in Africa.

Can one of basic resources for the improvement of the life of the African woman lead to her empowerment?

LESSON THREE

Sharing in the group The class is divided into two groups. Each share in the group its observations and possible solutions for dealing with gender inequality in Africa, one of them is the authorization of the woman. Each group is up to 5 key alternatives (for example: empowerment of women in Africa; Accessible education for all women; Ensuring the sexual and reproductive health; Investments in the infrastructure; The establishment of national and local civil structures, bounded with the world organizations, advocate for women's rights).

The spokesman of each group shall submit alternatives, and after a summary of the results the class vote and elect three alternatives, which have received the most points. (4points – a good choice; 5p. – very good; 6p. – an excellent)

The comment of the teacher directs to the alternative activity, i.e., to the empowerment of women in Africa and ” What does ”The term power” mean?”

Brainstorming: " Power is ... "

Each group gives assumptions within five minutes. The teacher comments on the answers and summarize the definition of the class. From it, he or she removes the Key Associations and complements the definition in the context of the topic.

Role-Play: "Me, the woman of Africa, if I have power, I would ... "

First group – the woman mother

Second group – the woman, victim of violence

Third group – the woman, suffering any discrimination on the labor market

Fourth group – the woman that lives in poverty and there is no equal access

to resources

Fifth group – a woman, sick from AIDS

Each group, according to the set role of already empowered woman in Africa, finishes the sentence with different assumptions, which are recorded in the posters, and each of them shall be presented by a spokesman of the group, who will enter the role. After the presentation of the proposals, students must understand that the authorization of the women is a key factor for achieving economic development.

Homework: Type an advertisement to campaign under the motto "The woman in Africa has the right of power".

LESSON FOUR

Competition for the best advertising poster for campaign under the motto "The woman in Africa has the right of power"

The class is divided into four groups. Each group selects by drawing lots in a representative of participant in the jury. The jury shall establish criteria for the assessment of the posters, which presents the other four groups and gives a time limited term for the performance (within the lesson). The jury announces award for team winner ("diploma for global contribution in the authorization of women"), made by the jury.

After construction of the posters, each group makes presentation to the jury and the other groups. The assessment of the jury is decisive. The winner, except a charter, acquires the opportunity to be presented under the heading "with gratitude!" in the school's journal.

Final activities

Survey

How did you feel until you were working in the group?

What's new you heard about Africa and MDGs?

Will you turn on in a campaign related to the promotion of gender equality?

Your message for more followers in the cause of the African woman?

Annex 1

One sad statistics ...

We live in a world where poverty and inequality are widely distributed and are accentuated. Almost 40% of the world's population lives on less than 2\$ a day,

as women and girls are affected the most seriously. Determination of the Millennium Development Goals (MDGs) represents a huge step forward in the fight to eliminate extreme poverty and inequality, but years before the expiry of the deadline – 2015 – progress is desperate small. This global financial crisis make the situation even more difficult. According to the assessments of World Bank as a result of the crisis developing countries are currently facing the Financial lack of 270 – 700 billion US \$. Around the world, and most are already in poor countries, women and girls are those who take the burden of poverty. They maintain life by providing food, water and fuels. But regardless of this, they encounter in the social and economic discrimination which limits their road to schools, to reclaim labor, to participation in civic life. Over 40% of women in Africa have no access to primary education. Between 10 and 69% of the women share that they have been made of domestic violence. Against these problems face MDGs.

Annex 2

Measurements to overcome the inequality:

1. The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), described as an international "Charter of the Rights of Women", which has been adopted by the UN General Assembly in 1979.
2. Beijing Platform for Action.
3. Goal 3 of the MDGs is focusing on promoting the equality of the sexes and the authorization of women.
4. Gender action plan for the EU (2010), which represents the first step to a coordinated European approach to promote the equality of gender equality and etc.

NATURE AND SOCIETY, DISCREPANT RELATIONS BETWEEN THEM

Penka Panagyurska

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Civilization teacher in "Neofit Rilski"
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Objectives:

- Introduction to problems of the modern world in terms of the processes of global relations between the human and nature.
- Highlighting the need for environmental awareness and values.
- Build the attitudes for a large and serious awareness on the impact of people on nature and the opportunities to find solutions to the problems.
- Formation of skills for the maintenance and protection of nature.
- Raise awareness of the fact, that the actions of each person are important and each, even in everyday life, can contribute to reduce the risk of environmental disasters.

LESSON ONE

Brainstorming – Word Prompt Method or Associative Cloud over the term "Nature":

Natural environment, kind, natural things, living and non-living, plants, animals, mountains, rivers, seas, etc.

Introduction of terms "pre-modern society" and "modern society" with the relevant characteristics (it is used the text " From pre-modern to modern societies from textbook in "The world and personality").

Every student receives a copy with the speech of native American Chief

Seattle This speech is written in 1971 by Ted Perry, the screenwriter of the film "Home". The Chief Seattle really delivered a speech in 1854, which is up to us thanks retelling of Henry Smith, published in 1887. Acquainting with the text (www.eaglecircle.org/forum/viewtopic.php)

Students are divided into groups and they receive a task to draw up a poster:

First group ("The American Indians") choose from the text key words with them to describe the attitude toward nature of the "pre-modern society".

Second group ("Pale-Faces") selected by the text key words with them to describe the attitude toward nature of the "modern society".

Third group (The Green) detect whether prophecy in the words of the leader is became true as they use the texts from their students' book "Environmentally Conscious" and "World Risk Society"

Presentation of the posters

Group " The American Indians " are enrolled some concepts: we are part of the land and it is part of us, and the land is holy for us, the flowers are our sisters, the hinds, the horse, eagles are our brothers, each meadow, each bug is something sacred, rocks, mustangs, grasslands, men are part of one family. How can heaven be bought? – such a thought is foreign, the earth is the mother, heaven – brother, all things are connected, the man is only a small link in the tissue, etc.

These words emphasize inseparable link between man and nature. The attitude is optimum care, there is understanding. Nature and man are useful one to the other.

Group "The Pale-Faces" have marked concepts and expressions: the white man is an alien, comes and takes of the ground what he wants, the land is his foe, steals land from his children, looks to the ground as something for looting, does not mark air, which breathe, etc.

From the shown words, it is obvious that in the attitude of a man toward nature in the era of so called. "Classical modernity": armed with equipment and weapons, the man is heading for territorial expansions, rivalry and prevail over nature. He uses it as a raw material or field for the expression of his targets.

Group "The Green" are enrolled the words: If all animals disappear, the man would have died of great loneliness of spirit; Any adversity on the ground – will come over its children. If a man spits to the ground, its spittle falls on his face, and the white will wither.

Clarify the concepts: "Limits to growth", "Roman club", associations of the "green", "Sustainable Development", "environmentally conscious", "World risk society"

Schoolteacher summarizes transformation in the attitude of man toward nature:

from an integral part (the "pre-modern society"), through a beast and consumer in the "modern society", to a concerned keeper about the future (in modern society).

Nature – mother goes through Nature – raw material to become the home of the present and future generations. However, this to become truth, are necessary efforts of all the people, institutions, organizations.

Is it possible, everyone to contribute to the resolution of this problem and to contribute to ensure a sustainable environment?

Homework: As acquainted with the "**Earth Charter**" to reflect on the issue: "How could the individual in the day-to-day behavior contribute to reducing the risk by accidents with global consequences?"

"The **Earth Charter**" is available on the Internet (earthcharterBG.pdf).

Lesson Two

The work on the theme continues under the motto "My care for nature"

Introduction:

Recall the work of the previous hour using the posters, made of the teams. Sharing of impressions of the "The Earth Charter" – the common spirit, purpose which was drawn up and the responsibilities of the contemporary society. Whom is it addressed to?

Students receive task to write ten rules, which are from their daily behavior to contribute about sustainable environment.

Rules should be formed on the sheet A4 format as a text, but also use the appropriate symbols for illustration. Each student presents his or her idea. Teacher records with key words ideas with a marker on the white board or poster.

A suitable finale of the theme is drafting the rules from the initiatives of the class, using those, which are repeated in the individual works and be placed in the classroom or in an appropriate place in the building of the school. If the time in the lesson is not enough (in the case, that class is with more students), these rules may be fabricated in extra time or in a class lesson.

WATER NOT ONLY AS CHEMICAL COMPOUND

Maya Gesheva

*Bulgarian Language and Literature for
VIII Grade,
Civic Education*

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The proposed development of your lesson is linked to exercise after getting started with the work of introducing an essay as an argumentative text. It can be used in other lessons in Bulgarian Language and Literature; associated with the written communication, in hours in Free Extra Preparation, in civic education, the hours of the class, in the work of groups to "School for Self-Approval and Preparation to European Horizons" etc.

In the school curriculum in Bulgarian Language and Literature for 8th grade, the theme of argumentative texts is part of Core 4: Social- cultural and language competence.

Written communication; Standard 2; Creation of own texts; Topic 3

Objective:

Develop a plan and build an argumentative text – essay, oriented toward new understanding of the role and importance of one of the main resources – water

Expected Results:

Students should be able to:

- Plan and structure an argumentative text according to the theme and the purpose of communication according to “The Millennium Development Goals” (more particularly with Goal 7: Ensure Environmental Sustainability and Goal 8: Develop a Global Partnership for Development);

- Form thematically main sensible parts; to build paragraphs with a view of the meaning; to compose with pin-text.
- Select and arrange arguments, in accordance with meaningful material and associations.
- Use storytelling, describe and thinking in the essay.
- Build logical layout and arrange it in accordance with the basic requirements for the written communication (spelling, punctuation, graphic styling).

Activities

Reminding of the learned material about the essay as an argumentative text. Parallel between interpretative text and essay: Interpretative text as the expression of reader's position, and essay text as an expression of personal position on an issue. Reminding of the main genre characteristics of essay writing. Reflections on the following thought: "The essay text by its own name is searching of the new; a probe, lowered in unknown; one attack in " the world of blur and unsolved"; one expedition in long-range polar areas."- by famous Bulgarian author Atanas Dalchev.

Determination of the main keywords in this thought: the new, unknown, attack, expedition.

Transition to the theme, on which they will defend thesis and use arguments of a different type – Water not only as chemical compound

A. Activation of knowledge from the hours of chemistry and physics lessons, related to the chemical and physical properties of the water, water on the planet Earth, and of the Universe, and life into the water. Presentation of The Millennium Development Goals more particularly with Goal 7 and Goal 8. Use of a multimedia presentation.

Answer to the question: Is water only chemical compound?

Connection between the certain key words in the thought of Dalchev and The Millennium Development Goals.

The New – old new objectives.

In September 2000 world leaders of 189 countries members of the United Nations adopted the Declaration of the millennium, to make global efforts to reduce poverty, improvement of health, the promotion of peace, human rights and sustainable environment. The Declaration sets out of the Millennium Development Goals (MDGs) – eight specific, measurable, bound in time purposes, which obliged the countries to make additional efforts to fight inequality of allocated income, world famine, inequality between men and women, pollution of the environment, lack of education, health care and clean water. All the Member Countries of the UN undertake up to 2015 to achieve the objectives of the millennium.

Notwithstanding that the realization of the MDGs remained 3 years, The

second national report on MDGs was stated that " Bulgaria is on the way to achieve in the adopted period several of objectives of the Millennium Development Goals levels, and probably even performed faultlessly some of them."

Unknown – Where after 2015 to?

Attack – immediate participation of each one of us in this process.

Expedition – journey of a group of persons, loaded with a special task – creating an argumentative text – essay on a specific topic.

Placing the emphasis on the quality of water as a prerequisite for the quality of life. Good water quality supports healthy ecosystems and therefore leads to improvement of human welfare and vice versa – poor quality damages environment and humanity. Reference to the contents of MDG 7.

Pollution of the water – there is a greater threat to the quality of water resources. It is rather cheaper to prevent the pollution of water resources, than fight with the effects of pollution. Reference to the statistical data – is calculated, that more than 2.5 billion people in the world live without adequate drainage. Supply with clean drinking water and the maintenance of sewerage central fight against poverty and the improvement of the quality of life for billions of people.

Water purification – watching the part of 6 – minute film for the sewage treatment plant "Cubratovo" in Sofia, as the biggest and the most modern facility of this type on the Balkan peninsula.

Parallel between possibilities here- in Bulgaria and in Sub-Saharan Africa. You can see the movie "The Water crisis in Africa". Students are divided into two major groups and place the following tasks: First group – to subscribe: The most useful wording according to the importance of water in human life. Second group – to subscribe: The most important wordings for contemporary condition in Sub-Saharan Africa.

Choice of topic for essay:

"The World can live without love, but not without water"

"Shared water – shared opportunities"

"Pure water for a healthy world"

"Water footprint"

Comment of the individual choice of topic, which are the main causes that require it, what is impact of what the students have listened to, and what have we seen in hours for the millennium development goals and the topic of our lesson.

Development of a plan for preparing the essay writing

Introduction of the essay – we recall, that the beginning may be connected with the personal experience of the writer who creates the text, with current events, with forever and ever problems, with abstract ideas, with abstracts quotations, etc.

We offer the students to record all ideas they have in this connection, with

the selected by them theme and codified them in the following way:

- To rank all ideas in order of importance.
- To highlight main ideas and they made the thesis.
- To arrange everything which is connected with the main ideas, and it will be the base of layout.
- To add their own new thoughts.
- To shape clear their plan – for example, to use Roman numerals for the main points, reflecting the main ideas; the sub-items to note in capital letters (here will include ideas to justify, specifying and clarifying); with Arabic digits to be numbered the appendices to the sub-items – these can be facts, examples, reflections, supporting ideas of the sub-items

Formulating a thesis, an expression of personal position, reference to the problems.

An important tip: to search for the thesis in the topic of the essay

Justification – formulation of micro-thesis and convincing protection. The said in point 2 can be used in the formulation of micro and macro-thesis. Their number corresponds to the number of ideas, making up thesis. We update knowledge for the use of the essay, describe and discuss in the layout (students have achieved in the previous classes). We add that can be used comparisons, associations, analysis, application and justification.

Conclusion – summarizing conclusions, confirming thesis

At the end of the lesson discuss proposals for planning of the various topics.

Homework: it is given writing the essay on the selected topic.

Occurrence of your lesson leads to:

Advantages of integration between literary and global education:

- Reveals new opportunities for synthesis between traditional methods of teaching and innovative ones
- Provide opportunities for active participation and in the preconditioning, also in the course of your lesson, and in out-of-lesson activity (related to the preparation of the argumentative text – study and study of the objectives of the millennium for the development)
- Provides an opportunity for feedback, related to the most- now with incidence of civil position and attitude
- Assist for the transfer of knowledge and the relationship between classroom and out-of-school space.

THE LACK OF EQUAL ACCESS TO WATER – A PREREQUISITE FOR POLITICAL AND SOCIO-ECONOMIC ISSUES IN SUB-SAHARAN AFRICA

Diana Shtarkelova
Geography, X Grade

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Geography teacher in “Hristo Botev”
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Objectives

- To introduce students to the MDGs and in particular to goal 7: “To ensure environmental sustainability”, focusing on the situation in Sub-Saharan Africa.
- Students to understand that the equal access to drinking water is important for the achievement of social justice and for the solution of a number of political and economic problems.
- To consider the reasons and the serious consequences of the situation and develop sensitivity to the problem.
- To form a personal opinion and involvement in various civic initiatives related to the deficiency and lack of drinking water.

Teacher’s discourse: Introducing students to the MGDs – the aim is the main topic of the lesson, related to goal 7: “**To ensure environmental sustainability**” and the consequences of it which are reflected in the rest of the MDGs, to be reached.

Brainstorming: “The lack of drinking water leads to...”

Conclusion: Water is in center of life and the lack of it leads to many problems.

Let us seek an answer to the question: **Why is that a global issue and why is it important for African inhabitants to have an equal access to water?** We will find the answer through the following activities:

Make a comparison between the developed countries, on one side, and the African countries, on the other, using the text from the application. (Application 1)

Group work: Students are divided into two groups.

First group: To discuss and write down **the reasons** for lack of water in Sub-Saharan Africa.

Second group: To consider and write down **the consequences** of lack of water in Sub-Saharan Africa.

After completing the group work, each group writes down its conclusions on a poster and presents them to the class. The teacher comments on the results of each group’s work, and makes a conclusion, paying attention to the serious social and economic situation in which the Africans have to survive.

Role play: “To me, water is...”

Class is divided into three groups. Each of them represents a different social group.

First group: Millionaires

Second group: Middle-class Europeans

Third group: Sub-Saharan Africa inhabitants

After a discussion each group chooses its representative who (playing a role) presents the group’s opinion.

After that, other groups comment on the roles.

After the representation students have to understand that the lack of water leads to these serious social, health and economic issues in Africa and that it will be very difficult these problems to be managed without the support of the developed countries.

Activity: Students should imagine that they are members of a world organization, which deals with the protecting of human’s rights and with the consequences of lack of water. Each student should write down on a piece of paper what he personally would do to overcome the problem and should stick it to a common poster named with the name of the organization (for example: World organization for ensuring environmental sustainability – WOEES).

Annex 1

Water takes 2/3 of the Earth’s surface but 96% of it are located in the oceans

and the seas. 69% of the water on land is found in glaciers, 30% of it is groundwater and just 1% of it is accessible for humans. We use that water in agriculture and industry as well as in households. Due to a study of the Pennsylvania Department of Natural Resources in USA, a family of four spends approximately 1,05 cubic meters of water a day (more than 1 000 liters). The approximate distribution is: 75% in bathroom, 20% in kitchen and for laundry, 5% for drinking and cooking.

Although a renewable resource, water is still a limited one, and its use is constantly increasing, especially for industrial use. There is a big waste of water happening even in our homes. Losses from a single dripping tap may reach about 350 liters per week. Between 95 and 195 are spent, depending on how much time we spend in the shower

The burden of thirst- Tina Rozenberg

In big part of Africa a single drinking fountain is enough to bring back the human dignity. Aylito Binayo's feet know the mountain. Even at four in the morning she can run down the rocks to the river by starlight alone and climb the steep mountain back up to her village with 23 liters of water on her back. She has made this journey three times a day for nearly all her 25 years. So has every other woman in her village of Foro, in the Konso district of southwestern Ethiopia. Binayo dropped out of school when she was eight years old, in part because she had to help her mother fetch water from the Toiro River. The water is dirty and unsafe to drink; every year that the ongoing drought continues, the once mighty river grows more exhausted. But it is the only water Foro has ever had.

In wealthy parts of the world, people turn on a faucet and out pours abundant, clean water. Yet nearly 900 million people in the world have no access to clean water, and 2.5 billion people have no safe way to dispose of human waste – many defecate in open fields or near the same rivers they drink from. Dirty water and lack of a toilet and proper hygiene kill 3.3 million people around the world annually, most of them children under age five. Here in southern Ethiopia, and in northern Kenya, a lack of rain over the past few years has made even dirty water elusive.

Where clean water is scarcest, fetching it is almost always women's work. In much of the developing world, lack of water is at the center of a vicious circle of inequality. Some women in Foro come down to the river five times a day – with one or two of the trips devoted to getting water to make a beer-style home brew for their husbands.

THE DESERTIFICATION OF AFRICA

Ivanka Stoyanova

Geography, VIII Grade

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Objectives

- To introduce students to one of the global issues related to the sustainable development – the desertification of the African continent and other parts of the world.
- To learn and understand the processes that led to the growth of Sahara desert and to soil damage.
- To learn about the state of soils in Bulgaria.
- To realize the need for empathy and awareness of global processes in the world.

Expected results:

Consolidation of knowledge about natural areas – deserts, climate changes, human impact on the sustainable development of Earth.

Acquire skills for analyses, research, summarizing information.

Ability to select facts on a particular issue (in this specific case- desertification).

Ability to make decisions and offer a plan for rescue activities helping to limit desert growth and soil conservation in Africa.

Increased commitment to the African problems and all territories with similar ones.

Introduction: Drawing the outline of the African continent on a large poster. Introductory questions about the natural areas in Africa and specifically about the deserts are being asked.

The teacher introduces the desertification topic to students using information on the subject that he finds appropriate. For example, in this specific case – citing UN data and showing photos or works with interactive panel. /Application 1/

Associative cloud – definition for desertification. Each student should write down on the poster a word that symbolizes the desert. After that, the concepts for desertification are summarized and a common one is written down.

Working with contour map

Student should paint in yellow the arid areas on the contour map of Africa and should write the names of the countries in the desertification zones.

They should paint the oceans in blue and the wetlands in green. What do they see?

Choose 10 words symbolizing the desert.

Dry, anhydrous, warm, sand, palms, camels, poor vegetation, wind blows hard, dunes, barchans dunes, scorpions. Task: write down a description using these words.

How does desertification happen? Write down on the poster the possible reasons.

Tropical climate; Trade winds; Firewood; Increased fertility leads to the need of more food and the use of the land and other resources; Improper soil treatment; Fires; Mines; Lack of information among the local population.

Group work: Class is divided into two groups.

First group: preliminary task

Students make a preliminary study to find out if there is more or less vegetation in the tropical areas of Africa today than it was 50-100 years ago.

Questions to the group: How much did the desert grow during the past few years? What are the consequences? How do the inhabitants of these areas live? Does this process lead to poverty and malnutrition? <http://www.geo-bg.bg/p-teshestviya/na-brega-na-pustinyata?page=2>

Second group: Students make a preliminary study on the state of Bulgarian soils.

Questions to the group: Is there a deforestation going on in our area as well? If yes, why? Is Bulgaria located in an area suffering from desertification? Are fires during the past few years in the way of deforestation in our area as well?

<http://www.manager.bg/news/2000-dka-gora-gori-do-haskovo>

<http://www.vbox7.com/play:1b25ac82>

Are forests needed for energy production? Are forested areas being cleared for agriculture? In your own opinion, what needs to be done so as these activities to be canceled? Are there alternatives?

Brainstorming: Students write down on the poster the actions that in their

opinion need to be taken so as to limit the growth of the desert. In the end, they make a conclusion and offer decisions how to protect the soil in Africa and Bulgaria.

The offered actions include: Improvement of the degraded lands by proper treatment; increasing the awareness of the African inhabitants affected by the desertification problems through educational campaigns; combat poverty; improving the conditions for education and health; further improvement of knowledge for sustainable development and use of natural resources; cessation of military conflicts that lead to killing people and destruction of the environment.

Homework

First group should make a study on where in other continents there are lands threatened by desertification and an educational campaign has to be made with appropriate information and presentations on the topic. The study on the subject should be presented to students from other classes during the class hour.

Second group should prepare posters, pictures, collages for The World Day to Combat Desertification **17.VI.** and photos of threatened or burned territories in our area.

Annex 1

Is Earth, our planet, losing its name? The earth is being degraded. According to estimates, 24 billion tons of fertile soil disappear annually and over the past 20 years, the surface area lost is equal to all of the farmland of the United States of America.

Roughly one third of the world's land surface is threatened by desertification, or put in another way, desertification already affects one quarter of the total land surface of the globe.

The United Nations Convention to Combat Desertification defines the term desertification as 'land degradation in arid, semi-arid and sub-humid areas resulting from various factors including climatic variations and human activities' (UNCCD Art.1.a). Desertification is a dynamic process that is observed in dry and fragile ecosystems. It affects terrestrial areas (topsoil, earth, groundwater reserves, surface run-off), animal and plant populations, as well as human settlements and their amenities (for instance, terraces and dams).

GLOBAL EDUCATION LESSONS DEVELOPED BY ROMANIAN EDUCATORS

Neagu Catalina Luiza

Globalization Economics, XI Grade

Catalina Luiza Neagu is a Social Sciences teacher at "Ioan Petrus" High School, Otopeni, Ilfov. She has more than 15 years of teaching experience in the secondary school and high school in subjects like: civic education, economics, and entrepreneurship education

Specific competences:

- Using properly the specific concepts of development education
- Analysing, in teams, the main challenges generated by globalization at individual and community levels.
- Developing a responsible attitude towards the process of globalization

Operational objectives

- Analyzing the main challenges generated by globalization;
- Identifying the components of globalization in a given text;

Objective

Giving students the necessary information for them to acquire knowledge on globalization and to develop new competences

Lesson development

Introduction

The teacher introduces the title of the new lesson and writes it on the blackboard: „**Globalization**”. He/she makes a presentation and explains the new concepts. The teacher asks students to find synonyms for the word “globalization” (ex.

world, centralization, union, internationalization etc.). Students are asked to identify field/areas in which the process of globalization is taking place: economy, culture, politics, social field, environment etc.

The teacher then explains that the term of “globalization” has its origin in Anglo-Saxon languages and it is synonymous with the French term “mondialisation”. Marshall McLuhan is the one who launched the term of “global village” back in 1968. Globalization is a complex phenomenon, characterized by the easiness with which people can travel, communicate and trade almost anywhere on the planet.

Globalization has four components

Economic component

Globalization can be defined as economic interdependency occurring between different countries of the world, as a consequence of the increase in the level of dependency on the world economy. Economic globalization generates the following effects:

- The reduction of customs duties
- The abolishment of customs policies and of the restrictions on goods, services, technologies and capital circulation based on the development of economic exchanges

(The teacher can invite students to check the labels on their clothes or on the products they use, including food, in order for them to see that these products are produced everywhere in the world and to realize that this is a consequence of globalization);

Military component

The teacher highlights the fact that globalization seriously influences the issue of security. All the efforts made in order to ensure the security of any given object or subject – whether it is a country, a company or a person – must contribute to ensuring global security, in other words it must contribute to ensuring the security of the human race and that of the entire planet. Therefore, the security of a country, of a society or of a person cannot be fully ensured without first ensuring global security. The teacher presents examples of countries from Sub-Saharan Africa which are dominated by insecurity such as Sudan, Kenya, Uganda, Rwanda, Congo, Togo etc.

Information technology components

The information technology revolution is a challenge for the traditional world order. Technological progress in the media has brought people closer together and has contributed to the development of the “global village” (there are different socializing websites, socializing networks, video-conferences, emails etc.).

Human rights component

The impact generated on humans by the fact that different nations act collectively has brought about changes in the global approach towards human rights (treaties, convention, trans-border and international agreements).

Generating feedback

The teacher explains the tasks and lets students know how much time they have for solving the tasks.

Starting from the definition of globalization given by Antony Giddens *“globalization is the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa”*, identify the components of globalization.

Homework

Write a short paper (article, news, essay) on a case/situation of integration/cooperation between two countries (North-South) and present the positive results in the economic field of this cooperation. Your paper should be between 1 and 1^{1/2} page.

Annex

The results of the Global Peace Index (GPI) for 2011 show that the world is less peaceful for three years in a row. Terrorist attacks threats and the probability of violent manifestations are the main two factors that have led to a less peaceful world in 2011.

Romania is on the 40th place in the top of most peaceful countries in the world, going up 5 places compared to 2010, based on the GPI, as shown by Mediafax. “Romania’s score has slightly changed in 2011, going up on the 40th place, after finding itself on the 45th place last year, following the strong impact the political instability and economic insecurity had on its peace level.”

The Republic of Moldova is on the 59th place in the world, compared to the 66th place it was on last year, right after Bulgaria, among European countries. It has outperformed countries such as Bosnia, Albania, Ukraine, Macedonia, Serbia and Montenegro.

The GPI level for 2011 shows the impact the “Arabic spring” had on the peace level of the nations concerned. As a consequence of this, Libya (143th place) had a dramatic fall over 83 places, Bahrain (123th place) fell over 51 places and Egypt (73th place) fell over 24 places.

The social frenzy caused by the economic instability led to a decline in the peace level of Greece (65th position), Italy (45th position), Spain (28th position), Portugal (17th position) and Ireland (11th position).

“The decline of the index this year is strongly tied to the conflict between

citizens and governments. Nations need to find other ways than military force to achieve the stabilizing of their countries” says Steve Killelea, founder and president of IEP.

Island is the most peaceful country in the world, followed by New Zealand, Japan, Denmark and the Czech Republic. For the first time Iraq (152th place) is not on the last place in the top.

Sub-Saharan Africa remains the least peaceful region, as 40% of the least peaceful countries in the world are located there, among which there are Sudan (151th place) and Somalia (last place). Central and Eastern Europe are on third place among the most peaceful regions in the world, right after Western Europe and North America.

HUMAN RIGHTS

Horvat Adrian-Gabriel
Philosophy, XII Grade

Horvat Adrian-Gabriel is a 1st grade teacher of Socio-humanistic Sciences at „Matei Basarab” National College and principal of The Secondary School number 47. Teacher trainer and member of the Bucharest School Inspectorate Consultative Council for the Socio-humanistic Sciences.

Specific competences

- Identifying and analyzing cases of human rights infringement, within group activities, starting from media sources
- Making and justifying personal opinions on the state – citizens report

Informational contents:

- The meaning and signification of the human rights concept;
- The characteristics of the human rights;
- Factors that may cause infringement of the human rights in the Sub-Saharan Africa
- Examples of breaking the human rights in the Sub-Saharan African countries.

Detailed contents

Presenting the contents and guiding the learning process. Obtaining performance

- Starting with A. Maslow Pyramid of Needs and grouping the needs according to their way of satisfaction (individual or collective, singular or with involvement/ through outer intervention), there will be underlined

the idea that the needs and their satisfaction are related to some human rights;

- The students specify the meaning and the signification of the human rights concept;
- There are used the following strategies and didactic methods: exposition, controlled discussion, comparative study, learning through discovery, active-participative learning through group cooperation;
- The students work in groups of 4-5, using the work-sheets each group presents a category of needs and their way of satisfaction; the presented aspects are to be sustained with arguments;
- With the help of the computer and of the video-projector, the teacher outlines the characteristics of the human rights and defines the concept, as well:

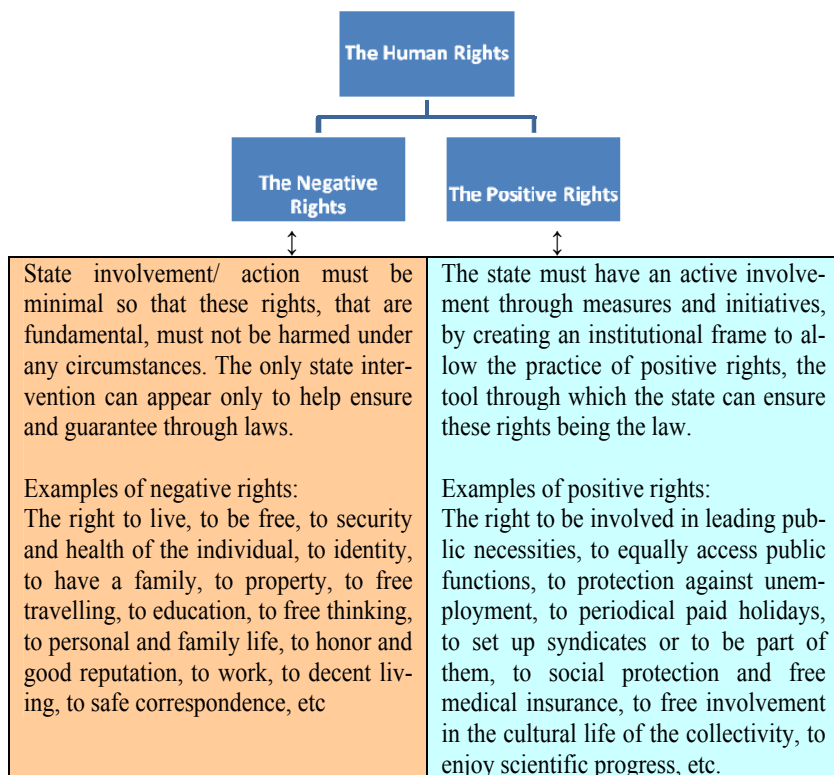


Fig. 1. Classifying human rights according to state involvement

Those freedoms are inherent to the quality of a human being which a community must ensure because of ethical reasons, through laws;

The basis of a peaceful cohabitation: not only in the national and international political field, but also in the residential areas;

The human dignity lies at the very basis of the human rights;

There are rights for all the people that protect them against eventual abuses from the state and these are eternally true;

The General Assembly of the UN described the Universal Declaration of the Human Rights from 1948 as a common ideal to be reached by all the peoples and nations in the future.



Fig. 2. Classifying human rights according to the life areas/ aspects they belong to

Socio-economic statistic data.

According to a survey done by World Bank, over 60 % of the inhabitants of these countries live under the limit of poverty, says 24/7 Wall Street, September 2012.

Country	Poverty Rate	Population	PIB	PIB per capita
Haiti	77 %	10.123.786	7,35 mld \$	726 \$
Equatorial Guinea	76,8 %	720.213	19,79 mld \$	27.478 \$
Zimbabwe	72 %	12.754.378	9,9 mld \$	776 \$
Dem.Rep. of Congo	71,3 %	67.757.577	15,64 mld \$	231 \$
Swaziland	69,2 %	1.067.773	3,98 mld \$	3.725 \$
Eritrea	69 %	5.415.280	2,61 mld \$	482 \$
Madagascar	68,7 %	21.315.135	9,95 mld \$	467 \$
Burundi	66,9 %	8.575.172	2,33 mld \$	271 \$
Sierra Leone	66,4 %	5.997.486	2,24 mld \$	374 \$
Sao Tome, Principe	66,2 %	168.526	248 mil \$	1.473 \$

The conclusion is drawn that the human rights are broken in the Sub-Saharan African countries; there are underlined the human rights that are not obeyed and the factors that cause such situations (the very high level of HIV/AIDS, the lack of medical assistance, poverty, internal military conflicts, the lack of involvement of the authorities, climatic problems, pollution etc.);

Homework:

From the problematic perspective of the human rights, write a comparative analysis of approximately 2 pages dealing with the aspects related to the right to education in both your case and the one of a child coming from a Sub-Saharan African country.

MILLENNIUM DEVELOPMENT GOALS

Zbaganu Aurelia

Geography, Grade XI,

Learning Unit: Global Partnership for Development

Aurelia Zbaganu teaches Geography at „Gheorghe Sincai” high school in Bucharest. She graduated Bucharest University, faculty of Geography – Geology (department Geography – French language) in 1980. The dissertation paper was „The Climate and Bio-climate of Mediterranean Seaside”. Besides teaching at the university she carries out guidance and control activities as a Methodist teacher at the school inspectorate of the municipality of Bucharest.

Specific competences

- Explaining the necessity to set Millennium Development Goals;
- Cooperating, in teams, for giving examples of Millennium Development Goals and of the global partnership for development.

Objective

Encouraging students to reflect on and relate to global problems of mankind and to Millennium Development Goals;

Operational objectives

By the end of the lesson the students will be able to:

1. To cite the Millennium Development Goals
2. To identify on the map the countries from Sub-Saharan Africa which are

considered priority areas for achieving the Millennium Development Goals;

3. To suggest solutions for solving the problems specific to Sub-Saharan countries;

Lesson development:

Evaluation of previous knowledge/ knowledge re-enactment and capitalization

Topic: „North-South relation”

- Identify on the political map of the world the geographic areas located in the “South”
- Which are the indicators which show the economic and social difference between North and South?

Catching students’ attention

Which are the global organizations which develop activities aimed at reducing the economic and social differences between North and South?

In what context were the Millennium Development Goals created?

Introducing the new topic and the operational objectives

Topic: „Millennium Development Goals”

The teacher writes the operational objectives on the blackboard.

Directing the learning process

The class is split into eight groups, all of them having access to a computer with Internet connection, to maps and bibliographic resources. At the end of the activity the class presents the solutions suggested for achieving the objectives using a flipchart.

Group 1 – 1st Goal: „Eradicate extreme poverty and hunger”.

Task: Analyze the following map and indicate measures for eradicating extreme poverty in Sub-Saharan countries.

Map: Unemployment rate in the world, (source: <http://en.wikipedia.org>)

Group 2 – 2nd Goal: „Achieve universal primary education”.

Task: Analyze the following map and identify the Sub-Saharan countries with a low rate of literacy. Suggest measures that could be taken for increasing the literacy rate of the population in these countries.

Map: Literacy rate (Source: www.indexmundi.com)

Group 3 – 3rd Goal: „Promote gender equality and empower women”.

Task: Analyze the map below and suggest measures that could be taken to solve the problem of inequality between genders in Sub-Saharan Africa.

Map: Gender Equity Index (source: Martin Prosperity Institute).

Group 4 – 4th Goal: „Reduce child mortality”.

Task: Analyze the map and suggest measures that could be taken to reduce child mortality.

Map: Child mortality levels worldwide: (Source: www.indexmundi.com)

Group 5 – 5th Goal: „Improve maternal health”.

Task: Analyze the map and come up with measures that could be taken to improve maternal health.

Map: Maternal mortality rate (Source: www.indexmundi.com)

Group 6 – 6th Goal: „Combat HIV/AIDS, malaria and other diseases”.

Task: Analyze the maps below and suggest measures that could be taken to prevent and eradicate such diseases in Sub-Saharan Africa.

Map: Global spread of HIV virus (source: <http://en.wikipedia.org>)

Map: Global rate of HIV prevention (source: <http://en.wikipedia.org>)

Map: Global spread of tuberculosis (source: <http://en.wikipedia.org>)

Map: Global spread of malaria (source: www.indexmundi.com)

Group 7 – 7th Goal: „Ensure environmental sustainability”.

Task: Analyze the maps below and come up with project ideas that could be implemented in order to ensure environmental sustainability in Sub-Saharan Africa.

Map: Desertification risk areas in the world (source: www.mapsonus.com);

Map: Drinkable water supplies at world level (source: bbcnews.com)

Group 8 – 8th Goal: „Global partnership for development”

Task: Identify the solutions for economic and social development that were set in the documents of PNUD, OECD, World Bank, International Monetary Fund and European Union.

Generating feedback

Each group has five minutes to present their suggested solutions. The groups that came up with the highest number of solutions will be graded.

Homework

Identify at least one solution for achieving each objective in Romania.

EXPLORING THE PROBLEMS OF SUBSAHARAN AFRICA

Tigau Dragos Lucian

Dragos-Lucian Tigau (Bucharest, Romania) is a Bachelor of History (The Middle Ages History) and Master of History (The History of South-Eastern Europe). He has been teacher of History at „Nicolae Kretzulescu” Superior School of Commerce in Bucharest since 1994.

Specific competences

- Using properly the specific concepts of development education;
- Analysing, in teams, the main challenges generated by globalization at individual and community levels;
- Explaining the importance of social justice for the sustainable development and for the human well-being;
- Expressing an opinion in the history language;
- Making an investigation plan for a personal or group project, using various resources
- Analyzing the political, social, economic and cultural factors that make the image of a society;
- Acknowledging and accepting inter-cultural diversity.

Content

- Specific historical, geographical and economical terminology
- UN's Millennium Development Goals
- Major problems Sub-Saharan Africa is confronted with
- Interdependency between global and African problems
- Consequences of achieving the Millennium Development Goals

Reviewing the previous knowledge of the students / updating the knowledge

- The students are invited to answer a series of questions for updating / remembering their knowledge:
- Specify three colonial powers that ruled over Africa in the first part of the 20th century
- Identify on the map five Sub-Saharan states and specify which colonial power ruled over them
- Specify three major differences between the African and European or American states
- Present two fundamental documents ratified by Un in 2000

Learning process:

The students are divided in four groups. Each group is asked to fill in the table below, under each pictogram, two of the eight Millennium Development Goals (on the first row) and to propose a solution for their achievement by the year 2015 (on the second row).

Group 1		Group 2		Group 3		Group 4	
							
.....							
.....							

After the table is filled in then is discussed with the entire class for detecting (correcting the possible errors (total working and analysis time – 10 minutes).

An analysis on historical sources is made.

"I used to stay indoors with the children, but now I have a problem. I have to work on the field. Last year I had some money to hire someone to work instead of me, but now I have to do it." Angelina, Zimbabwe.

"Because I am a poor African woman, I can't make enough money for the three orphans. The girl in the second grade is often skipping the first semester because I don't have money for the tuition tax. The other two only go for two or three days per week at school. I had a cow and I kept it for the milk, but it died, and, for the moment, I have no other source of income." Barbara, Uganda.

Based on the testimonials of locals recorded by the volunteers in Africa, a group of students identifies three obstacles for women empowerment in Sub-Saharan Africa. The second group presents three methods for improving the situations presented above. The third group associates the problems presented above

with one or more of the Millennium Development Goals.

The results are presented by the representative of each group and they are written on the table. The teacher makes the necessary add-ons and corrections (total working and analysis time – 10 minutes).

Based on some references indicated by the teacher, the students make their own investigation regarding the level of achievement of the Millennium Development Goals. They are divided in smaller groups, each with the assignment of finding data about one indicator. After checking the references, each group fills in one row from the following table:

Indicator	Year 2007	Year 2011	Conclusions
The number of states included in the African Union			
Population of Sub-Saharan Africa (millions of inhabitants)			
Life expectancy (years)			
Alphabetization rate (%)			
Access to fresh water (%)			
Internet users (no of inhabitants per 100 persons)			
Number of people infected with HIV (millions of inhabitants)			

After filling in the table, a debate is organized (total working and analysis time – 10 minutes).

Sequences from the following documentary movies are watched for 15 minutes:

- „A Grandmother's Tribe” – 2007
(<http://www.agrandmotherstribes.com/index.php>)
- „Angels in the dust” – 2007
(http://www.participantmedia.com/press/press_kit/angels_in_the_dust.php)

The first movie presents the story of two grandmothers from Kenya that are fighting to raise their orphan nephews. The movie catches a special event in the year and in the life of the children, namely Christmas celebration. But here, this

celebration brings only disappointment.

The second movie starts with the story of an activist named Marion Cloete, who, together with her husband and three children, tries to build an orphanage in a village outside Johannesburg (South Africa), where over 50% of the population is infected with HIV. The movie presents many of the problems they are confronted with, which make women's situation harder: hospitals that refuse to give to the patients the necessary treatments, parents that don't acknowledge that their children have been sexually abused and "wise" old men who state that people infected with HIV will get healthy if they sleep with virgin girls.

Based on the information visualized, the students have to make a short essay about the life of children in Sub-Saharan Africa, by presenting specific issues (maximum three issues must be presented).

During the class, the movies are watched and the structure of the essay is announced, its elaboration is assignment for the next class.

Observation:

For the realization of the lesson the following information sources are recommended:

- Electronic:
 - <http://www.onuinfo.ro/odm/> (UN Information Centre for Romania)
 - <http://www.au.int/> (Official webpage of the African Union)
 - <http://www.unicef.org/> (UNICEF)
 - <http://www.orphansinafrica.org/> (webpage dedicated to helping the orphan African children)
 - <http://www.imf.org/external/pubs/ft/reo/2011/afr/eng/sreo0411.htm> (International Monetary Fund)
 - http://www.usaid.gov/locations/sub-saharan_africa/ (webpage dedicated to the aid for Sub-Saharan Africa)
 - <http://www.avert.org/africa-hiv-aids-statistics.htm> (AVERT International Foundation for fighting against HIV/SIDA)

EUROPE AND THE EXTRA-EUROPEAN CIVILIZATION AREAS. STUDY CASE: EUROPEAN UNION AND AFRICA

Paun Corina Gabriela

History, XI Grade,

*Learning Unit: Global Partnership for
Development*

Corina Gabriela Paun has a BA in
History from the University of Bucharest.
A teacher with 15 years experience and
Grade I Professional Teaching Degree,
Teacher in Elena Cuza National College
Bucharest.

Specific competences:

- Explaining the need for formulating the Millennium Development Goals;
- Cooperation, in teams, on exemplifying the Millennium Development Goals and the global partnership for development;
- Expressing an opinion, in writing or verbally, regarding the topic;
- The elaboration of an argumentation in writing or verbally;
- Comparison of the relevance of the historical sources in approaching a subject.

Content:

The Gallery Tour method: the students are divided in five groups, which will receive the same study cards (1-3). Each group is divided in 3 sub-groups to work on cards 1, 2 and 3. They have 10 minutes. After studying the cards, each group is reunited for elaborating a poster on the theme “*Between Europe and Africa*”, based on the information provided by the sources. Each group exhibits the poster it realized, and the other teams will come on turns and fill in where it’s nec-

essary. In the end, the students will take the posters and evaluate the contribution of their colleagues.

Annexes

Study card 1

The European Development Fund

The European Development Fund (EDF) is the main instrument for providing Community aid for development cooperation in the ACP States and OCT (overseas countries and territories). The 1957 Treaty of Rome made provision for its creation with a view to granting technical and financial assistance, initially to African countries which at that time were still colonized and with which some Member States had historical links.

Each EDF is concluded for a period of around five years. Since the conclusion of the first partnership convention in 1964, the EDF cycles have generally followed the partnership agreement/convention cycles.

The tenth EDF covers the period from 2008 to 2013 and provides an overall budget of EUR 22 682 million. Of this amount, EUR 21 966 million is allocated to the ACP countries, EUR 286 million to the OCT and EUR 430 million to the Commission as support expenditure for programming and implementation of the EDF. The amount for the ACP countries is divided accordingly: EUR 17 766 million to the national and regional indicative programs, EUR 2 700 million to intra-ACP and intra-regional cooperation and EUR 1 500 million to Investment Facilities. An increased share of the budget is devoted to regional programs, thereby emphasizing the importance of regional economic integration as the basic framework for national and local development. An innovation in the tenth EDF is the creation of "incentive amounts" for each country.

Study card 2

The attitude of European citizens

According to the results of a new survey, for Europeans, helping the poor represents a priority. 84% of the respondents of a new Euro-Barometer survey endorse the provision of aid for development to help people around the world to get out of poverty. The majority of the UE citizens (84%) endorse also the idea of redirecting a big part of the aid for good governance and human rights in the developing nations, a direction proposed by Commissioner Piebalgs in his recent policy proposal „An agenda of change”.

According to the same survey, the European are ready to actively participate in helping the poor – half of the EU citizens are willing to pay more for their daily shopping (for example the products from fair trade) if they would know that this

would be in the benefit of the developing countries.

The European Youth – the strongest ally for the poor people in the world

The European Youth (aged 15 – 24 years old) expressed their strong support for the development policy, in accordance with Euro-Barometer surveys. 9 out of 10 young people think that helping poor people is important, and 41% think that it is very important, as against 35% of the interviewed people aged over 40. These, also manifested a strong personal commitment for this cause, 53% of the young people and 60% of the students being willing to pay a higher price for products (for example the products from fair trade) if they would know that this would be in the benefit of poor population of the world.

Study card 3

Aid for development – policies of the European Union

We are helping others to help themselves

Over half of the money spent for helping the poor countries comes from the EU and Member States' budget, which makes the European Union the largest humanitarian aid provider in the world.

The development policy means more than providing clean water and asphalt roads, no matter how important these are. EU uses also **commerce** as a development tool, opening its markets for the products exported from the poor countries and encouraging them to increase commercial trades between them.

Eradicating poverty in the new millennium

The first objective of the European development policy is eradicating poverty in a sustainable manner. In this respect, the eight UN Millennium Development Goals (MDG) are essential. These goals go from reducing to half the number of people that live in extreme poverty and stopping HIV/AIDS, to facilitating universal access to primary education. These goals were adopted by the world's leaders in 2000, and they have to be achieved by 2015.

EU requested to national authorities to prove their commitment to MDGs, by establishing financial goals for the development aid. An interim report realized in 2005 showed that all the countries contributed financially, but there is need for bigger efforts.

A more sustainable aid

In 2010, the development aid provided by the EU totalized 53,8 billion euro (with 4,5 billion more than in 2009). Three of the five largest donor countries in the world are members of the EU, and for of these already donated 0.7% of their gross domestic product to serve as aid for development. At EU level, the number is of 0.43%, which means that a collective big effort has been made, but that there is

need of much more to achieve the 0.7% goal by 2015.

Masters of their own destiny

The EU development policy aims at providing to the disadvantaged population from the developing countries the control over their own development. In other words:

To eliminate the causes of their vulnerability, among which are the lack of access to food and fresh water or to education, medical assistance, jobs, land, social services, infrastructure and a healthy environment;

To eradicate diseases and to facilitate access to cheap medicines for fighting diseases like HIV/AIDS;

To take measures for reducing debts that developing countries have to reach creditors from industrialized countries, because of which the resources, limited as they are, are not allocated to public vital investments;

To promote self-employment and strategies for eradicating poverty that allow developing countries to consolidate their democratization process, to enlarge the social programs, to build a stringer institutional framework, to enlarge the capacities of the public and private sector and to strengthen the respect for human rights, including gender equality.

FACT OR FICTION

Roxana Neatu

English Language, XI Grade

Roxana Neatu has a 1st degree in teaching English at “Matei Basarab” National College-Bucharest, she is a representative of the Board Dealing with National and International Projects, she is organizing essay contests, round tables, bookshops, events, piloting textbooks, training teachers, supervising pedagogical practice.

Specific competences

- Explaining the importance of social justice for the sustainable development and for the human well-being;
- Identifying in oral messages and in various written texts expressed points of view and opinion, in order to compare them with the personal point of view;
- Identifying information / specific details from a long text by quick reading, in order to do an assignment;
- Presenting orally or in written clear and detailed description on topics related to fields of interest.

Contents

- Answering questions, using narrative tenses, reordering paragraphs, writing narrations, stating opinions, comparing situations, argumentation.
- Warm-up: presenting short stories/information about the Sub-Saharan Africa using the experience of acquaintances/public people who travelled to that location.
- MDG Objective 1: presenting opinions about the lifestyle and specifically

the problems of that country as a follow-up for the listening activities including the previous presentations – frontal – debate – teaching/learning methods: students' own experience and general knowledge.

- MDG Objective no.2: reordering paragraphs from on-line articles and scanning them for specific information (AIDS incidence).
- MDG Objective no.3: watching a short film related to HIV transmission in Sub-Saharan African families-answering questions.
- MDG Objective 4: comparing African to Romanian circumstances and presenting argumentation for each and every opinion.
- MDG Objective 6: writing narrations on a common topic “How were the HIV-infested characters of the Big Screen movies helped?” (usage of narrative tenses requested)
- **Homework:** PowerPoint projects including schematic written presentations for the following Portfolios on “HIV-Attitude/Action and Reaction”

STATISTICAL GRAPHS – THE REALITY BEHIND NUMBERS

Mihaela Brencea
Mathematics, X Grade,
Learning Unit: Graphs

Mihaela Brencea is a Mathematics and IT teacher at Dumitru Motoc College with 12 years of teaching experience. Within the College she is coordinator of educational extra-curricular programs and projects.

Specific competences

- Determining the values of a function using its graphical representation;
- Choosing and using the proper method of graphical representation in order to highlight certain properties.

Contents:

Catching the students' attention

The teacher shows the students different graphs and tables and asks them to say what they think those graphs and tables were built for. This way, the teacher makes the connection between mathematics and real life.

Directing the learning process

- The teacher presents how the lesson will be conducted;
- The students will work in teams of 4
- The material used is the work sheet
- Every work sheet will be solved by two teams

Work sheet 1

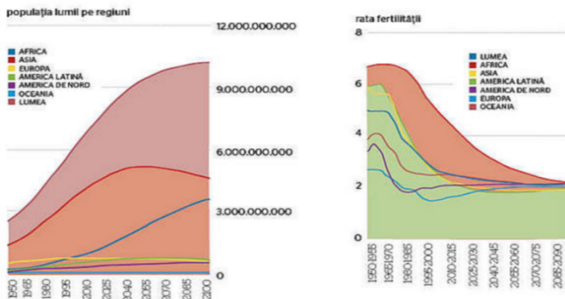
Fertility rate

The graph below indicates the fact that the fertility rate, computed as number of babies per woman, will begin to decrease for the next decades. However, at least until 2030, Africa and India will have a fertility rate three times higher than in

Europe.

Africa și mamele cu patru copii

Rata fertilității, calculată ca număr de copii născuți per femeie, va urma un trend descendent în următoarele decenii. Totuși, până în anul 2030, Africa și India vor continua să crească rapid, cu un ritm al ratei fertilității de trei ori mai mare decât în Europa, de exemplu.



Questions

- Which will be approximately the population of Africa by 2070?
- How many times is the fertility rate of Africa higher than that of Europe?
- Which do you think are the causes of this growth rate?
- What solutions do you think could be applied for reducing this growth rate?
- Formulate four more questions that could be answered based on this graph?

Work sheet 2

Poverty and children

UN studies show that the population of Africa will grow in the next century. Unfortunately, the high growth rate of the population is directly proportional to the consumption of resources

Assignments:

- Create a bar graph based on the table below.
- Interpret the graph and highlight which continent has the highest population growth rate.
- Which do you think are the causes of this growth?
- Predict which region will run out of resources the fastest.
- What do you think should be done in order to avoid food shortage?

Region	1950	2011	2100
Africa	229895	1045923	3574141?
Asia	1403389	4207488	4596224
Europe	547287	73929910	674796
Latin America	167368	596629	687517
North America	171615	347563	526428
Oceania	12675	37175	65819
Global population	2532229	6974036	10124926

Source UN

The dates are computed in thousands of inhabitants

Work sheet 3

Population growth

Population growth divided on regions	1950-2011	2011-2100
Africa	345,00%	241,00%
Asia	199,00%	9,00%
Europe	35,00%	-8,00%
Latin America	256,00%	15,00%
North America	102,00%	51,00%
Oceania	193,00%	77,00%
Global population	175,00%	45,00%

Assignments:

- Create a circular graph based on the data in the table above.
- Which do you think are the causes that generated this growth between the two measured periods?
- Identify the regions with the highest and the lowest growth.
- How would you explain this situation?
- Which do you think are the effects of this growth?

Generating feedback

- The evaluation method is presented
- Presenting the exercise in front of the class;
- Marking students for solving the work sheet tasks and gathering feedback

THE IMPACT OF TECHNOLOGY ON DAILY LIFE AND ON THE ENVIRONMENT

Stefan Marinela
History, XI Grade,
Learning Unit: Contemporary Science

Stefan Marinela is a teacher of history in
Anghel Saligny Technical College
Bucharest, with a 1st first grade and with
16 years of experience in teaching history.

Specific competencies

- Comparing and contrasting different opinions and arguments referring to a historical topic;
- Selecting and discussing historical sources in order to support/refute a point of view;
- Drafting a research on a historical topic;
- Analysing the positive/negative consequences of the human activity on the environment;
- Developing skills of rational use of resources and environmental protection.

Objective:

Analyzing historical sources and active involvement in the problems of the contemporary world.

Operational objectives:

- to analyze the consequences technological development has in our daily lives;
- to identify the causes/effects of the environmental pollution generated by technological development and to identify the causes of genetic pollution and digital segregation;

- to express one's own point of view following a self-conducted research on the impact technology has on daily life and on the environment.

Case study: Digital segregation in Sub-Saharan Africa/What it means to be a child in Sub-Saharan Africa?

Lesson development

The teacher analyzes the consequences technological development has on daily life and on the environment, enumerates some of the most important discoveries of contemporary science and of life and presents a number of scientific and technological discoveries from the 20th century.

The teacher and the students identify the causes/effects of the environmental pollution generated by technological development, the causes of genetic pollution and digital segregation and the teacher explains how the environment is damaged as a consequence of technological progress. He/she discusses with the students on the consequences of scientific discoveries on their daily lives. Then, he/she splits the students into groups and gives each group working sheets containing information on the causes and effects of the environmental damage.

The students solve working sheet A1 – they analyze, write down, read and interpret the documents.

In order to achieve the second objective of the lesson, the teacher gives students the chance to express their points of view and to present the conclusions of their research. The teacher coordinates the students' presentations.

The resources used are the sheets with the case study, worksheets A2 and A3, based on which the students assess, work in teams, create Power point projects and present their conclusions.

The teacher aims at achieving the third objective of the lesson – Case study – Sub-Saharan Africa

What it means to be a child a Africa

Worksheet 1

Group 1 – Work sheet

“The great lake of Michigan has reached such a high level of toxicity that bathing has become dangerous and it was estimated that if the polluting discharging made in the lake's water were to be stopped, it would take more than 500 years for the lake to regain its balance. The huge lake of Erie has become the victim of such a high pollution that it is sentenced to death. The water coming from canals, industrial waste and the leaking coming from over fertilized soils have causes such a high increase of the phosphate and nitrate levels that the lake has irreversibly lost its natural biological balance.”

E. Bonnefous, "Man or nature?"

Assignments

- identify the causes of water pollution
- write down the effects of pollution

Group 2 – Work sheet

"Water continues to be the main drink in any human diet. Water is also used to water agricultural and horticultural crops: fruit, vegetables, cereals etc. Live-stock also become victims of pollution when they drink polluted water, contaminated with germs and chemicals. This is how food becomes a threat for humans' health. In industrialized countries, despite hygiene measures and sewage treatment, germ and chemical contaminations are still present".

E. Bonnefous, "Man or nature?"

Assignments

- identify the causes of water pollution
- write down the effects of pollution

Group 3 – Work sheet

"The waste that ends up in the outer space due to the numerous launches of the American, Russian, European, Japanese and Chinese spatial programs, measure between a few centimeters to a few meters and weigh in total approximately 5 500 tons, which turns them into a real threat for spatial flights, as well as for terrestrial flights of commercial airlines" NASA report, 2004

Assignments

- indicate the causes of atmospheric pollution
- write down the effects of this pollution

Group 4 –Work sheet

"We find ourselves in a moment of transition to a much warmer climate. If the average annual temperature increases with 4 Celsius degrees, we will no longer be able to survive. Water will disappear and the areas will turn into deserts. Not even algae can develop in overheated seas. Tropical oceans will become dead seas, and no fish will be able to live in these waters. All the fish species will disappear and together with them an extremely rich source of food will disappear. In the end, all the ecological systems will be destroyed." Interview –James Lovelock- "Wissenschaft und Natur" magazine.

Assignments

- identify the effect of pollution on the climate
- create a list of consequences climate changes have on the environment

Case study – What does it mean to be a child in Sub-Saharan Africa?

War, crimes, hunger, misery, malaria and HIV – problems a mother must face in Sub-Saharan Africa, a cruel, ignorant and scary world.

Hunger is actually the real world crisis, children without parents, without access to hospitals or education. Here's a world without opportunities, a world of indifference, a heart-breaking reality...

Sub-Saharan reality

Sub-Saharan Africa is a land torn apart by wars and diseases. For more than 40 years this has led to international conviction and sanctions, tribal conflicts and racism all of these inevitably resulting in hunger, disease and poverty affecting the majority of population.

Apart from these tragedies, AIDS has taken over the largest part of the continent. There is no other region in the world that has been more affected by HIV than the African continent. Because of this major problem, the African population is at present severely decreasing. Parents are dying, leaving their children and sometimes their babies to take care of themselves ... on the streets. According to avert.org, **two thirds of the people infected with HIV live in Sub-Saharan Africa**, even though the territory's population counts for only 10% of the world's population. Only in the period that has passed since 2008, **1.4 million adults and children from this area died because of AIDS**. There are many campaigns which try to help orphan children, but in most of the cases they face people's ignorance.

Women's status in Africa.

In a society dominated by superstitions, women become victims of their own husbands and inevitably their children suffer the same fate. In Zimbabwe, for instance, women face a real problem. They must fulfill household duties, motherhood duties; they must work and sometimes take care of the other orphans from shelters. **This multitude of roles that women have to play, forces them to sometimes neglect their children**, not because they do not love them or because they do not know how to be mothers, but because they are victims of the society in which they live.

"I used to stay in the house with the young ones, but now I face a huge problem. I have to work on the field. Last year I still had some money to hire someone to work for me, but now I have to do it myself." – Angelina, Zimbabwe.

"Because I am a poor African woman, I cannot earn enough for three orphans. My girl who is in the second grade often absents herself from school, because I do not have money to pay the tuition fee. The other two children only go to school two or three days per week. We had a cow and we kept it for milk, but the cow died and at the moment I do not have any source of income" – Barbara, Uganda.

The impact on children.

There are no words that could describe the trauma and difficulties a child from Africa faces. The HIV epidemic does not cause only the death of their parents, but also the disappearance of their own childhood. Once one or more members of their families are sick, children take on more and more responsibilities: to find a source of income, to cook and to take care of the sick members of their family.

Because they have to cope with so many problems, many families do not have the money necessary to send their children to school. In most cases, parents do not have the necessary education to protect their children from different diseases. As a consequence, the little ones who have lost their parents are left to live on the streets. Life on the streets is full of misery, violence and it is very short. Most of the children living on the streets die of malnutrition.

The largest part of the population lives in rural areas and the closest medical centre is sometime tens of kilometres away. The main means of transportation is the bicycle, which works as a taxi. However, this is a luxury, because it costs 2 dollars, a price way too high, bearing in mind the fact that one family lives with almost 1 dollar per day, according to orphansinafrica.org website.

The consequences are sometime tragic. A larger and larger number of children from Zimbabwe are forced to prostitute in order to survive, according to Save the Children organization. Poverty forces girls, some aged only 12, to sell their bodies for a package of biscuits.

By 2010 there were around 26 million children in Sub-Saharan Africa whose parents had died because of AIDS.

POPULATION'S TERRITORIAL MOBILITY

Ionelia Madalina Nenea

Geography, X Grade,

*Learning Unit: Geography of the
Population and Human Locations*

Nenea Ionelia Madalina is a Geography teacher in “Elena Cuza” National College, Bucharest since 1997. She also has a Master Degree in Applied Climatology and Protection of the Environment.

Specific competences

- Use of the specific scientific and pedagogical terminology (concepts, notions) for presenting an information regarding the population;
- Analysis of the interactions between the natural environment and the population.

Contents:

1. Reviewing the previous knowledge (Population's natural dynamics)

- Where is the highest rate of natality on the globe? (Niger)
- Which are the causes of infant mortality in Africa? (malnutrition, hunger, weak medical assistance for the newborns and poverty)
- Specify a category of factors that determine the increase of natality in the Subsaharan Africa countries (demographic – “the demographic feminine stock” of fertile age – the high number of women aged 15 – 49 years old increases natality. For example Niger – 7.4%, Nigeria 6.5%, Mali, Chad, Togo)

2. Apperceptive preparation: Which are the causes that determine the natural negative balance? (Low natality, high mortality, negative migration balance)

Assignment: based on the text below, answer the questions:

“The slaves’ traffic in Africa is subscribed to the process of population mobility. The slaves’ trade started in the 15th century in Western Africa and it reaches its highest limit at the end of the 18th century. It is estimated that approximately 20 million black people were deported in the tobacco, sugar, and coffee plantations from Brazil and from Caribbean region. A high number of black people were also deported in the other countries in South America, as well as in the USA. The slaves’ trade was practiced by all colonial powers. This “black ivory” that came mostly from Western Equatorial Africa was disembarked in America (in Santo Domingo) only 10 years after Columbus’ trip. Since then, with an unimaginable intensity, slavery continued for more than 50 years, spreading all over the Latin-American continent. In Brazil, they were brought for the first time in 1532. In the USA, the black slaves began to be brought in 1619, a total number of 4.000.000 persons being estimated in 1860. But emigration wasn’t only oriented towards the American continent, but also towards a series of countries from Europe and Asia. Due amplitude and territorial dimensions, migrations from Africa to Europe and especially to France which opened its frontiers in 1900, are among the most notorious. In 1954 the number of “foreigners” already reached 1.000.000, and the work force from North Africa was getting close to half of a million. The trade with black slaves influenced the depopulation of many African regions. The total number of black people slaves was estimated at 20.000.000 million, but if we take into account that for catching one black person another 3 – 4 were destroyed, as well as the “unexpected” losses during travel, then Africa’s loss can be estimated at around 80.000.000 million people.” (www.referatele.com)

Assignment: analyze the map depicting the origin of the human race <http://newswatch.nationalgeographic.com/files/2011/11/Geno-Project-Human-Migration-Map>

- Which are the Homo erectus migration directions starting from Kenya? (to Europe through the Balkan Peninsula and through Spain, to South Arabia, India, South of China up to Papua New Guinea)
- When the Homo erectus expansions took place starting from Kenya? (1,8 million – 1 mil years ago, B.C.)

Assignment: Analyze the map The force emigration of the black slaves from Western Africa www.slaverysite.com/Body/maps.html and answer to the following questions:

- Which are the areas from where black slaves came from? (the areas around Guinea Gulf)
- Which are the countries that imported slaves? (East of USA, Brazil etc.)
- Which are the terrestrial axes of slaves transport? (around Guinea Gulf to North and East of Africa)
- Specify what is the cause of the slaves trade (to work on the cotton plantations)
- Which are the consequences of the slaves' trade? (exploitation and murder of the slaves, the development of the American economy)

Migrations are classified based on several criteria:

1. Duration (**permanent:** change of residence, deportation, **temporary:** commuting, nomadism, transhumance)

- What is transhumance? (the periodical migration of shepherds and the sheep, in the spring from plain to mountain and in the autumn from mountain to plain, in order to provide food for the animals)
- What is nomadism? (life style of a group, of a human collectivity, characterized by the absence of a stable domicile and by the traveling from one place to another)
- Where do we find nomadism in the world? (in Sahel)

2. Detination (domestic, foreign)

- What is immigration? (Immigration is the permanent or temporary relocation of a person or group of persons from one country to another with the purpose of having a permanent or temporary domicile there).
- What is emigration? (Emigration is the act of one person or a group of persons of leaving their native country in order to settle permanently or temporary in another country)
- What emigration examples you know in Africa? (the emigration of the Africans from Libya, these become refugees, they came back if they can in their native country).

Assignment: Analyze the map world migration flows (www.google.bg/imgres) and answer the following questions:

- Where immigrants that enter Europe come from? (from Africa)
- What is clandestine migration? (the migration that takes place in an illegal manner)
- What does this type of migration occur? (the desire of people to get to countries where they are not allowed to emigrate in)
- Where does this migration occur? (in Africa)

Assignment: Fill in the table below specifying the factors that determine the territorial mobility of the population in Sub-Saharan Africa

Factors category	Type of factors	Examples
Natural		
Historical		
Economical		
Political		

The migration balance is the difference between the number of persons that enter a country and the total number of persons that exit a country

Feedback

Assignment: Solve the following problem:

“100 persons that came from other cities settled in a town in Sub-Saharan Africa, 23 moved in the rural area, 15 foreigners came and 17 left in other countries. What is the migration balance?”

Homework

Specify the advantages and disadvantages of migrations in Sub-Saharan Africa.

PROBLEMS OF APPLIED ETHICS: POVERTY AS A MORAL ISSUE

Liliana Zaschievici
Philosophy, XII Grade,
Learning Unit: Applied Ethics

Liliana Zaschievici is a philosophy
teacher in “Mihai Viteazu” National
College, Bucharest and a school inspector
on Social Sciences.

Specific competences

- Arguing a personal point of view within an ethic debate;
- Expressing pro and con arguments in reference with controversial applied ethics problems, within group or team activities;
- Explaining the importance of social justice for the sustainable development and for the human well-being.

Objectives: at the end of the lesson the students will be capable to:

- Identify the characteristics of the applied ethics endeavor;
- Analyze various problems of applied ethics;
- Express their own arguments regarding the various issues of the contemporary world that are subject of applied ethics (extreme poverty, conflicts, social justice, discrimination);
- Argue the necessity of the North-South partnership in order to eradicate extreme poverty in the Sub-Saharan Africa countries.

Lesson development:

1. Checking the homework and reviewing the previous knowledge: application – study card (Annex 1 – analysis of morality of certain situations from the perspective of deontological ethics and utilitarian ethics. The students work on groups and analyze the proposed examples, and then they present the conclusions.

The teacher offers a brief feedback.

Updating the basic notions and realizing the connections with the new lesson:

The teacher leads the analysis towards identifying the limits of traditional ethics:

- Unjustified universalism – because it doesn't take into account the cultural context to which individuals belong to, and the moral code assumed in doing an activity;
- The much too abstract and normative character of the principles resulted from a strictly deductive initiative;
- Reductionism, each theory is concentrated on one issue (the consequence or the duty) of morality and it neglects the others;
- The impersonal character of the exclusively rationalist argumentation and the ignorance of the subjective determinations.

These limits determined the appearance of applied ethics.

2. Announcement of the topic and the competences targeted by the new lesson: *Problems of applied ethics.* Students are told that at the end of the lesson they will be capable to identify the characteristics of applied ethics endeavors, to analyze various controversial problems from the perspective of applied ethics, to express argued points of view related to social justice at global level.

3. The teacher presents the main characteristics of applied ethics, using the video projector:

- It represents an inductive initiative: while general ethics deals with abstract themes as “right and wrong”, “future happiness”, applied ethics analyzes specific, individual situations
- The object of applied ethics are those controversial issues that open to debate many pro and con arguments, so that a unique moral principle doesn't exist for solving these situations
- In order to be the object of practical ethics, the controversial situations must provide arguments (pro-con) from a moral point of view so that by solving them moral conflicts to be prevented
- General moral principles are still landmarks in reference to the debate (applying moral principles to specific situations)
- Moral conflicts and dilemmas don't impose general, final, universal solutions.

The issues debated from the point of view of this type of ethics are various and many: poverty as moral problem, euthanasia, abortion, gender equality, dis-

crimination and preferential treatment, animal rights, business relations ethics, “dirty hands” problem and policy, war and peace, cloning, human protection against technology expansion.

The teacher proposes to approach specific problems of the contemporary world, from the perspective of applied ethics, in the context of globalization: extreme poverty present in certain areas in Sub-Saharan Africa. While the video projector presents significant images for poverty in those areas, the students receive copies of materials with statistics on the amount of money allocated for food in various areas of the world, with information on access to education and gender equality. Each group presents a conclusion regarding the analyzed report. The teacher proposes the following debate theme: *Is it moral for some people to spend billions on luxury products while others live with less than a dollar per day?* The students can choose their team (pro or con), they will present their arguments, by following the model of debate of Karl Popper (previously presented by the teacher).

During the debate, the teacher will make interventions to ask the students to justify their views by using the studied ethic models. After the two teams present their arguments, the teacher will underline the conclusion: applied ethics doesn’t eliminate the value conflicts, and it doesn’t even want that, but it has the advantage that enlarges the thematic field of ethics in general, and, especially, it limits the general character of the answers to the issues that influence human’s real life.

Homework: the students will work in teams for realizing an awareness campaign among their peers on the difficulties the population in Sub-Saharan Africa is confronted with.

Study card 1

1A

Imagine the following situation: your best friend must return an amount of money to a common acquaintance, but because he/she doesn’t have all the money that must be paid back, and although he/she is in town, he/she asks you to tell that acquaintance that he/she is abroad in a trip. Because of your friendship relation, you agree with this request and you tell your common acquaintance that your friend is out of the country. Analyze this situation from a moral point of view. How would a supporter of Kantian ethics and a supporter of utilitarian ethics comment on this? What comments can be made on this situation from the perspective of Christian morals?

1B

Analyze the morality of the following facts a teleological and deontological theories point of view:

- On his payday, a worker bullies a beggar. He was thinking that he won't be able this month either to buy his kid the computer that he wants for so long
- A burglar breaks in a woman's house that is alone. He finds her laid down on the floor, without breath. He calls for an ambulance and then he disappears
- The communists nationalized the factories in order to eliminate social inequalities

1C

Read the following text:

It is easy to notice that friendship is a simple idea (but necessary from a practical point of view), hard to achieve in practice, but that is why ... the effort towards it is an honor duty given by reason, and not an ordinary one.

From a moral point of view, it is a friend's duty to notice the mistakes of the other and tell him/her about them, because this is for his/her own good, which is for that matter the duty to love. But, the other half of him/her sees in this a lack of respect, which he/she didn't expect from the other, and either because he/she already declined because of this or because she/he is observed and criticized, he/she is in constant danger of losing the other's respect: as well as the simple fact that he/she must be observed and taught seems offensive by itself.

„Who doesn't want a friend when in need (completely understood as an active friend, who generously gives help)! Still, it's a big burden to connect with someone else's faith and to take into consideration someone else's need.” (Imm. Kant, *Metaphysics of morals*)

- Do you agree that moral friendship is based on reason and not on feelings?
- Extract friendship moral principles that would resist the validity test proposed by Kant (that could be ratified as universal rules)

WHAT DOES IT MEAN TO BE A CHILD IN SUBSAHARAN AFRICA?

Ionita Olimpia

*Romanian Language and Literature,
X Grade,*

*Learning Unit: Promoting the Involvement
in the Local Community and Global
Volunteering*

Olimpia Ionita is a 1st grade teacher of Romanian language and literature at an economic high school in Bucharest with 20 years of teaching experience. She is the educational counselor of the school, she coordinates the non-formal activities and she is editor of Excelsior magazine.

Specific competences

- Explaining the need for formulating the Millennium Development Goals
Identifying ways to improve the management of personal resources;
- Analysing the abilities necessary for inter-personal life-long communication (critical thinking, problem solving);
- Identifying information, services and resources for leading a healthy life;
- Identifying the effects of social, economic and technological changes on children's life style.

Lesson development:

The lesson begins with an ice-breaking exercise which requires students to fill in the first two fields of the Work Sheet „*I know/I want to know/I found out*”

„I know”:

For instance: Africa is the hottest continent on Earth; the African population

is poor, even though the continent is very rich in natural resources; there is a great variety of wild animals and exotic birds;

„I want to know”

For instance: What is the situation regarding children and youth enrolment in schools in Sub-Saharan Africa? Which are the main causes of child mortality?

The teacher uses a beamer to show students the movie “MDGs on the move”, a video material aimed at helping students get an image on the actual situation of Sub-Saharan Africa in what concerns education, health, the economic and social field.

After watching the movie, the students sum up the messages of the movie in brief but clear statements. The main ideas of the movie are the following:

- More than 1 billion people live with less than 1\$ per day worldwide;
- Every 5 seconds, a child younger than 5 years old dies of hunger and diseases caused by malnutrition;
- Over 100 million children worldwide do not have access to primary education;
- Education is a human right but also a critical tool for achieving other rights;
- Education is the best investment that a country could make; educating a human being is educating a nation;
- Despite the progress made over the last years, the number of girls who are not enrolled in any form of education (almost 60 million) is higher than that of boys (approximately 45 million);
- In less developed countries, almost 10 million children die annually, especially due to curable diseases;
- Malaria is the cause of 1.2 million deaths annually, most of them occurring among children.

Team work: the teacher splits the students in two groups and gives the task for each team.

Team 1 will suggest measures that could be taken to improve the life of children in Sub-Saharan Africa;

Team 1: measures to improve the life of children in Sub-Saharan Africa:

- Children’s lives could change if social protection mechanisms were set;
- If access to food was ensured, the number of people suffering from severe poverty would halve;
- Ensuring global access to education would improve the living conditions of the poor, as education can protect children against exploitation and ex-

posure to dangerous work but what is more important it would protect them against sexual abuse;

- The reduction of maternal mortality could be achieved by ensuring qualified staff that would assist mothers when they give birth;
- In the health sector, investments for reducing infectious diseases, for ensuring access to medicines and for developing a treatment against HIV/AIDS would be needed;
- Healthy children also mean a healthier planet, which entails: the reduction of waste of natural resources; ensuring access to drinkable water and sewage systems;
- The creation of global partnerships for development is critical to the initiation of as many programmes as possible on offering humanitarian assistance, reducing poverty as well as to applying rules of good governance and to contributing to the development of poor countries.

Team 2 will suggest actions of personal involvement in order to improve the dramatic situation of African children

- Creating a group of volunteers that could join the International Red Cross in its efforts (humanitarian missions);
- Creating websites and Facebook pages for raising the awareness of the virtual community on the matter, by presenting the difficult situation African children face; disseminating information among the members of online communities, to persuade them to get involved; making organisations that work with volunteers known;
- Taking part to TV shows in order to motivate the population and big companies to give their support and for involving the authorities;
- Visits to multinational enterprises and other big companies in order to raise money;
- Sending official letters for motivating the governments of underdeveloped countries to invest more in education and to ensure access to primary education.

A representative from each group will present the group's suggestion on a flipchart.

CASE STUDY: INFANT MORTALITY IN AFRICA

Paslan Magdalena

Geography, X Grade,

*Learning Unit: Population Geography,
Population Dynamics*

Magdalena Paslan is a teacher of geography in “Grigore Moisil” National College Bucharest with the 1st teaching degree and a large experience in international projects. At present she is the deputy headmistress of “Grigore Moisil” National College.

Content

- The definition of infant mortality
- The causes that determine infant mortality and methods to prevent this
- Which are the countries with the highest and lowest infant mortality rate
- Regional differences in the African continent of infant mortality

Objectives

- At the end of the lesson, the students will be able to:
- define the notion of infant mortality, using prior knowledge regarding population mobility;
- link at least three factors that determine high levels of mortality in Africa in relation to the factors which determine the mobility of the population;
- identify on the map at least 4 countries in Africa where infant mortality is high and 4 countries where it is low;
- explain at least two consequences of a high mortality rate in Africa.

Learning process

- A video presenting the poor living conditions in Africa is shown to the students and they are asked to write down on their notebooks information they consider important, and we discuss based on them, pointing out the conditions that result in high mortality.
- We show students a map representing population's mortality and birth rates in the world and ask students to write down on their notebooks four countries (from Africa) where mortality is high and four countries where it is low
- The students go to the map in turns to show the countries identified by them and we ask them to make correlations between birth and death rates in countries with a high rate in both categories.
- We show students the map of infant mortality in Africa (www.indexmundi.com/map/?v=29&r=af&l=en) and ask them to write down on their notebooks 4 countries with low infant mortality and 4 with high infant mortality. Then they watch a movie in which the conditions that determine infant mortality in Africa can be observed, and then we point out together its main causes.
- Making sure the information is memorized and the transfer is made:
- Imprinting the knowledge: in the last 5 minutes the teacher makes a sum up of the lesson's main ideas: the students are asked which are the countries with high infant mortality, which are the factors that determine this, which are the consequences of high infant mortality and they are asked to provide some solutions for stopping this process.

GEOGRAPHICAL ZONES AND SUSTAINABLE DEVELOPMENT

Maria Stoica

Geography, XI Grade,

Elective Subject – Development Education

Maria Stoica is a 1st degree Geography teacher with over 23 years of experience in the field. She is also deputy manager at “Emil Racovita” National College since 2012.

Specific competences and contents

Specific competences	Contents
1.1. Written and oral presentation of the main aspects of the environment, while correctly and coherently using the field's specific terminology	I. The environment – a fundamental problem of the contemporary world Types of climates according to the geographical zone: Climates of the cold zone Ice caps climate Tundra climate Coniferous forests climate Climates of the temperate zone Mediterranean climate Mixed forests area Steppe and desert area Climates of the warm zone Tropical rainforest climate
1.2. Presentation of the results of the investigation conducted on the environment, with the help of specific geographical terms	
1.3. Explaining the investigated reality (directly or indirectly), while using the specific scientific language	
1.4. Collecting information on environmental issues, while adequately using the meaning of key specialised terms	
2.1. Explaining natural processes taking place in the (geographic) environment as a reflection of the phenomena and processes studied during	

Specific competences	Contents
science classes (Physics, Biology, Geology, Chemistry) 2.2. Being able to apply significant, conceptual and methodological elements specific to natural sciences and social sciences in order to study the environment 2.3. Explaining the observable relations between sciences, technology and the environment, by analysing systems and structures (territorial and functional) 2.4. Explaining observable relations between natural and human systems in the environment 2.5. Explaining natural and human systems and structures, based on information gathered through different research methods 3.1. Using graphic representations and maps, in order to interpret and present the observed reality	Tropical monsoon climate Tropical wet and dry or savannah climate Tropical desert and steppe climate
1.2. Identifying causes and effects of local, regional and international conflicts 2.1. Explaining the importance of social justice for sustainable development and for people's well-being 2.2. Analysing positive/negative consequences human activity can have on the environment 4.2. Promoting a behaviour that encourages global citizenship and interculturality 4.3. Developing the ability to rationally use resources and to protect the environment 5.1. Responsible support for sustainable development	II. Global citizenship and globalization Global citizenship and sustainable development The environment and sustainable development Human impact on ecosystems Habitats spoilage Introducing new species Over-exploitation of biological reserves (deforestation, overgrazing, hunting, trading wild species) Urbanization, industrialization Spoiling the environment through physical, chemical and biological pollution Global warming Preserving biodiversity and resources

Specific competences	Contents
1.1. Using correctly the terms specific to development education 3.1. Analysing within working groups the main challenges generated by globalization at individual and community level 4.1. Having a responsible attitude towards the processes of globalization	III. Globalization and the problems it generates Globalization. Forms of manifestation of globalization. Theories on globalization Problems of globalization Challenges of globalization and attitudes towards the processes of globalization.
2.3. Analysing the North-South report 2.4. Explaining the need for setting millennium development goals 3.2. Working in groups in order to give examples of millennium development goals and of the global partnership for development	IV. Global partnership for development Organising the world space The great economic and geopolitical assemblies Migrations in the contemporary world North-South report Millennium Development Goals Global partnership for development Europe and extra-European civilizations Case study – Sub-Saharan Africa
1.3. Identifying the stages of an educational project on development 3.3. Working in teams for creating an educational project on development 4.4. Developing attitudes of social solidarity by implementing/simulating the implementation of an educational project for development 5.2. Taking part to the solving/simulation of solving of a global problem arising in an individual's/local/national/international educational community through the implementation/simulated implementation of an educational project on development	V. Educational project on development The components and the stages of an educational project on development (drafting, implementing, monitoring and evaluating, follow-up activities) Drafting and implementing/simulating the implementation of an educational project on development: Drafting the project form Implementing/simulating the implementation of the project Evaluating the project

DEFORESTATION, DESERTIFICATION AND POLLUTION – EFFECTS HUMAN ACTIVITY HAS ON THE ENVIRONMENT

Ramona Ghionea

Geography, XI Grade,

*Learning Unit: Fundamental Issues
of the Contemporary World*

Ghionea Ramona Estrella *is a first degree
geography teacher at College of Food
Industry „Dumitru Motoc”. She has more
than 31 years of experience in the field.*

SPECIFIC COMPETENCES

- Using properly the specific concepts of development education;
- Analyzing the positive/negative consequences of the human activity on the environment;
- Developing a behavior which encourages global citizenship and interculturality;
- Developing skills of rational use of resources and environmental protection;
- Responsible supporting of the sustainable development;
- Acquiring knowledge on the impact poverty has on the contemporary world;
- Promoting an active and responsible attitude towards social and environmental problems.

Contents:

I. Evaluation of previous knowledge/ knowledge re-enactment and capitalization

- The teacher asks questions on the main problems of the contemporary world
- Please state the most important problems of the contemporary world?
- Which do you think are the problems that could affect our lives more deeply?

II. Catching the students' attention

The teacher asks the following question: Can poverty be a problem of the contemporary world?

III. Introducing the new topic

The teacher introduces the new topic: „Deforestation, desertification and pollution – effects human activity has on the environment”

IV. Directing the learning process

In order to correlate theoretical knowledge with the world's realities, the students are invited to analyze a series of indicators such as:

- Per capita GDP
- Electricity consumption
- Level of urbanization.

The students are then asked to reflect on the difference between the levels of these indicators for European countries, including Romania and for countries such as Kenya, Ethiopia, Sudan, Mali, Niger, Rwanda and Chad.

They are asked to locate these countries on the map and to identify the geographical area to which they belong.

Then, they will identify factors that contribute to this situation:

The physical-geographical conditions in the south of Sahara desert (Sahel)

- Social and historical factors such as:
- These countries used to be colonies of some European countries because they are rich in natural resources (gold, diamonds, oil, forests, bauxite and uranium)
- They have gained their independence in the 60s and after this moment they also had to cope with problems such as Marxist regimes, military dictatorships, civil wars, all of which have generated high instability, the loss of millions of human lives in tribal conflicts (Sudan – Darfur – 500.000 deaths; Rwanda – 800.000 deaths; the Democratic Republic of Congo (1999 – 2003 -2.5 million deaths), people forced to leave their homes, hunger, corruption, the fall of the infrastructure and the incapacity to develop their economy;
- Women and children are exploited and discriminated;
- All these countries rely on agriculture as their main activity but it does

not ensure food for them;

- All these countries rely on external help;
- Poverty generates:
 - The disappearance of animal species from area such as Tanzania, Ethiopia, Somalia;
 - The spoiling of natural environments, for instance the expansion of the desert area towards the south and the reduction of the savannah. The most often cause for this is grazing as a subsistence activity in the border areas between the desert and the savannah;
 - Subsistence itinerant agriculture has led to the reduction of the rain-forest in the equatorial area and to its replacement with deserted areas;
 - Lack of access to drinkable water;

The teacher asks the students to answer the following questions:

- To what extent can poverty affect our civilized European environment?
- What effects can the level of development of these countries have on the rest of the world?

The teacher presents the ways through which communities get involved in solving the problems in these areas. UN has developed numerous helping programs for children and for refugee camps in order to eradicate hunger.

- The „Food for life” program developed by World Food Program helps populations passing through a crisis, such as those from Rwanda and Burundi, in 1994. In April 1994, W.F.P. workers supplied significant quantities of food for a large number of refugees at the border between Rwanda and Tanzania, where 250.000 people who had no food, water or shelter had gathered.
- The „Food for Growth” WFP is addressed to poor children who want to go to school, women who are breast feeding and old people.
- The „Food for Work” WFP developed in Ethiopia, pays workers in food for their services in development projects and has contributed to the plantation of a large number of trees. In Somalia the same program is involved in repairing irrigation channels.

V. Generating feedback

The teacher splits the class in three groups and asks each group to identify possible measures to eradicate poverty.

VI. Homework

The students are asked to write a short research paper on a country of their choice from Sub-Saharan Africa.

GLOBAL EDUCATION LESSONS DEVELOPED BY ITALIAN EDUCATORS

LESSON ONE: ERADICATE EXTREME POVERTY AND HUNGER

*This lesson has been prepared by Piera
Gioda and Massimiliano Lepratti from
Italian Platform “Education for Global
Citizenship”*

Educational goals

The lesson goal is to introduce, using different approaches, MDG Goal 1 and its Target C: Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

In this process, the students will learn about global world changes and build an interest to geographic, historic and social problems. Often while studying, the main social magnitude in an international reach is either unmarked (due to egocentric perception) or segmented and examined under various subjects, without defining the connection between them.

This studying approach aims at distinguishing the social processes and practices concerning hunger on world scale. Hunger itself incites geographic migration and worsens life conditions in the periphery of big metropolises all over the world. Redirecting internal migration in the southern regions of the world at a moment when civic industry is incapable of accepting the overflow of workers (unlike Europe in the 18th and 19th century) gives reason for a historical analysis. Problems like hunger in different parts of the world demand the acceleration of the process of searching for scientific approach, which could support global development while avoiding the traditional interpreting framework in school subjects, thus opening opportunities for going beyond their limits.

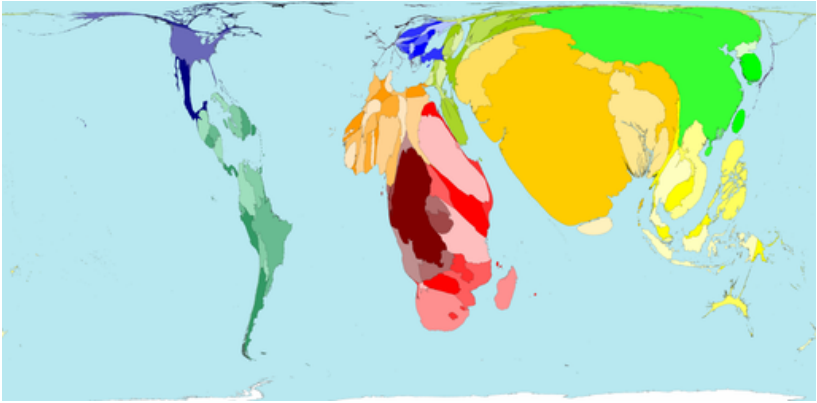
Concept and activities

Concept	Activities
1. Presentation	Normal lesson
2. What does Inequality between North and South mean?	Presenting Peters Map Presenting data on international economic disbalance.
3. Presentation of the topic	Short introductory lecture
4. Soil gives no opportunity for life to the one harvesting it.	A game with banana price A game with chairs
4.1 Why prices are so low?	Explanation of: Gini's Index
4.2 Why is the land "distributed" in an uneven way?	Estates of rich people in Brazil Land unsuitable for farming
5. Consequences	Simulation in two groups
5.1 Many people migrate into cities	Explanation of Brazil's social structure Subject of "movement" without land
6. What could we do	Private trade in service of petite bourgeoisie

Presentation

If we had the ability to tell a 19th century person that in the year 2000 approximately a billion people would not have the opportunity to feed themselves regularly, this would most likely have caused astonishment. As all great social problems, so is famine caused by different reasons and having different consequences. In the process of this study we will get to know two of them. The main reason, which we will focus on, is the great economic difficulty in which small farmers and harvesters find themselves in a considerable part of the world. The consequence, however, is the increasing migration from rural to urban areas. Thanks to this process, poorer districts are created in great metropolises in Asia, Africa and Latin America because they offer no working place for the upcoming population.

What does “Imbalance between North and South” mean?



A map of the starving population (bigger looking countries are those with where is concentrated starving population)

Presenting data

The data which follows (pre-set by the analysis of the United Nations Development Program and The World Bank) creates public information on the general state of the planet.

According to the latest information collected (from 2005 and before the economic crisis), nearly 2,6 billion of humanity (40% of the overall population) lives with less than 2 dollars a day and nearly 1,4 billion live with less than 1,25 dollars a day. The data has been calculated by considering different standards of living in various parts of the world. Life expectancy of an Italian citizen surpasses 80 years, unlike most African states where it barely reaches 50. The percentage of illiteracy in France is close to 0 and in Niger it is nearly 75%.

Presentation of the topic

The disbalance between separate states is a huge problem and even greater are the vast differences appearing among the **population inside** specific countries regarding poverty as a consequence of the existing distribution of land. In this case we should focus on the percentage of farmland in Latin America and mostly Brazil, analyzing two main problems:

- Inappropriate division of farmland.
- The terrifying standard of living in the periphery of huge cities in the South.

The land gives no life opportunities for the one harvesting it...

At the beginning of our century nearly 3 billion of the world population lives in rural areas (population living on farming is near 1 billion and 300 million). Among the people inhabiting these areas, approximately a billion and a half starve and other 600 million are seriously underfed. The spread of new ways of technological farming does not reach those families which usually harvest either a very infertile soil or work for big landowners.

The elements harmful for this population are two:

- **low prices** of products when it comes to small farmers and low cost of labour when it comes to workers.
- **unequal land partition** (for example in Brazil 1% of all landlords – 40 000 men – possess 46% of the land – nearly 360 billion hectares). We will try to get a closer look on these problems by two games.

Why prices are so low?

A game examining the price of bananas

The game is presented at the end of the presentation. The example is to show how national and international markets concern mostly farmers and do not allow them to live a dignified life (often those who work at plantations are not in a state to reach efficiency without resorting to aid). It is important for students to write down price formation. The game is not long (its goal is within reach); as usual, the teacher prefers monitoring group work, helping each group.

Why is land improperly partitioned?

The Game with the chairs

The game explicitly shows the amount of injustice in land partition, again focusing on Brazil – a country which is an example of agricultural inequality (thus inequality as a whole, examining the historic connection existing in agricultural branches and social unity all over the world). In the four corners of the room there are pieces of cardboard with appropriate writing on each – “No land”, “Small landowner”, “Average landowner”, “Large landowner”. The chairs in the room are the overall territory of Brazil and thus follow two rounds:

- **First round:** in each corner a number of chairs are moved according to the **proportion of owned land** from a group of the population – “No land” – 2,3%, “Small landowners” – 17,7%, “Average landowners” – 34,9%, “Large landowners” – 45,1%.
- **Second round:** in each corner a number of students is set **according to the population** of different groups which own land – “No land” – 49,7%, “Small landowners” – 39,6%, “Average landowners” – 9,6%, “Large landowners” – 1%.

This example and the events that it generates could summarize the problem of illegal distribution of land in Brazil. Brazil is among the major countries in the world, and shows one of the largest internal imbalances in income of the population (Gini index), the cause of which is mainly the unequal distribution of land. In other words, a small fraction of the population of Brazil (including not just Brazilians) own areas larger than certain provinces of Italy. Often these domains are not used in an optimal way – owners are involved in other activities and their land remains unused, making it only a sign of their wealth and power. According to various national institutions in Brazil, about half of the potential areas suitable for cultivation remain unproductive (nearly 130 million hectares, which is about four times the territory of Italy).

In addition to that data, the majority of the rural population lives without having the necessary space to afford a normal life, starving, being constantly sick and with no opportunity for prosperity. Brazil is a country with very fertile soil and, at the same time, a country with a large percentage of the population that is undernourished.

The consequences

Simulations in two groups

Once they have gained an idea of life in Brazil, students are divided into two groups. Those in the first will work individually and will write an answer to the question: "What would you do if you were a Brazilian farm worker, not able to earn enough money through working?"

In the second group, students will work in groups of 3-4 people and will answer the question: "Henceforth what can we do?" Group answers are collected and compared with the findings of the two different scenarios (described below) and the part dealing with fair trade. Reviewing results in this process could be useful.

First scenario (individual decision): Many people migrate in town

Unfortunately, the most common phenomenon is: the peripheries of big cities not only in Brazil but also in many of the southern areas during the last decade were overcrowded with people fleeing the misery caused by living without land. Due to the lack of prospects for them and their children's lives, people living in rural areas are increasingly abandoning their homes and migrating to the cities. But even there they face enormous difficulty in finding work, because nowadays the industrial and the service sectors are increasingly in need of a small number, but well-educated workers. A man who is uneducated or poorly educated would not have a chance to be employed on vacancies.

For migrants from the countryside, there is nothing left, but to rent or build a shed in the suburbs, trying to make ends meet by working in the so-called condi-

tional economy (which involves children as well): petty trade with ice cream, sachets, etc., shoe or window cleaning or other unsafe activities, till they reach begging and theft.

The public of almost the entire South could be divided into three groups according to the territory in which they are located (it would be appropriate to make a drawing with three concentric circles for clarity):

Town centers, where conditions of life resemble those of the North.

The periphery of city centers where there is already significant deterioration of lifestyle and where the address and personality of those living is largely outside the care of the authorities, which in turn contributes to uncontrolled growth of slums.

The third circle containing the first two, is situated in rural areas around cities (composed of smaller villages): this part is dominated by injustice, poverty, hunger, huge differences and inconsistencies.

Second scenario (collective decision): ... Others fighting for land

Students could be presented the work of the Landless workers movement in Brazil: www.comitatomst.it

Possible support: Fair trade

- Italy may help those who have some land or those who received it acquiring products deriving from fair trade and solidarity.
- We could show the results of this trade by a typical tropical product that is well known – the banana.
- The game that follows will show what prices the fruit reaches in the traditional market and in a fair trade.

The banana game

Instructions for the teacher:

First of all divide the participants into 5 groups. Give each group a task card (described below) and a banana. The game begins: inform participants that the received Banana's final cost is 52 cents for the Italian consumer. Each group must decide how many of the 52 cents would be fair to get for their own work and must write a statement why. The teacher collects the work and explanations of each group and places them on the board (perhaps this will prove that the banana is more expensive than it actually is). Then the teacher will announce prices in traditional trade and compare them to those of fair trade.

24 cents – Assignee; 10 cents – Importer; 8 cents – Transport; 8 cents – Packaging; 2 cents – Producer. (Note: Different prices may naturally vary according to the destination of the source)

Task cards:

Producer: You work in a plantation 13 hours per day throughout the year. Your work is manual and you have a very low salary. You are worried by the use of pesticides which could be dangerous for you and your family living near the plantation.

Packer: You work for a company that puts bananas in boxes near the plantation. You receive a salary for very heavy manual labor. You must pack high quality bananas in boxes. If you put too many bananas in one box, you may lose your job.

Transporter: You work for a company that transports bananas from Latin America to Europe. You are away from your home for long periods of time, each trip lasting about a week. You are to deliver the bananas before they are overripe during the long journey.

Importer: You work for a large company that imports bananas from Latin America and you deal with their large distribution over chains of intermediaries. You live in Europe and don't frequently visit banana plantations. You don't care if the supplier is struggling and if he fails to deliver the goods, you turn to another.

Comparison of the price of bananas in traditional and in fair trade
(Based on the site www.transfair.com)

The data obtained could not be as accurate as in the game above (due to the specifics of the products), however, some elements cause interest:

1. The cost of **transport / import / export** is lower.
2. Profit for the **final seller** may be lower in cases of fair trade products (if the other uses the maximum price of € 3.40)
3. Above all, the share of the producer increases significantly

Percentages of Banana Price distribution

	TRADITIONAL	FAIR
Producer	10%	22,30%
Packer	15%	43,70%
Transport	15%	
Importers	20%	15%
Seller	40%	21%

Annex 1

Landless people movement (LPM)

Currently, the **largest movement** of people in Latin America, and probably in the world, is seen in Brazil. Migration occurred in 1984 by representatives of ru-

ral population who did not have land. It has grown independently in the coming years and went into the uncultivated lands of the wealthy landowners (as noted above). This process is not violent and leads to expropriation of uncultivated lands and thus helps people perform the difficult transition. (The Brazilian Constitution permits movement whenever public use of uncultivated land is necessary)

The process of taking land has two phases: in the first LPM participants create camps (sometimes coming from underdeveloped urban areas rather than the rural areas). In the next, the authorization of the state to use the land is reached. It goes through a series of trials lasting sometimes for years with users overcoming uncertainty and creating a new settlement, which is the basis of development for cooperative activities.

Participants and foremost leaders of LPM are often victims of violence by governmental forces or armed forces sponsored by wealthy owners. In 1996, nineteen road users were killed together by the military police. Nevertheless, nearly 2 million were able to settle and preserve their land thanks to LPM. The task of LPM does not end here and continues with, perhaps, the most difficult stage of transition: helping to create agricultural cooperation that will provide a better economic situation on the one hand, and, on the other hand, quality of life for participants.

To cope with this task LPM uses a special structure present in almost all regions of Brazil, which is organized by sectors. The sector of agricultural production stands out, thanks to which the harvest from cooperatives exceeds in some cases 4-5 times the average national productivity. Another important structural sector is the educational, which combats illiteracy among children and adults and performs teaching activities in schools and puts efforts into innovation. Schools are planned to be built in each camp. The facility in the initial stage is usually a simple shack in which young and grown-up begin to acquire knowledge, at the verge of starting to work. Nearly 150 thousand children study in 1500 schools established by LPM, employing 3,500 teachers applying special methods of training for these areas. The work of teachers is provided by the municipalities.

For the projects implemented LPM was awarded by UNICEF and received "Alternative Nobel Peace Prize." Brazilian authorities have distanced themselves from LPM in an expressive manner, which is explainable – nearly 80% of managers are from wealthy people.

LESSON TWO: ACHIEVE UNIVERSAL PRIMARY EDUCATION

This lesson has been prepared by Piera Gioda and Massimiliano Lepratti from Italian Platform “Education for Global Citizenship”

This educational material was created and formed after the strong entry into force of the Convention of the International Labor Organization N 182/1999, which deals with the forms of exploitation in work performed by minors.

Educational goals

The educational goal is getting acquainted with and understanding the guaranteed access to primary education. The lesson explores the processes that incite disadvantaged families around the world to guide their children to start work at the expense of schooling.

The completion of all stages of the project is not dominant. Priority is given to the students to study important global changes and to build interest in issues relating to geographical, historical and social orientation. Often in the learning process, fundamental social values in an international reach are either unmarked (because of egocentric beliefs) or crumble into separate parts treated by different subjects, without setting a link between them.

This learning project aims to examine various world themes and basic social mechanisms that bind the problem of lack of adequate treatment by institutions to the legal and economic problem of the extremely low wages in large parts of the planet. The project also examines issues with historic character, referring to the external debt of the countries of the South. Thus we reach the inability to achieve universal primary education by learning the legal aspects and showing the analysis of social structures and historical and economic problems of the South.

Presentation

In the 20th century, Italy was able to progressively improve the quality of compulsory education. At the beginning of the century, the majority of children of very poor Italian families had to start working at an early age. The problem has been treated throughout the country, even regions that are characterized as wealthy today, such as Lombardy, are not distinguished from the rest. On the contrary – even nascent industry offers an opportunity for young people to enter paid work in

which the heavy working conditions have caused physical and mental disabilities.

During the 20th century Italy and Europe progressively overcame the problem and now workers under 15 years are there, but the percentage is certainly much lower.

In the rest of the world and especially in the southern parts of Asia, Sub-Saharan Africa (where 30% of children still do not attend school) and in parts of Latin America, the situation today is even worse (data collected by UNICEF www.unicef.org/progressforchildren/2007n6/index_41796.htm).

The need for higher family income forced many sons and daughters at an early age to begin to practice various crafts, thus limiting schooling. Training expenses including transportation, school uniform, canteen etc. become unbearable for families who have meager financial capabilities.

To better understand the reasons that restrict many young people to attend school in the world, the educational program must analyze:

Differences in social and economic terms, between Northern and Southern regions and the attitude towards labor.

The real significance of underage youth workers.

Difficulties encountered by the Southern areas for realizing social policy to support education.

To be more specific, we will focus on some examples from Asia and especially India

In order to understand the problem in depth we must begin with a distinction. Again, the planet could be divided into two macro areas, one more convenient to call the North (where is also Italy) and the South composed of African, Asian and Latin American countries that have historically been European colonies. While in the first group the problem is very limited, in the second a significant number of people is involved.

However, in recent years, progress has been mentioned in some countries of the South, including China, India and Brazil (progress which does not materially affect the great mass of the population). The big existing problem is the lack of perception of inequality in society between the North and the South.

The imbalance

The data provided by the analysis of the United Nations Development Program and the World Bank creates a summary on the current state of the planet. The poor attention from the media to that data should be noted and mainly the reluctance to current conditions in which most of the world's population lives.

According to the latest data collected in 2005 (before the economic crisis), about 2.6 billion people, which is 40% of the total population of the planet live on less than \$ 2 a day, and nearly 1.4 billion live on less than \$ 1.25 per day. The data

has been calculated, taking into account the different living standards in parts of the world.

The lifespan of an Italian citizen exceeds 80 years while in many African countries it does not reach even 50.

The rate of illiteracy among the population of France is close to zero, in Niger close to 75%.

Presenting imbalance

Imbalance could be presented in a very efficient way through the game with chairs.

In the four opposite corners of the room there are cardboard posters marked accordingly: "Africa", "Asia", "Latin America" and "the North". It is assumed that all the chairs, which the students are sitting on, form the world income. Henceforth the game proceeds in the following two phases:

First phase: In every corner a certain number of seats are allocated, according to the percentage of the zone income compared to the global one.

Second phase: Allocate a certain number of students in each corner, according to the population of a given area in relation to the overall world population. (Use data from the table)

Note: It is important to understand that the chairs are the world income, not natural resources).

Table: Comparison between income and population for a geographic area

	Latin America	Africa	Asia	The North
% World income	8	3	26	63
% Population	9	16	56	19

Going deeper into the topic: External debt of the South

In high school, teachers could reveal the relation between cause and effect in addressing the issue of external debt and problems of the South and international inequality. Paying the loans of Southern countries, acquired in the 70's, has become a huge social and economic problem in the early 80s.

From an economic perspective, the growing interest of the banks of the North (relying on governments) led to the increase of the amount of debt in the early 80's and thus ensured an increase in income of the wealthiest at the expense

of the poorest world population (in the period from 1990 to 2000 the annual cash flow from the South to the North is over 200 billion dollars) and increases world inequality.

From a social perspective, the proposed bailouts to the countries in the South from the World Bank and the International Monetary Fund, stimulate the growth of underage youth in the work share, in order to return debt. Both institutions impose financial cuts in governmental, health and education spending on indebted countries (preventing new loans necessary for the economic survival and thus states have more opportunities to return debts and accumulating interest, but this naturally gives a rise in the cost of living for families and necessitates income from underage family members). On the other hand, reducing education budget is forcing schools to significantly increase fees, canteens demand payment and transportation is more expensive, which influences much of the population to withhold their children from school.

Below there is a position related to the problem of external debt, which can be found at http://web.peacelink.it/dossier/pietra/una_pietra_al_collo.pdf. It is advisable for teachers to get to know it, it may prove useful.

In the 60s and 70s the Southern world countries who managed to gain independence from European ones were in need of loans to improve their economic status. Loans were sought by public institutions and were accompanied by relevant fixed rates (about 5% in 1970).

In 1973, several oil producing countries from the South (OPEC members and almost all of them Arabic) decided to increase the price of the product four times to avoid undercutting policy of raw materials from the Southern states. The profit entering state treasury primarily entered Western banks. Banks, in turn, invested in other countries from the South, providing more affordable loans (without compounding conditions on the debtor). 55-60 per cent of the debt was transferred to private institutions, (mostly banks from the U.S., France and Belgium) credits were in Western currency (usually dollars) and the interest rate was floating.

In 1979, the external debt of southern countries became a growing problem.

The second significant rise in oil prices, linked to the events in Iran, led to the application of a protective reaction from the Northern economy. On the one hand, this led to a reduction in the flow of materials from southern countries and contributed to their price reduction, and on the other hand, resulted in the increase of interest rates on dollar loans. Based on this, U.S. President Ronald Reagan decided to invest 2.481 billion dollars in military industry during the 80's of the last century. In order not to increase taxes, the U.S. Central Bank, increased interest rate, reaching a level that was difficult for loan repayment. Since the rise of unfixed interest rate demanded by Reagan, Southern states, taking loans in dollars and dependent on dollar increase, suffered from a tremendous increase in amounts due.

The specific problem: Exploitation of minor labor.

What is minor labor exploitation?

It is good to analyze the concept along with students, in order to find the context of some specific words:

„Minor“ (Underage):

People under the age of 18; a case in which work is performed by a person under 15 is defined as "infantile". Access to employment for people aged under 15 has been banned worldwide by the International Labor Organization since 1973, they have made some very strict exceptions for 14 year olds.

"Labor" and "labor exploitation" of minors

In Italian (unlike in English) it is hard to distinguish one term from another with only one word. However, worldwide, norms regulating employment of minors are completely clear. In short we could say:

"Labor" (without specifying) means familial activity undertaken to achieve assigned tasks, which is not excessive and time consuming and allows schooling.

"Labor exploitation" is an activity subjected to a person outside the family with hour duration, which would interfere with schooling classes.

According to many NGOs "work" performed by minors may be permitted as a social activity – where economic opportunities of the family need support and where work is of educational aspect. Full time work outside the family, exercised by children under 15, however, is unacceptable. Work performed by children should be according to their age.

„Worst forms of labor exploitation of minors“

The convention of the International Labor Organization in 1999 defines a new category of the problem: "worst forms of labor exploitation of minors." These are programs for social intervention for each country to help minors and to make an oppressive interference with the exploiters of child labor.

This category includes:

Forced labor and similar actions (including military obligation to work).

Work in the field of prostitution and pornography.

Any type of work with unacceptable risk to the health, safety or morals of minors.

Any type of illegal activity.

Various common types of minor labor in different geographic regions

Asia is the continent with the largest number of working children and adolescents. Children there are engaged in any type of work, mostly in smuggling, enslaving loans, domestic servitude, including weapon smuggling and prostitution.

Africa south of the Sahara is the region with working children in family farming, the supply of essential goods and small trade. There is also international and domestic minors traffic, as well as the phenomenon of child soldiery.

In Latin America, children and young people also work in agriculture, mines and cloth factories. There are also children living on the street.

Even though in smaller sizes, the problem of underage workers exists in the rich North. Working children live both in southern and north-east regions. Sectors of exercised child labor are trade, construction, and various crafts. Immigrant minors used in various sectors are also many. The 2007 analyses show that in the pursuit of work in Italy are involved approximately 400,000 juveniles, of which 70,000 in exploitation conditions.

The roots of poverty and working minors

After explaining the current situation with minors working and world differences, it would be appropriate to return to the interactive analysis:

Why working minors are concentrated in the South?

What kind of connection is there between working minors and the level of wages?

The relation between national social sciences and working minors?

The analysis could be examined verbally, and the teacher could start with an open question (for example: reasons for the growing number of working minors). During the discussion some of the former questions could be mentioned as well.

When the discussion comes to an end, the teacher may summarize and ask participants to return to their seats.

Grasping the meaning of the material studied: data concerning wage inequality

Low wages among parents cause exploitation of minors. Parents who are poorly paid would need financial assistance by their own children. In this case, the possibility that children will follow the correct structured learning path strays away. The production of many poor countries with low fixed labor is equivalent to the standards we had in 1970. Example – the level of wages is fixed in such a way that the employee is able to obtain the needed calories per day. According to the International Labor Organization in 2000, 88 per cent of Indonesian female workers who earn a minimum wage are malnourished.

To show the wage gap in the world and thus the cost of labor is quite relevant to create a graphical reference:

Average cost of labor force with realization of all workers in the production sector.

Case study: The wage problem

22 –year-old Phan is an immigrant working as a sewer in a Puma sports factory in Thailand. Her words complement her story. „Each day I work from 8 to 12 then we have a break. In midday we work from 13 to 17. Each day we have to work overtime, often staying till 2 or 3 AM during specific seasons of the year. We always have to work two shifts, even on the verge of fainting, but we have no choice. We can't refuse overtime work because salaries are extremely low. Sometimes we want a break, but our boss forces us to work. I earn nearly 50 dollars a month, but I pay 3 dollars for electricity, water and common room rent. I also pay 3 dollars for rice. My boss also wants 7 dollars a month for registration. To live with, I have 35 dollars. In months with not much work I have between 30 – 40 cents to spend“.

Simulation game

The introductory text of the simulation game, concerning working minors (read the whole text before the game starts)

Parents have just received a letter from the principal's office. It describes the hard financial situation in which the school from village "X" for kids aged 7-14 finds itself in.

Letter content

To the Parents of the village "X"

„Dear parents,

The difficult economic situation forces us to cut budget. Our school is in a periphery and unfortunately it's not on the list of schools to receive money from the state. Provisions we get for upkeep are less, due to the serious external debt of our country. This would lead to teacher redundancy and inability to cover studying and administrative expenses of the village school.

Students would be able to enlist in the state school 80 km away from the village or in the nearby private school in village "Y"

Hoping that you would understand our reasons of demand that force us towards this decision, we wish you all the best.”

The game's objective

„The Parent Council“ assembles (composed out of 4-5 students simulating it) and it is to present a solution to soften the consequences from the recently emerged problem. Each group/council should present shortly on paper the required acts they suggest. All works are read and points that stand out are commented. After the end of the round, the teacher motivates a debate between all groups.

LESSON THREE: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

*This lesson has been prepared by
Biancamaria Donnarumma Loffreda
from State High School “G. Peano” Rome*

Educational goals

The program is focused on presenting students from 8th grade through various practices the Millennium Development Goal 3 so that its importance is fully grasped.

Often the learning process on “female thematic” is inconsistent and considers only the historical aspect. With this program we aim to encourage students to construct a view towards the problem, basing historical data, reality and world perspectives concerning gender inequality.

Subjects involved

The program is integrated in the following subjects: History, Law, Italian, Latin and Multimedia knowledge.

Project phases

First phase: First meetings are with the purpose to introduce project ideas with active participation of the entire class in the final stages. The next step is role distribution in different groups. Bearing in mind that students do not know each other well in the beginning, teachers should find the balance inside the groups.

Second phase: The class is acquainted with the Universal Declaration of Human Rights and with the problems connected with the women rights.

Third phase: The class is divided into small groups and each group chooses a working topic.

Fourth phase: Work in small groups.

Fifth phase: Final check of the prepared topics and elaboration of an E-format.

Subject content

Italian language

„The return of Ulysses according to Penelope“

Female figure analysis in the past is presented in the literature of classical novels in the first year of secondary school, through episodes with Circe from the Odyssey and with Andromache from the Iliad. The program includes analysis of the female nature citing the novel of Malerba, “Itaca per sempre” (Itaka forever).

Both study areas are closely related to one another.

Through the very exciting novel-telling of the story of Odysseus returning home, two views of two narrators are presented (Odysseus and Penelope) showing two different approaches to the story – the side of the hero and that of his wife. The author notifies the nature of Penelope, supplementing her historical role by the heroine “incarnation” in a prize game. Through this work, students discover “gender perspective” in a very famous story showing not the power of man but the progressive tension in woman’s nature.

Latin

In the first lesson, the overall picture of the Roman Empire and the life conditions of Roman women is presented via the analysis of a linguistically accessible judgment.

The beginning is analysis of *tria nomina*, distributed in the whole Roman world, but presented only to men. The emphasis is put on the features of the man, described as a free and noble Roman, using three names: *praenomen* (a first name), *nomen* (a noble name) and *cognomen* (a surname), which shows the provenance. Afterwards a search for a small group of female names is started and it is concluded that *praenomen*-first names did not exist, but only *nomen*, coming from *gens* (kin belonging). The presence of a noble name along with the name of the kin of Roman women leads to identity in the nature of names: Julia, Chechilia, Tulle. Due to the slight difference between the names, it has become necessary to differentiate them using digits and additional indicators such as: the big one, the little one, the first one, the third one, etc. This denomination contributes to the creation of ideas among the disciples that the presence of women is obvious only in family environment and that female essence is expressed throughout a marital image, coming a final impression that women are belongings or articles of *gens*.

The deepened observations on Roman names, which have been ignored by scholar programs, serve as a marvelous definer of the living conditions of the women during the age of the Roman Empire, as well as the creation of ideas about the rejected female identity and about her invisibility in the contemporary world.

In the second lesson the following is carried out: presentation of research, implemented through gravestones which contributed to a more precise presentation of the female nature in Rome.

The sole information which appears regarding the noble ladies is their description as guardians of the house and generations, things, excluded from men’s responsibility. In the scope of women’s capacities salience is missing and it was considered appraisable for women to stay locked behind the walls at home, described with the denomination „*domi mansi*“and „*domiseda*“.

These investigations of the Roman world give the possibility to compare

with the current positions of women and their visibility in the various contexts, even the difficulties with literacy concern the gender topic.

A woman who cannot write her name will remain dependent on others forever. In this part of the academic process disciples understand how the process of domination is still far away from them and that there are numerous specific historical roots.

History

First lesson „The revolution of farmers during the Neolith and the role of women.“

Second lesson: „The conditions of the women in Greece“

Third lesson: „The conditions of the women in Rome“

By analyzing the agricultural customs during the Neolith, the first lesson aims to give a clarification concerning the role of women in agricultural activities. The transition during the diverse ages can be presented as redistribution and addition to the responsibilities between both man and woman. This research aims to follow up the development of the activities: sowing, collection of harvest, water supply for irrigation and storage of products. The students would be able to find sources (both written and images), which describe these processes and mark the number of times of woman's involvement. A comparison between the activities during the Neolith and those of nowadays can be made in order to discover the considerable disparities, aiming to see the dynamics in the history of agriculture and the gradual expulsion of women from agriculture. Students themselves should draw the conclusion that the traditions, which women had when adopting decisions in the field of agriculture, were not and are not currently used in many societies or regard transfer of authority.

In the lesson the case of the role of women in society continues, giving examples of Ancient Greece, by inviting the groups of students to open the textbooks and find the episodes concerning the conditions of the regionalization of women. In particular, the female institutions in Tuasu are analyzed along with the figure of Aspasia, Pericles's companion. It is made for the educational system of women, analyzing the last mentioned figure.

In the end the content, which refers to the Latin world and also concerns several female figures, presented by the historian Titus Livius, is introduced. What has been chosen is the untypical and interesting role of Tanakuila, a woman belonging to an ethnicity, unknown to Rome and married to an Etruscan. It is Livius who again related the episode of Lucretius, a typical example of the female, the good of the Roman woman.

LESSON FOUR: ENSURE ENVIRONMENTAL SUSTAINABILITY

This lesson has been prepared by Cristina Denora, Science High School “Aristotle” Rome

Target 7.A: Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources

Target 7.C: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation

Objectives

The course aims to introduce the students to the importance, implications and ramifications of the Millennium Development Goals and especially understanding the need to reduce the number of people with no access to drinking water.

Our own method aims to study water policies, the nature of problems, connected with access to water around the world, as well as the scientific side of human water consumption. A historical retrospective of the issues will also be presented, as well as the political side of the issue, mostly concerned with the privatization of certain parts of the water supply. It is this way, we believe, that a more complex view on the matter at hand can be shown in several disciplines.

Concrete goals

Students will learn to understand the true value of water as a vital natural resource and the importance of accessing it; to outline the proper manner for its safe and responsible consumption and use.

Water's role in the past

The teacher reviews the role of water in the history of human society

Suggested topics: the first settlements; worship of water; major river-based civilizations (Ancient Egypt, Mesopotamia, etc.); Romans and their waterways, aqueducts, sewage, hygiene, etc.; the Middle Ages – correlation between the perception of water and poor hygiene; the Renaissance and the Enlightenment views on water and its part in those eras; the Industrial revolution and the rise of water usage and consumption.

According to the calculations of The World Health Organization, today around 800 million people around the world have no drinking water. But human beings need water not just for drinking, but also for indirect usage – let's say in the manufacturing industry, agriculture and several others. Experts estimate that an average human being uses around 40 liters of water every day.

There are six major reasons for the continuing importance of water as a vital resource: unequal distribution of the former; drought; contamination of the underground water supply; population growth; agricultural needs; industrial and urban needs; urbanization.

Man is mostly unaffected only by the very first one and plays an important role in the rest.

Populations ill-supplied with water are subject to the following:

- Malnutrition
- Increased import of food and water
- Water is often the source of disease
- Women are often forced into heavy manual labor
- Depopulation of rural areas
- Frequent conflicts, often international, over a certain water supply

Causes and effects may be seen in plain via the so called "spider web".

The spider web

The afore-mentioned is a certain type of brainstorming which aims to determine the cause-and-effect connection between the term itself and the participants' solution.

This can be conducted in two separate manners:

1. The teacher sets the topic "The value of water and the ramifications of that value" and the pupils are to write their purported opinion on the two provided sheets of paper, labeled "Cause" and "Effect".
2. An open expression of opinions with the teacher noting the points of each. Constructive thinking is encouraged above absolute correctness of opinion. Finally, the tutor refers to any missing points.

Water and cooperation

Lack of water is a serious issue which affects many parts of the world – even some parts of Italy. Africa is the continent with the most problems of that persuasion, both when it comes to natural disposition and human populations. We shall now analyze the problems that stand before Africa with three different situations:

Central parts of urban areas. Sewage is present, although the staggering prices of water often force citizens to give it up.

The outskirts of the cities. There is no sewage here, and so water is delivered in via truck or tanks, containing the precious liquid. Prices are even higher. Where the soil allows it, wells may be dug.

Rural areas. Water is supplied in the traditional fashion – women often have to walk for miles to reach the nearest well, river or spring while prone to many a hazard. Furthermore, water acquired this way is sometimes contaminated and may only be used for agricultural purposes anyway.

Students should be informed of a non-governmental organization's project in the Sahel region. With the case at hand, they should be separated in groups of 4-5 and then presented with the following question "If you had approximately 30-40 millions of euro, what actions would you see the fittest in order to provide water to a maximum number of people?"

Water consumption in modern day Italy

Italy is rich in water, but resources are mismanaged and this leads to shortages coupled with floods. 104 liters a day per capita are lost due to piping imperfections which equals 27 per cent of the total water-supply. Italy ranks first in Europe in terms of water used per capita – 2700 liters a day. Out of those 15% are used for domestic needs, 25% in the industry and 60% in agriculture.

Water consumption in Milan – a Test

The teacher may ask the students to write down how many 1.5 liter bottles of water would be required for one to take a bath if there were a bathtub, how many in case it were a shower, how many for an average wash-up, etc. The answers are given below.

An average family in Milan uses around 400 liters of water daily for immediate domestic needs (for drinking, washing and cooking). The answers are: 120 to 160 liters for a bathtub, 75 to 90 liters for a five minute shower, 16 for a wash-up, 40 liters to fill a dishwasher and 20 to 80 for a washing machine.

Water: a right or commodity?

Today there is the question of the status of water- is it a natural resource and should it be treated as such (such was the case of Italy, where this was decided via plebiscite), or is it a commodity to be sold and traded?

In order to initiate a debate between students, two sheets of paper, reading "Water is free and everyone should have access to it" and "Water is a necessity and must then be treated as a service with a fee", may be hung on either end of the classroom. Each student should speak and move closer to the part of the classroom, which has the sheet of paper with his opinion on its wall.

The two groups should give arguments for their opinions with the teacher acting as the supreme authority and bringer of order, should the need arise.

The debate should bring about the matter of whether water is a right or indeed a commodity to be sold.

The World Campaign for Signing a World Water Contract maintains that every man should have 40 liters of water a day for his basic needs; any amount used over that would be paid for. They also maintain that governments should set a strict charge for that extra water usage and be the sole monopolist of that service, so as to prevent greed-driven corporations from taking over. However, should ex-

cessive overuse of water arise, society would suffer grievous economic consequences, which would in turn affect the government itself.

Water wars (All described here is according to the book "Water – the new strategic goal on Earth" by Jacques Sironneau, "Asterios" publishing house, 1997. Please note that while the book is not of modern times, the data is mostly historical in nature and therefore need little further revision)

The 1967 Israeli-Palestinian war began because of water supply. Israel wanted access to the river Jordan (which also runs through Jordan, Lebanon and territories later occupied by Syria and Jordan) in order to irrigate the desert of Negev. That is why the Israeli forces occupied and subsequently destroyed Syrian water installations in the Golan hills, as well as a dam on the river Yarmouk. Those installations were meant to divert the river from Israel.

After their victory in 1967, the Israeli occupied the Gaza strip and the West bank. The latter is occupied to this day, for there is the most important water installation in the Judea-Samaria area. Palestinians are severely restricted:

- they may not dig new wells without permission from the Israeli occupational forces;
- the watering of agricultural areas is forbidden after 4 o'clock in the afternoon;
- they are banned from utilizing "missing" Palestinians' wells and/or other water facilities.

These restrictions do not require much explanation – an average Palestinian uses about 70 liters of water a day compared with 260 for an Israeli. The latter also pay only about 25% of what Palestinians have to pay for their water. As one may deduce, 90% of the water supply goes to the Israeli on the West bank.

World water contract. The contract and the associated campaign can be found on www.contrattoacqua.it

LESSON FIVE: INTEGRATE THE PRINCIPLES OF SUSTAINABLE DEVELOPMENT INTO COUNTRY POLICIES AND PROGRAMS AND REVERSE THE LOSS OF ENVIRONMENTAL RESOURCES.

This lesson has been based on the idea of unsustainability developed by French philosopher and economist Serge Latouche.

Available data is the result of research and is formulated based on an analysis of the social and historical conditions that determine access to natural wealth and resources in the North and the South world.

Specific Objectives

Students have to understand the true value of water as a resource for development and their right of access to it. To show the difficulty of its attainment in certain areas and inequality, where the people from northern and southern world live. The program also aims to teach students how it should be consumed responsibly by each of us.

Introduction: Sustainable Development and the difficulty of achieving it

Activities – Plan on the concept of sustainable development

Three small pieces of paper are given to each student. Within five minutes the children have to complete the task with no more than six words corresponding to the phrase "Sustainable development is ...". On each of the received three notes the phrase must be added differently. From this moment on, the students are divided into four subgroups, each of which must hang on the wall their notes, arranging them into columns according to criteria freely chosen by themselves, as each column will be named according to the selected topic (for this purpose, groups will have 15-20 minutes available). In the final part of the session, the subgroups will determine the criteria for the formation of columns based on the reflections and discussions born during the work. Column header will be written by the teacher on cardboard / paper. This will provide a comprehensive understanding of sustainable development.

Causes of unsustainable development

Activity: With two cards / sheets, placed close to each other, can be reached two interesting discussion topics (which will eventually entwine). On the first would be written "there is social inequality in the world because ..." and the second "there is a deterioration of the environment, because ..."

Social unsustainability

The theme, concerning sustainable development could be divided into two: Social unsustainability and Protection of the environment. In both cases we would notice how the adopted model of protecting the environment is unstable.

Unsustainable environment

Concepts- As we noticed, by reviewing the previous topic, the world could be conceptualized as a system of unfair trade exchanges, a system of structured inequalities.

Activity Let's take a look at the findings concerning the distribution of world wealth by using the chair game once again.

Onto a piece of paper the ratio between the average annual salaries for 2010 should be noted. Also, the life standards should be noted in Eritrea (\$681); Italy (\$29, 392); USA (\$47, 284).

Activities- Illustration of the formula: $I = P \times A \times T$, in which "x" is multiplication, "I" is the impact onto nature by the population, "P" is the number of people, "A" is the goods consumed and "T" is the introduced technology.

Let's say the same technology has been used and we take under consideration that the average consumption is 8 times higher in the USA than in China. Then it turns out that the Americans have a greater environmental impact than China. USA's "I" equals 280 million people, multiplied by 8 = 2240 million and exceeds China with its presented 1300 million people. It is obvious that the level of consumption defines the impact onto nature and even the newly created technologies could not solve a problem of such greater importance. The technical improvements concerning the preservation of nature are totally wiped from the North's way of life, which is defined today as an increase in resource wastage. (An example for that is USA's technical progress, in which for the creation of a dollar of GDP 25 per cent less energy is used than in the 80's, but for the same period the consumption of energy rose with 90%.)

Let's present the gross domestic product in consumption per capita

Onto a piece of paper, under Italy, are written 5 elements, considered as a cost:

- Supermarkets
- House (rent and all complementary fees)
- Transport (car, car payment, taxes, examinations, mechanics, fuel, insur-

- ance)
- Clothing
- Entertainment

A question has been given to the students: “How could a man (Italian) live with these expenses, living alone, possessing the average revenue – \$29, 392?”

Introduction of the term ecological footprint and presentation on consumption

Since we presented the activities, described above, we will now present the concept of the ecological footprint and the goal is for the students to reflect that each possession from the list above needs a certain amount of land to exist (the amount of pasta a person eats for an year needs wheat to be harvested, which needs land to grow; many other examples could be presented with clothing, food, etc.) Other factors require land as well (houses, roads, parking lots) or require a certain piece of land to be used (vehicles, domestic heating). A piece of land is also needed to store garbage or to collect items, which go through adaptation.

The ecological footprint is well presented in Wikipedia ([http:// wikipedia.org/wiki/ecological footprint](http://wikipedia.org/wiki/ecological_footprint)). The Lilliput has presented the topic: „The ecological footprint is a specific tool used for the measurement of the impact of the use of earth resources by the people and aims to show that consumption growth is not infinite, and also that it can't lead to prosperity for all inhabitants of the planet. The ecological imprint defines the relationship between actions and the way of life of a particular person or a group of people (country, nation) and natural resources that are needed to satisfy life's needs (for example – the land where corn is grown, lakes for fishing, the forests from which is extracted wood, etc.). The ecological imprint also puts a relation with the conditions necessary to contain and eliminate emissions and wastes (e.g. – forests needed to absorb carbon dioxide from cars). The needs are calculated in hectares, which measure land with its affiliated nature datum and reflect the so-called ecological imprint. In every aspect, due trade and other processes of exchange between groups of people, in the analysis is involved not only a particular area, but nearby areas, and the territories of other countries which aren't so close, but produce goods that are consumed by a particular group (e.g. pineapples coming from Kenya), and the land required for the utilization of the waste from the production of these goods (e.g. – tropical forests to absorb carbon dioxide from Italy). From everything listed here it is obvious that natural resources (forests, fields, animals) used by the people, will no longer be available to anyone else: for example, the territory of Kenya where pineapples are grown, is not available for the needs of Kenyans, as it's being exported to the North. Here we come to the actual events where the consumption of the North is very big and takes advantage of emerging opportunities to take over other areas, to meet the needs of

its population."

Ecological footprint exercise:

Let's assume Italy has an ecological footprint of 3.84 hectares per capita, whilst Eritrea has 0.85 hectares. The average value of a person on Earth is 1.7 hectares.)

Two different colored newspapers are used – 18 pages from one of them and 3 from the other one.

1. Territories – With the help of 9 pages from the first newspaper and 3 from the other one, the territories of Italy are presented (301 270 square kilometers) and Eritrea (117 600 square kilometers).

2. Ecological footprint – In this part a page and a half are removed from Eritrea's territory, whilst with the color used to create Italy all the 18 pages are being placed (that will show the difference in the ecological footprint between the two countries). A great opportunity to describe "ecological imperialism" is presented with this game.

The activity could be realized in schools that have an IT hall. In that case the students could fill in the charts with data, concerning the ecological footprint (the data could be found at: <http://www.footprintnetwork.org/it/index.php/gfn/page/calculators/>)

At the end of the 70's, the ecological footprint reaches 100% of the territory, which is available for people's needs; today, the values of the ecological footprint are way beyond 130% (data from Lilliput Milano: the practically occupied land, multiplied by 1,3 years for what a person uses for an year, when in mind that the North uses 4/5 of the planet, we could make a conclusion that the ecological footprint on that part of the world is 104% and for the South is 26%.

What could we do?

Activity: Group brainstorming

1. The students have 3-5 minutes to present their opinions, regarding the ways of fighting the imbalance between the South and the North by writing. This phase is dealt with individually.

2. Group work. When the individual work and ideas cease, groups of 5-6 are formed. The work of each group is to gather individual answers and divide them into two categories: on the one hand, the ones which are applicable by themselves, and on the other hand, those which are presented for discussion and trade of ideas. The groups must give answers to the two questions asked.

3. The answers are gathered and the hypotheses written by the students are being discussed. The teacher has to write onto a piece of paper just the ideas, which can be done by the kids themselves.

Criticism of consumption

Here the analysis of the three elements of consumption – purchases, use, waste production – is proposed.

Whatever I'm gaining, do I really need it?

Collective review of the analysis by Wuppertal Institute, regarding the number of items European families possess. An average European family owns around 10 000 objects. For each one an amount of time has been spared, so it can be chosen and acquired, for a place to be found, where it will be placed, cleaned of dust, washed, fixed, tidied and thrown away. All these actions take up a lot of time, especially after it has been multiplied by 10, 000, but a small amount of people realize the lost time.

Analysis of an advertisement

A downloaded advertisement has been analyzed, aiming to show the kids all the direct and indirect methods, which have a goal to make the user buy that certain product.

Explaining the “ecological backpack” concept

A product has no impact on the environment with the materials that comprise its effect. It all comes mainly from the amount of natural environment that was necessary to reach the creation of this material (as one gram copper wire processing requires 2 kg rock, a pair of jeans weighing 600 grams require processing of material weighing 32 kg). The ecological backpack (backpack is chosen to present an object that is behind the discussed commodity or product) can be defined as the sum of all materials that are not physically connected to the matter under consideration, but which are necessary to create it, use, recycling and final treatment (as an initial example the European Union could be given, which at the beginning of this century amounted to 137 kilograms per day, per capita)

Concepts-Usage

Criticism of the acquisition of a product is not sufficient to ensure limited impact on the environment. If this product becomes a waste at its first defect, environmental damage will be great again.

The concept of the ecological backpack is not completely accurate to estimate the overall environmental impact of a product. One important variable is the number of cases in which the product is used for the services for which it is intended, at the time of its life; it ensues from this that the characteristic of a product is determined by the ecological backpack, divided by the number of services rendered – The lower MIPS are (Material Input per Unit Service) the less impact the product will contribute to the environment.

The creation of waste

Brainstorming: What is waste?

It is convenient to note the importance of both the objective and the subjective term: Waste is something that is discarded because it is unnecessary or useless. The owner decides when the object has become unnecessary, which means that the owner decides when the usage of this application ends.

Proposal for a class debate

The North uses nearly 104% of the natural resources, which the earth gives birth to.

The South needs an increase in consumption to approach the North (China makes it with very high rates).

What do you think might be the consequences of this situation?

What actions could be taken to stop the worst consequences?

EDUCATIONAL MATERIAL: SPORT AND DEVELOPMENT WORK PACK, DEVELOPED BY UK

Educators from HIV/Sports

This work pack is designed as a starting point to enable tutors and other facilitators some entry points into thinking about how issues of sport can be used to teach about international development. The work pack looks at a range of salient issues that might be usefully explored in further depth. These include:

- The impact of large scale events
- The World Cup and the informal economy
- The exploitation of young African footballers by European clubs
- Gender equity in sport
- Using sport to tackle HIV/AIDS
- The Olympics and questions about human rights
- Sports products and decent work
- Racism and homophobia in sport

Each section commences with a short introduction followed by an article about the particular issue in question.

Once students have read the article they can be directed to the discussion questions. These are designed purely as initial prompts to think about how sport intersects with development in both positive and negative ways.

Lastly there are a few selected online resources which support the discussion questions.

This work pack has been developed by HIVsport as a part of the “Millennium Development Goals Realization: Involving High School Students and Educators in Development Education Program and Projects” supported by EuropeAid.

Please contact HIV/Sport at board@hivsport.org for further details or visit our website at www.hivsport.org

PART ONE: THE 2010 WORLD CUP GAVE SOUTH AFRICA AND THE AFRICAN CONTINENT THE OPPORTUNITY TO SHOWCASE ITSELF TO THE REST OF THE WORLD. WHAT TRANSPIRED IN THE LEAD-UP TO THE TOURNAMENT?

Read the article below and then use the questions at the end to generate discussion.

Observations by an African lady on the current Association football tournament in South Africa

The final countdown to the World Cup looms. Howzit? –as they say here. There's been the good, the bad and the ugly. Starting with the ugly stuff – Wednesday's robbery of Spanish and Portuguese journalists at their hotel in Magaliesburg, North-West of Johannesburg. Equipment was stolen but there were no injuries. Would this have been reported if they hadn't been journalists? But some British visitors are taking no chances, hiring private security companies to protect their drinking dens. They say that despite a heavy police presence, they still feel unsafe.

The bad? The recent stampede which injured fifteen people at the warm up match between Nigeria and North Korea in Tembisa, was more reported outside South Africa than within. FIFA distanced itself saying it cannot be held responsible for this, as they do not organize these warm up games.

The good is that on perhaps every corner of every major town in SA, there is someone like Jerry Mandishona flexing his entrepreneurial muscles. Twenty-Nine year old Mandishona is from Zimbabwe and one of many who have seized this world cup opportunity to make money. Mandishona sells the flags of the nations represented in the World Cup. He charges 5 – a profit of 30% and good business with so many soccer fanatics showcasing these flags on their cars, their homes or even as headgear at the warm up games. What's striking about Mandishona is that he is a high-school educated Zimbabwean, reduced to selling flags on South Africa's street corner. It's symptomatic of the many well-educated but unemployed Zimbabweans who create their own jobs in a country of high unemployment.

What is even more striking about Madishona is that he spent some of his hard earned flag cash to buy a ticket for the first game- Bafana-Bafana (South Africa) versus Mexico on Friday. He is one of many Africans in the country who would like to see South Africa take this game. They seem to have forgotten that not so long ago in May 2008, xenophobic South Africans attacked Zimbabweans, Malawians and Mozambicans, killing at least 60. Today all South Africans and many Africans stand united, chanting, *Ke Nako* "It's our time". That solidarity is manifest everywhere in human chains, cars sporting flags, the World Cup t-shirts, out-

rageous ads boasting South African pride and unity with the continent. Is this mere hype or a real pursuit at forging closer ties between South Africans and their fellow Africans?

And South Africa itself? We can all remember the victorious moment of the Springboks in the 1995 Rugby World Cup. Many – myself included, didn't even know rugby but we supported the Boks out of patriotism. They won the World Cup and we all cheered. Then the sense of pride in a shared nation fell apart. South Africa became divided again by racism and xenophobia. Now unity and Africa "praise poems" are back. Will it be short-lived, a mere show? Once the 400,000 thousand plus visitors leave the African continent will we resort to our divisive ways?

Some would argue that bad publicity has been created by the Western Media while the South African media has peddled good publicity, trying to show South Africa in a glowing light.

The fact is that thousands of tickets are still up for grabs, unsold. Is that because of the high crime rate or because two-thirds of these tickets will set you back over 100? Many Africans can't afford that. But the big question – Can Africa host a first class global event? – has already been answered. Everything does seem to be ready. But what about afterwards? The government promises that those who have constructed the new stadiums and roads will still have jobs after the World Cup. And will the smiling spirit of African unity be lost until another major international event. The answers may not be as clear cut as the winner of the 2010 World Cup but I will be bringing you news on these questions as the event unfolds.

Sheba Shabeen, Johannesburg, May 2010

http://www.royalafricansociety.org/index.php?option=com_content&task=view&id=627

Discussion Questions:

1. Does this piece support or undermine the idea of African unity? In what ways?
2. What does this piece say about sport as a means to development?
3. What role do the media play in representing developing countries?

On-line resources:

The Royal African Society – www.royalafricansociety.org

Southern Africa Regional Poverty Network (SARPN) – www.sarpn.org.za

South African Tourism – www.southafrica.net/sat/content/en/za/home

The African Media Development Initiative (AMDI) –

http://www.bbc.co.uk/worldservice/trust/specials/1552_trust_amdi/page9.shtml

The FIFA World Cup – www.fifa.com/worldcup

PART TWO: THE WORLD CUP GENERATED CONTROVERSY WHEN IT WAS DISCOVERED THAT LOCAL STREET TRADERS WERE BEING REFUSED PERMISSION TO SELL GOODS IN THE VICINITY OF THE STADIUMS.

Read the piece and use the questions at the end to generate discussion.

Traders protest exclusion from the World Cup

Written by Laura Lopez Gonzalez | 12 May 2010

13 May, Johannesburg. Facing what they say is economic exclusion from South Africa's upcoming World Cup, informal traders marched on FIFA's South African headquarters in hopes of securing their place at the games, and their livelihoods.

Armed with placards bearing slogans like "Will my children eat soccer balls?" and "Is FIFA my new government?" about 100 informal traders descended on the headquarters of FIFA's local organizing committee (LOC) yesterday [12 May] to demand greater access to economic opportunities generated by the World Cup.

Organized by the South African Informal Traders Forum, a consortium of 33 informal trader associations from Gauteng, the march aimed to deliver a list of demands to LOC CEO, Danny Jordaan. The demands include a stop to forced removals of informal traders in the run-up to the World Cup, employment opportunities for traders among FIFA affiliates such as McDonald's and Coca-Cola, as well as that vending areas be allocated to traders within match venues and fan parks.

According to Cecilia Dube, an informal trader working at Soccer City and vice chairperson of the Soccer City Traders Association, Soccer City traders were told as early as 28 February to move off stadium property. They refused and have remained to cater to construction workers putting the finishing touches on the Cup's flagship stadium.

Fellow Soccer City trader Sophie Tlhagale said that promises to integrate traders into the World Cup have not materialized and catering contracts that associations like hers had been eyeing have been given to other companies from outside the area. "We even went to Pretoria to register as a company [in order to bid,]" Tlhagale said. "We've been thrown away."

Traders in cities like Cape Town and Durban have also voiced complaints that South Africa's huge informal economy has been marginalized by World Cup officials, according to Forum secretary general Siphso Twala who pointed the finger at harsh by-laws that he said have been mandated by FIFA but are imposed by municipalities.

According to the Forum's memorandum, FIFA has seven days to respond to the memorandum.

Strike a woman, strike a family

In the meantime, the livelihoods of many traders – the majority of whom are women – hang in the balance, said Dube. According to the International Labor Office, about 70% of South Africa's informal traders are women. The informal economy fuelled by these women is estimated to account for about 7% of the country's Gross Domestic Product, according to the Human Sciences Research Council.

"You feel like they are taking away your job," said Dube, who is a widowed, single mother of four, who also provides for her sister's children and parents. "This is the only way I am getting bread on my table." To Dube, who used to work at Steers, the informal sector has provided economic opportunities for her and her family that the formal sector has not, including better wages and independence, but a day – or a month in the case of the World Cup – without work still hurts.

Sam Tharaka is a member on South African Informal Traders Forum's executive committee and said that Dube is representative of a lot of women in the forum and in associations across the country.

With unemployment at around 25%, according to the latest Statistics South Africa figures, women like these continue to support families that have struggle to make ends meet with old age and child grants, he said. Increases in food prices have only exacerbated these families' vulnerability, he added.

FIFA LOC declined to comment on the issue while Sibongile Mazibuko, executive director of 2010 for the city of Johannesburg could not be reached for comment at the time of publication.

**Laura Lopez Gonzalez is a freelance journalist based on South Africa.
This article is part of the GL Opinion and Commentary Service.
<http://www.genderlinks.org.za/article/traders-protest-exclusion-from-world-cup-2010-05-12>**

Discussion questions:

What role does the informal sector play in economic development?

Do major sporting events help or hinder local economic development?

What lessons might be learned from this case study for future hosts of World Cup events – e.g. for Brazil in 2014?

On-line resources:

World Class Cities for All Campaign – www.streetnet.org.za/?p=706

Eastern Cape Street Vendors Association – http://www.inclusivecities.org/Street_Vendors_urban_story.html

South African LED network – www.led.co.za

Women in Informal Employment – www.wiego.org

Inclusive Cities – http://www.inclusivecities.org/feature_article.html

PART THREE: FOOTBALL IS BIG BUSINESS.

At the top there can be rich pickings but there is always the risk of exploitation. In this extract from an article in the Observer (Sunday 10 June 2007), journalist Dan McDougall takes a look at how young boys in Ivory Coast dream of football glory.

Read the piece and use the questions at the end to generate discussion.

Inside the football factories that feed the beautiful game

On a dirt playing field in the outskirts of local football club Adjame, youngsters in blue vests juggle footballs in the searing heat. The pitch, overlooked on one side by a busy motorway and on another by a landfill site, is covered in broken glass and tin cans; the goalposts are rusting and framed with strawberry nets. In the tiny patch of ground around 40 boys, some as young as nine, make shuttle runs back and forward.

Balancing a cheap synthetic ball on his head Doho Lou Olivier's skills stand out. 'We call him Shacala,' his coach K Toussaint, whispers of his star pupil. 'He is named after a sorcerer in a famous Brazilian movie. The French club Lille want to take him. His contract is owned by a Lebanese but we are training him on behalf of the businessmen and his family. If we sell him on we all take a cut.'

At his home, Doho's importance to his family is evident. Squeezed together in two rooms are nine people, including his sister and her newborn child. The smell of cheap cooking fat and fish head soup is overpowering. Few people venture to this slum and the arrival of Westerners is greeted with verbal abuse and throat cutting gestures.

Doho's mother, Gasso Youa, clutches one of her son's plastic trophies and strokes his head making him flinch. 'He represents all of our dreams. I am told he is good enough to go to the West. He is only 14 but he can go now. He is the future of this family. We trust his coach and his agent to get the best price. They have told us they can sell him to a Moroccan club for \$20,000 but we are holding out for a French team. He can't go as a child, though, so getting him out may not be so easy. A local businessman has already offered us the chance to get him on a boat to Europe in return for a cut in his transfer fee.' His mother points to the success of her neighbors' son, Traore Abdul Razak, 19, who has signed for the Norwegian club Rosenborg and earns \$8,000 a month.

Last year Sepp Blatter, the head of the world football federation, FIFA, accused Europe's clubs of 'despicable' behavior saying that they engaged in 'social and economic rape' as they scoured the developing world for talent. 'I find it unhealthy, if not despicable, for rich clubs to send scouts shopping in Africa, South America and Asia to "buy" the most promising players there,' said Blatter.

'Europe's leading clubs conduct themselves increasingly as neo-colonialists who don't give a damn about heritage and culture, but engage in social and economic rape.'

For the full article see –
<http://www.guardian.co.uk/world/2007/jun/10/football.theobserver>

Discussion questions:

What does this piece tell us about the globalization of football?

What should be done to prevent the exploitation of young boys ?

Do you agree with Sepp Blatter when he says 'Europe's leading clubs conduct themselves increasingly as neo-colonialists'?

On-line resources:

Africa United – www.africa-united.co.uk

Inquiry into the 'slave trade' of African footballers –
www.independent.co.uk/news/world/europe/inquiry-into-slave-trade-in-african-footballers-622877.html

Film exposes trafficking of young African footballers –
<http://www.english.rfi.fr/africa/20100919-documentary-exposes-exploitation-young-africans-football-dreams>

Football for Development –
www.footballfordevelopment.net/documents/download/15

PART FOUR: SPORT IS SOMETIMES SEEN AS A MALE PRESERVE, ESPECIALLY AT THE ELITE LEVELS AND IN THE MAJOR TEAM SPORTS SUCH AS FOOTBALL, RUGBY AND CRICKET.

However, there are a number of projects that promote gender equity through sport. The Kenya-based ‘Moving the Goalposts’ (MTG) project is one of them.

Read the piece and use the questions at the end to generate discussion.

Out of school girls have their own MTG United team

By cvandam – Posted on 26 September 2010

Most of the MTG members are girls who are in school. The last few months our field committees have been very active to recruit girls and young women who are out of school. The recruitment was very successful. More than hundred out of school members participated in the MTG out of school tournament. The first matches were held in the divisions. On September 24 the finals were played in Kilifi. The participants enjoyed the matches and interacting with out of school girls and young women from other divisions. Peer educators held health education sessions and the economic empowerment program gave information about opportunities for small business and vocational trainings in our districts. At the end of the day the best twenty players were selected. They will combine a football and economic empowerment training program during their weekly sessions. (www.mtgk.org/blog/football-social-change)

Discussion questions:

1. Is sport too often a last refuge for misogyny and homophobia?
2. What benefits can sport bring to girls and young women?
3. Why is women’s sport often seen as a poor relation to men’s sport? What can be done to address this view?

On-line resources:

Moving the Goalposts – www.mtgk.org

Sport and gender – www.sportanddev.org/learnmore/sport_and_gender

Advancing Women in Leadership –

www.advancingwomen.com/awl/winter2001/everhart_pemberton.html

WomenSport International –

www.sportsbiz.bz/womensportinternational/index.htm

The Next Step – Gender Toolkit

www.toolkitsportdevelopment.org/html/topic_25EED16C-B927-44E7-A8B5-D1C097C6C548_26431B7D-5B75-4D9C-B3C7-BCA62CD52AEC_1.htm

PART FIVE: SPORT IS INCREASINGLY BEING USED TO TEACH YOUNG PEOPLE ABOUT HIV/AIDS.

The idea is that sport provides a good environment to learn about the virus, how to get tested and about treatment and support programs. The piece that follows look at a project that aims to encourage young people to get tested.

Read the piece and use the questions at the end to generate discussion.

The ‘Test your team’s experience

In March 2009, streetfootball world’s Mike Geddes visited streetfootball world network member **Kick4Life** in Lesotho and took part in the Test Your Team event. In interviews and activities he met an inspiring team of young coaches who use their experiences to help others and to fight the stigma of HIV/AIDS. Here is their story.

Lerato picks up the microphone and strides out over the grass to a burst of applause from the hundreds of children sitting on the threadbare field in downtown Maseru, the capital of Lesotho. She only occasionally glances down at her notes as she introduces herself with a few facts: her name, where she’s from, and what it’s like to be HIV-positive.

By the end of the day, seven of the children staring up at Lerato on this warm, sunny morning will have discovered that, like her, they are infected with the HIV virus. They will also have learned that it doesn’t mean it’s the end of their lives, where they can get help and advice and, most importantly, how to avoid infecting others.

Lerato found out her status three years ago. For many young people in Lesotho this news would be overwhelming, a reason to give up or to deny it entirely. But Lerato chose a different path. Working with streetfootball world network member Kick4Life, she travels to schools and communities around Lesotho and talks to children about why it’s so important to get tested and know their status. Lerato is 17 years old.

“It’s best if people hear this kind of thing from someone who has been through it,” she says. “Sometimes people can tell them something because they have been told to say it, but I tell them that this is how it is, because I am living this experience”.

The courage to face HIV/AIDS

Lesotho, a small, mountainous kingdom rising out of South Africa, suffers from one of the highest HIV/AIDS infection rates in the world; around 23% of the country’s population is HIV-positive. For many people, here and across Africa, the thought of finding out you have the HIV virus is equivalent to receiving a death

sentence. Many choose simply not to know, and then go on to infect others. The stigma surrounding testing, and people's reluctance to confront their status, are as big a threat to the future of this country as the disease itself.

Lerato had the courage. "I was a little scared when I went for my test," she says. "But then I saw that this is reality and I decided I wouldn't let it change me. In fact I decided to use it as an advantage. "Now with Kick4Life I get to do so many things. I get to meet youth groups, talk to people in schools and meet some very important people".

Test Your Team

Kick4Life's Vodacom Test Your Team events, like the one introduced by Lerato, bring together hundreds of children from local schools to take part in a football tournament. HIV testing and counseling tents are set up side by side with the football pitches, and throughout the day each team and its supporters are encouraged to get tested. Expert counselors are on hand to talk to the children before and after the simple, five-minute test.

"The innovation of these events is that the counseling and testing are actually part of the football schedule," says Football for Hope's Program Development Manager Paola Peacock-Friedrich, who created the concept whilst working in Lesotho for the Clinton Foundation's HIV/AIDS Initiative. "If someone finds out they are HIV-positive they will know there is a solution because local pediatric AIDS clinics are here on-site. Anti-retroviral drugs are available free in Lesotho and it's important that anyone who finds out they are positive understands the next steps".

Beating the stigma

In between the games of football, Kick4Life coaches lead the children through a series of games and activities designed to teach the children about HIV and AIDS, how the disease spreads and what they can do to avoid it. "Outside events like this there is a very negative peer pressure against getting tested," says Pete Fleming, who founded Kick4Life in 2005. "There is just a huge stigma associated with it. A 14-year-old boy would be very unlikely to go to a clinic to get tested. What we want to do with events like this is create a different atmosphere, a positive peer pressure where young people encourage each other to get tested.

"Eighty-five percent of the kids getting tested here today will be getting tested for the first time. We want them to get into the habit of getting tested, and knowing their status."

So far over six thousand young people like Lerato have been tested for HIV at these events, with those testing positive immediately referred for counseling and treatment at their local clinic.

Streetfootball world network member Kick4Life uses football to teach young

people in the African kingdom of Lesotho about HIV and AIDS, and why it's so important to know your status.

(http://www.streetfootballworld.org/knowledge_centre/the-test-your-team-experience-1)

Discussion questions:

What is stigma and discrimination and why does it affect people living with HIV?

In what ways can sport be used as a tool to teach people about HIV/AIDS?

Do you think it helps if role models like Ryan Giggs or Didier Drogba speak out about HIV/AIDS?

On-line resources:

HIVsport – www.hivsport.org

Grassroots Soccer – www.grassrootsoccer.org

Tackle Africa – www.tackleafrica.org

Africaid's Whizzkids Utd – www.whizzkidsunited.org

RED – http://inside.nike.com/blogs/nikesoccer/tags/lace_up_save_lives

PART SIX: OLYMPICS – A TRUE “FORCE FOR GOOD?”

The Olympic games are often publicized as having the highest of ideals. A lasting legacy is usually a crucial criterion for the International Olympic Committee when they award the games to a particular city. In 2008 the Games were held in Beijing. In this piece the question is asked whether the Games were likely to improve human rights in China.

Read the article below and then use the questions at the end to generate discussion.

A true ‘force for good’?

Friday, August 22, 2008

Olympic Watch Campaign Director Petr Kutilek assesses what impact the Beijing Olympics will have on human rights internationally.

When in 2001 the International Olympic Committee awarded the 2008 Olympics to Beijing, it was accompanied by the Chinese officials publicly pledging that the organization of the Games would help the development of human rights in China. The IOC and its corporate sponsors have repeated that they believe the Olympics will be a 'force for good' in China and that it is important to bring the Olympics to one-fifth of the world's population. Many in academia and in the media have also seemed to buy into the idea that an international spotlight of a 'coming out party' (as it was popularly termed) would force some change.

Positive changes, however, have been cosmetic, with perhaps the only exception being a renewed review of death penalty cases by China's Supreme People's Court. The true impact of this change will only be possible when China declassifies data on death penalties. Recent developments – including the crackdown on dissidents, the media lockdown on Tibet and the most recent broken promise of uncensored internet for journalists – confirm an alternative explanation: outsiders were naive in thinking that the Chinese government will change its ways because of fear of losing face internationally.

The real purpose of the Games as conceived by Chinese officials was to strengthen the Chinese Communist Party's regime domestically. The Olympics do appear to be a strong point of 'patriotic' pride for many common Chinese people, a sentiment that is to no small extent fanned and directed by the government. The government has put much effort into the smooth organization of the Games and into the preparation of Chinese athletes. Tight internal security trumps all other priorities and Chinese human rights defenders and other perceived threats to the

government are dealt with under Olympic pretexts.

An Olympic success is to strengthen the legitimacy of the government, provide additional justification for its ideology of 'harmonious society', and focus the attention of the Chinese people away from the problems that their country faces, such as corruption, environment, and uneven development.

These obviously are issues that other countries also have to deal with. In fact, they remain problematic not only for developing countries, but to varying extent to all countries in the developed North. However, governments that respect human rights and democratic principles do have better (even if imperfect) channels of informing policy-making based on the diverse needs and interests in the society – such as free media and the electoral process. A closed system, like the one in China, sooner or later faces difficulty in channeling public discontent. Dozens of thousands of rallies, strikes and protests take place in China every year and the government often violently suppresses them. Recent PR attempts by Premier Wen to respond during the snowstorms in February and, more importantly, after the tragic Sichuan earthquake, show that the Chinese leadership is becoming more aware of social discontent and the need to be responsive; it remains to be seen whether it can actually inform policy in a responsive way without truly opening the system.

This brings us to the issue of what impact the Olympics will have on human rights internationally. At this point it seems safe to say that the short- to medium-term impact will be negative. If the Olympics strengthen the CCP as they do seem to, the Chinese government will be emboldened to continue confusing the issue of economic growth with human rights progress. At the same time, the Olympics will allow it to gloss over some of the problems that the country faces and ignore the human rights concerns of people at home and abroad. Western corporations and political leaders will for some time feel even less incentive to pay attention to human rights issues when dealing with Chinese officials.

In the long run, the structural problems will require the Chinese system to adapt and become more open, more responsive, more democratic and yes, more respectful of the human rights of the Chinese people. While there will be other events that the government will be trying to sell to its people as a new national project, such as China's space program or Expo 2010 in Shanghai, it is hard to imagine any one of them having such strong mobilizing effects as the Olympics. The Chinese people will demand more rights and a more responsive governance model over time, as they have been over the past couple of decades. That also means that China's current model will hardly become a true alternative to systems respecting human rights and democratic governance principles in the long run. It remains a constant obligation for public servants from other countries not to allow human rights issues and true long-term stability of China to slip away from their conversa-

tions with Chinese officials.

Petr Kutílek is a political analyst and serves as Campaign Director at Olympic Watch, a human rights organisation based in Prague. (http://www.publicservice.co.uk/article.asp?publication=International%20Development&id=349&content_name=Spotlight%20-%20Human%20Rights%20and%20the%20Olympics&article=10238)

Discussion questions:

What lasting impact on world opinion did the Beijing Olympics leave? Was it positive or negative in terms of human rights?

Do Olympic Games foster international harmony and co-operation or entrench nationalistic sentiments?

How can the London Olympics be a ‘force for good’ in the world?

On-line resources:

The official Olympic website – www.olympic.org

HIVsport – <http://www.hivsport.org/2012-olympics.php>

London Olympics – <http://www.london2012.com/press/media-releases/2010/02/london-2012-programme-international-inspiration-set-to-l.php>

The problem of Olympic nationalism – <http://www.lewrockwell.com/orig6/nicholas7.html>

Amnesty International (China) – <http://www.amnesty.org.uk/content.asp?CategoryID=10498>

PART SEVEN: SPORTS PRODUCTS AND DECENT WORK.

The global market in sports products such as trainers and clothes is huge, running into billions of pounds. With stores such as Primark selling sports fashion goods at knock-down prices there is clearly an issue as to the working conditions in the factories the products were made. The following article explores some of those issues.

Read the article below and then use the questions at the end to generate discussion.

The garment industry – a global industry

International trade in textiles and garments goes back hundreds of years. The garment industry is now highly globalized and served by complex supply chains linking countries, workers and consumers all over the world.

The world's consumers spend around US\$1 trillion a year buying clothes, with around one third of sales in the European Union, one third in North America and one quarter in Asia.

The market in garments is dominated by an ever smaller number of big companies. These companies deal mainly with retailing, the lucrative side of the garment industry, while manufacture is sub-contracted across the world.

Most of the production of clothes now takes place in the so-called global South, in countries in Asia, Africa and Central America where wages are low and exports are promoted. Transactions often occur through a complex network of agents, sub-contractors and manufacturers. So fragmented is this side of the industry that the companies selling the final products often do not know exactly where and under what conditions those products are made

The majority of the garment workforce is young and female and aged between 16 and 24 years. In many cases young girls from rural areas migrate to cities to work in garment factories in order to earn money for their families. In other cases garment workers are mothers with dependent children.

It is mostly women who are employed rather than men because discrimination means that they can be paid less than men. Socially stigmatized and often deprived of the schooling their male colleagues have received, they are perceived as less likely to organize and speak out about the difficulties they face inside and outside the workplace.

Women workers are more likely to be harassed than men workers. This can involve verbal, sexual, and physical abuse. Workers may be threatened with dis-

missal if they protest against this and try to organize to improve their working conditions. Long overtime hours mean that women often finish work at a time when there is no safe transport home. As a result they are vulnerable to sexual harassment and physical attacks late at night.

Trade union rights

The fundamental principle of freedom of association and the right to collective bargaining are a reflection of human dignity. They guarantee the ability of workers to join and act together to defend not only their economic interests but also civil liberties such as the right to life, security, integrity and personal and collective freedom. They guarantee protection against discrimination, interference and harassment. As an integral part of democracy, they are also key to exercising other labor rights enshrined in the ILO conventions.

Most workers are not aware of their rights and management will not allow them to form a union in the factory. The resulting climate of fear means that no one in these factories dares to form a trade union. "If anybody tries to form a union, they will be dismissed from their job. We never tried to organize a union due to fear of losing our jobs", said Abdul, worker in a Bangladeshi factory which is producing garments for European retailers.

Living wages

A living wage means wages and benefits paid for a standard working week of a maximum of 48 hours which meet at least the legal or industry minimum and are always sufficient to meet the basic needs of workers and their families (including housing, food, medical care and education) and to provide some discretionary income.

In a Chinese factory producing bags with the Olympic logo, researchers for the 2008 Play Fair campaign found that workers were earning only a third of the legal minimum, despite working over 350 hours per month. "Our wages are calculated on a piece rate basis," explained one worker, "so we all have to work very hard to earn around 1,000 yuan a month. Many workers stay behind an extra 10 minutes just to do a few more pieces. There is no overtime pay rate. The rate per piece is the same as during normal working hours. The company said we'd get an extra 0.7 yuan per hour for overtime but in reality, the extra money went to pay for meals [provided during overtime hours]."

Hours of work

A typical work day at the Chinese Lekit factory is 12 hours, of which 4 hours is mandatory overtime. Staff work overtime Monday to Saturday and sometimes on Sundays too. In fact, most workers at Lekit only get Sunday nights off and production workers are rarely given any days off, even if they request them. In

January 2007, overtime work at Lekit jumped to 160 hours – 4.5 times the maximum allowed of 36 hours a month. This means that, on top of their regular 168 hours (8 hours a day x 22 week days) a month, workers were forced to work another 160 hours, or about 40 hours a week.

"I sit behind the machine all day every day (from 7:30am until 11pm). My bottom gets numb and my right leg hurts. I can't walk now without my leg hurting" a worker from the Lekit factory told us.

Working conditions

In February and March 2006, a number of garment factory collapses and fires in Bangladesh left almost 100 workers dead and many more injured. Yet company buyers had checked many of these factories. Interviewed workers state that emergency exits in their workplaces are still often kept locked.

In Mauritius another country that brands see as 'low risk' for exploitation – the Sunday Times reported about migrant workers in factories. *"When I go to bed at the end of the day," one woman told the paper, "I lay down and weep."* Another explained the conditions in which they work: We were put in dormitories – approximately 20ft-30ft, 40-50 workers huddled together in this room. There was no space to move around. For the 985 employees [in the factory] there were only 10 toilets and at least three of them did not work at any time. More often there was no water in the toilets. The food was so bad we could not consume it. (www.fashioncheck.net)

Discussion questions:

What can consumers do to make sure that the sports products we buy are made in decent conditions?

What are the arguments for and against boycotting goods manufactured by global brands?

What is the role of trade in promoting decent work in a globalized world?

On-line resources:

ITUC Play Fair campaign – www.ituc-csi.org/+play-fair+.html

ILO Decent Work – http://www.ilo.org/wcmsp5/groups/public/---dgreports/-dcomm/documents/publication/dwcms_080598.pdf

Stop Child Labor – www.stopchildlabour.net

Learning about Global Issues through sport – <http://gilanorthern.wordpress.com/>

PART EIGHT: HOMOPHOBIA AND RACISM IN SPORT.

The tragic case of Justin Fashanu shows how racism and homophobia can destroy a person's life. In the article below Peter Tatchell tells the life-story of this gifted footballer and the prejudices that destroyed him.

Read the article below and then use the questions at the end to generate discussion.

Justin Fashanu

Justin Fashanu was a trail-blazer. He was Britain's first million pound black footballer, and the first (and only) professional player in Britain to come out as gay. But trail-blazing cost him plenty of heartache. In 1980, aged 19, he was signed to Nottingham Forest football club for £1 million. The expectations of Justin were huge. There was the pressure to deliver goals and to become a black spokesperson. He found his sudden celebrity-status both a flattery and a great burden.

Back then, in 1980, Justin was not open about his homosexuality. Indeed, he didn't come out until 10 years later. During that decade of closeted double-life, he found it immensely difficult to cope with the strain of hiding his gayness in the macho world of football – not to mention the stress of living a secret gay life while constantly in the media spotlight.

Homophobia was not his only problem. Like many black footballers in those days, Justin suffered racism too. He was subjected to frequent racist taunts by fans from rival teams. They would make monkey noises and gestures, and throw bananas onto the pitch. But it was anti-gay prejudice that ultimately dragged him down.

"A bloody poof!" That's how his manager at Nottingham Forest football club, Brian Clough, described his £1 million star player, Justin Fashanu. Homophobic attitudes like that unsettled Justin. Although he laughed them off, Clough's sneers hurt inside, making it hard for him to concentrate on playing 'the beautiful game'. No wonder his football career nose-dived.

Justin and I met at the London gay night-club Heaven in 1981, soon after he realized he was gay. I had been selected as the Labor candidate for Bermondsey, and he had recently transferred from Norwich to Nottingham Forest. We became good friends for the next ten years.

During that time, Fashanu confided to me about the problems he was having at Nottingham Forest. "Clough doesn't respect or support me", Justin complained more than once. Although Fashanu was not at that stage open about being gay,

Clough appears to have long suspected he was a "poof".

In his autobiography, Clough recounts a dressing down he gave Fashanu after hearing rumors that he was going to gay bars. "'Where do you go if you want a loaf of bread?' I asked him. 'A baker's, I suppose'. 'Where do you go if you want a leg of lamb?' 'A butcher's'. 'So why do you keep going to that bloody poofs' club?'"

In that hostile, stressful atmosphere, anyone's performance would suffer. Unsurprisingly, Justin failed to score goals. The pressure Fashanu was under from Clough made it extra hard to come to terms with his sexuality. When we first became friends, he was only 20 and just starting to realize he was gay. Justin had considerable difficulty in accepting his sexual orientation, but through our talks – often late at night on the phone from his hotel in Nottingham – he began to feel good about his gayness.

Although he had not publicly declared his homosexuality in the early 1980s, I was already partly out. Despite the evident risk of his own exposure by association, Fashanu thought nothing of going out with me to night-clubs, parties, family celebrations and high-profile events where he was the guest of honor. He knew journalists and photographers would be there. It was almost as if he wanted to be outed by the press to end the pretense and pressure of leading a secretive double-life.

All this was happening in the run-up to the Bermondsey by-election in 1983, when I was standing for election to parliament. I, too, was in the media spotlight; with prominent press reports about my advocacy of lesbian and gay human rights. Indeed, I was often tailed by tabloid journalists eager for a scoop on my private life. Justin was, to his great credit, determined that our friendship would not be compromised by the threat of newspaper exposure. I was more cautious and protective. So, when we planned a night out together, I resorted to devious means to lose the tabloid reporters that often trailed me. They never did catch us.

Around late 1982, Justin seriously considered coming out. He was fed up living a lie. We talked through the pros and cons many times. It was I who advised him to wait until he (hopefully) sorted out his problems with Brian Clough and got his football career more firmly established.

Sadly, the clash with Clough was not resolved. Their relationship turned from bad to worse. Justin's performance went into a tail-spin. With no long-term gay partner, he was desperate for emotional reassurance. He turned to evangelical Christianity. Although that did give him a period of stability, it didn't last.

Becoming a born-again Christian screwed up his life. With his Church damning homosexuality, he became very confused and unhappy about his sexual feelings. Desperate attempts at relationships with women failed. His longing for the love of men never went away. While publicly proclaiming Christian celibacy, he ended up resorting to furtive gay sex. That made it impossible for him to have a

stable gay relationship. Caught between God and gayness, he suffered terrible emotional and psychological turmoil.

The combined homophobia of the football profession and Christian fundamentalism was an unbearable strain, sending Justin's career into free-fall. Things were made worse by a knee injury that would not heal (the pressure he was under may well have compromised his immune system and contributed to the lingering infection). He became erratic and unpredictable, on the pitch and off it.

His major league football career was already over when Fashanu finally came out in 1990. He was distressed by the tragedy of a 17-year-old gay friend who had been thrown out of his family home by homophobic parents, and who subsequently committed suicide. "I felt angry at the waste of his life and guilty because I had not been able to help him", Fashanu wrote in the book *Stonewall* 25. "I wanted to do something positive to stop such deaths happening again, so I decided to set an example and come out in the papers".

Justin was the first and last professional footballer to be open about his homosexuality. That took courage. Others have not shown similar honesty and bravery. At the time, he and I knew of 12 top footballers who were either gay or bisexual. None have followed Fashanu's example of openness.

Although he later said that he "never once regretted" coming out, the hostile reaction from many in the black community hurt him deeply. He thought that his fellow black people – who know the pain of prejudice and discrimination – would be understanding and supportive. Some were, but many denounced him for bringing "shame" on their race. Still, to this day, Justin is the only prominent black person in Britain to come out as gay.

The manner in which Justin came out in *The Sun* newspaper was condemned by the black weekly, *The Voice*, as "an affront to the black community...damaging...pathetic and unforgiveable". "We heteros", wrote *The Voice* columnist Tony Sewell, "are sick and tired of tortured queens playing hide and seek around their closets. Homosexuals are the greatest queer-bashers around. No other group of people are so preoccupied with making their own sexuality look dirty". "Even if Fashanu had chosen to come out in *The Voice* rather than *The Sun*, I doubt his reception would have been any more sympathetic", noted *Gay Times* media columnist, Terry Sanderson. "Rejection by his own community was profoundly damaging to him".

Even worse was to follow. Justin's own brother John publicly denounced him: "My gay brother is an outcast", John told *The Voice*. Although John later apologized, Justin never fully got over what he saw as betrayal by a brother he loved. Who can blame him for confiding that there were moments during his coming out saga when he felt "incredibly, almost suicidally, lonely".

Fashanu's sometimes bizarre, indefensible behavior can only be fully under-

stood in the context of a potentially brilliant football career cut short, largely by homophobia.

There can be no denying that he progressively disappointed many people who put their hope and trust in him as a role model. He became trapped in a downward spiral of declining football performance, bad debts, false claims about sexual affairs with leading politicians, unreliability and desertion of long-standing friends.

At the time of his death, Justin had embarked on a new career coaching the US football team, Maryland Mania. The team president, A J Ali, is quoted as saying that Fashanu was "happy here": "He had lots of friends here. He was helping literally thousands of players. He had a tremendous amount to offer the soccer world".

Those hopes were shattered in April 1998 when a warrant was issued for Justin's arrest on charges of sexual assault against a 17 year old youth. Fashanu's suicide note denied the charges, claiming that he was being blackmailed by his accuser.

Whatever the truth about these particular allegations, Justin had – like all of us – his share of failings. Without excusing these mistakes, they were the culmination of a lifetime of rejection. That rejection began when, as a young boy, he was given up by his parents and put in a Barnardo's Children's Home. It was compounded by the racist jibes he suffered on the football pitch, and by the homophobic abuse inflicted on him at Nottingham Forest by his manager Brian Clough. When he turned to the Church for solace, it piled on more rejection, condemning his gay lifestyle and demanding that he renounce his sexuality. Then, when he came out as gay, he was rejected by much of his own black community, including his dearly beloved brother, John. Not one prominent black leader supported Justin when he was being crucified in the black press.

Nevertheless, despite all the rejection he endured, Justin had a remarkable, praiseworthy capacity for forgiveness. Talking of the hurt inflicted on him by others, and acknowledging his own errors of judgment, Fashanu wrote in 1994: "I don't think you ever forget those mistakes, or the mistakes that other people make that wound you, but it is important to forgive".

Justin Fashanu was a bright shining star – not a flawless star – but a star nonetheless. And I am proud to have counted him as my friend.

www.petertatchell.net/sport/justin_fashanu.htm

Discussion questions:

Is football still a site of racism and homophobia? If things have changed what are the reasons that caused that change?

What role can professional sport play in promoting diversity?

How can schools and amateur sport ensure inclusivity and respect for difference?

On-line resources:

Kick it Out – www.kickitout.org

Show Racism the Red Card – www.srttc.org

Football against Racism in Europe – www.farenet.org

Homophobia in sport –

<http://www2.warwick.ac.uk/fac/arts/history/atoz/thinkingaloud/podcasts/homophobia/>

