

WHAT IS DEVELOPMENT ?



TEACHING ABOUT DEVELOPMENT ISSUES AT KEY STAGE 3

ACKNOWLEDGEMENTS

What is development? is the result of many workshops exploring both the issues and approaches to teaching about them. We would like to thank all that have contributed to the process ... and in particular:

♦ **the group that have compiled the pack and written the materials:**

Rob Bowden, *EASI-ER

Soyini Cook, Geography Department, Woodhouse High School, Tamworth, Staffordshire

John Hopkin, BASS [Birmingham Advisory Support Service]

Lisa James, Geography Department, Cockshut Hill Technology College, Birmingham [now Wolverhampton LEA]

Scott Sinclair, Tide- Centre

♦ All those at *80:20 Educating and acting for a better world [Ireland]* for joint workshops and in particular the creative work which led to the publication of *80:20 Development in an unequal world*. We would in particular like to thank Colm Regan.

♦ Judy Lingard for the design and artwork.

♦ BRICK [John Clark] for all the cartoons.

♦ Genprint [Ireland] for the printing.

* EASI-ER [Environmental and Society International - Education Resourcing] is a new agency based in Stafford - 01785 618329.



♦ **and the following for the photographs:**

Klaus Andrews/Still Pictures - Photo 3

Rob Bowden/*EASI-ER - Photo 17 & 19

Wim van Cappellen/Still Pictures - Photo 8

Ron Giling/Still Pictures - Cover Photo, 6 & 20
/Lineair/Still Pictures - Photo 16

Lo Tsung Hsien/UNEP/Still Pictures - Photo 11

Catherine Johnson - Photo 14

Ton Koene/Still Pictures - Photo 10

J Ledesma/UNEP/Still Pictures - Photo 12

Roy Machonachie/*EASI-ER & Hodder Wayland
Picture Library - Photo 5

Jorgen Schytte/Still Pictures - Photo 1

Hartmut Schwarzbach/Still Pictures - Photo 4 & 7

Tim Smith/Still Pictures - Photo 9

Sean Sprague/Still Pictures - Photo 18

Trócaire - Photo 15

UNEP/Still Pictures - Photo 2, 13



West Midlands Coalition

This project contributes to the coalition by:

- ♦ exploring how understanding of development is important to our own sense of citizenship;
- ♦ engaging teachers in work on the role of geography responding to the wider citizenship agenda.

See the Tide- Centre website www.tidec.org for:

- ♦ information about all West Midlands coalition initiatives;
- ♦ access to teaching resources and other support.

Register your interest - email us wmc@tidec.org

WHAT IS DEVELOPMENT?

TEACHING ABOUT DEVELOPMENT ISSUES AT KEY STAGE 3

There is no one view of what development means.

This pack is about supporting teachers to enable students to question the different dimensions of development, to explore different perspectives, to relate it to experiences of development processes in their own locality and to the influences of interdependence. The pack is therefore about supporting work that contributes to building a sense of our own citizenship.

This pack is also about the delivery of curriculum. QCA geography guidance Unit 16, *What is development?* raises similar dilemmas and shares the same overall framework. It starts as we do by suggesting that throughout a scheme of work on development it is useful to focus on the development issues within the pupils' own experiences as a way of gaining access to understanding those elsewhere.

Published by and available from:

Teachers in Development Education
Development Education Centre
998 Bristol Road, Selly Oak
Birmingham B29 6LE

© Teachers in Development Education, 2003

ISBN: 0 948838 86 8

CONTENTS

Introduction

- 1. Introducing the issues** 6
 - ◆ An unequal world
 - ◆ A world of progress & development
 - ◆ Key questions
- 2. Generating questions** 12
 - ◆ Using the Development Compass Rose
 - ◆ Using photographs to introduce the concepts
- 3. Describing and measuring development** 18
 - ◆ Describing ~ terms of reference
 - ◆ Measuring ~ a world of maps
- 4. Exploring different perspectives** 30
 - ◆ Who decides? ~ case study framework
 - ◆ Using cartoons to explore perspectives
 - ◆ Using the web to explore the UN 2015 targets
 - ◆ Development ~ a question of citizenship?

Note on terms: see pages 18/19

INTRODUCTION

Much has changed in the world in the last twenty years. For example, the Cold War ended, globalisation has accelerated and extended its reach, and peoples' consciousness of global environmental issues is greatly enhanced. For many people in the world it has been a time of unparalleled prosperity and enhanced life chances, though for billions there has been little progress.

In parallel with these and other changes has been new thinking about development and development education. This pack consists of a variety of resources including maps, posters, cartoons and case studies, together with suggestions for teaching activities. The aim is not just to provide up-to-date materials but also to help teachers take a fresh look at development and how it is taught.

Young people are growing up in a more interconnected world. Teaching about citizenship has become an essential part of exploring identity, democracy and participation and also closely linked with understanding development. Much of our local citizenship can only be understood if it is seen in a global context, and linkages and relationships between the local, regional, national and global explored. Work on development is one of the many contributions Geography will make to a holistic approach to the citizenship curriculum.

There are strong common interests and links between debates about development education, citizenship education and education for sustainable development. Work on *What is development?* provides a basis from which students can explore these issues.

The QCA, England's official curriculum and assessment body, has produced a Scheme of Work to support Geography teachers at key stage 3 [age 11-14]. The resources in this pack have been written to complement and support the material in Unit 16, *What is Development*, as well as Rob Bowden's chapter on development in the linked Heinemann textbook, *Geography Matters 3*. They can also be used to support Unit 10 in the key stage 3 Citizenship Scheme of Work, *Debating a Global Issue*. The resources can of course also be used independently.

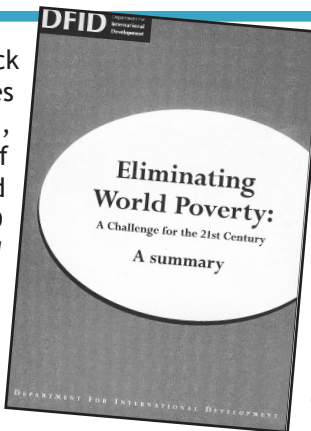
The matrix opposite shows how the resources and teachers' notes in this pack match with the key questions and objectives from Unit 16 in the Geography Scheme of Work, and from Unit 10 in the Citizenship Scheme of Work.

Key Questions from the Geography Scheme of Work, and selected learning objectives	Teachers' notes and resources from this pack	Key Questions from the Citizenship Scheme of Work, and selected learning objectives
What is development: what factors do we need to consider? Pupils learn: ◆ to think critically about the concept of development ◆ to consider the effects of differences in development on the quality of life of different groups of people	Introduction and pages 12-17 ◆ Photographs ◆ Development Compass Rose	How can we investigate an issue? Pupils learn: ◆ to ask geographical questions and suggest an appropriate sequence of investigations
What is development: how do we define and measure development? Pupils learn: ◆ to identify patterns/differences in development within and between countries through the use and analysis of a series of indicators ◆ to consider the effects of differences in development on the quality of life of groups of people within a country and in different countries & geographical contexts ◆ to consider the factors/processes, including the interdependence of countries, that influence development or lack of development	Pages 18-29 ◆ World Maps ◆ <i>Who decides?</i> framework	How can we investigate a global issue? Pupils learn: ◆ about global issues on which people hold different viewpoints ◆ how to research and present different viewpoints ◆ the location and geographical context of places
What is development: why are different perspectives important? Pupils learn: ◆ to appreciate how peoples' attitudes and values, including their own, affect contemporary social, economic and political issues, and to clarify and develop their own values and attitudes about such issues ◆ to explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives	Pages 30-39 ◆ Cartoons ◆ Website guide	How are conflicts or issues resolved? Pupils learn: ◆ that conflicting viewpoints need to be discussed/debated ◆ that peoples' values and attitudes affect their views on contemporary issues What is our role in a sustainable future? Pupils learn: ◆ what being a global citizen means, and how places are interdependent ◆ that local actions can have global implications ◆ to clarify their own values, and their attitudes to local issues ◆ to identify ways in which they can help manage environments more sustainably

The idea of producing this pack grew out of thinking about changes to the geography curriculum, debates about the implications of introducing Citizenship and against the back drop of the DFID White paper *Eliminating world poverty: a challenge for the 21st century*.

The modified curriculum and many of the units of work, but in particular Unit 16, made good

use of approaches developed and advocated by earlier Tide- projects. In particular the projects that led to the GA [geographical association] publication *Global Geography*.



The White paper helped to focus thinking about the scope of the 'development agenda'. Building a popular awareness of development also involves the need for more awareness about what has been achieved and that change in the future is possible. In other words we need to build a positive disposition towards that change and that awareness in itself contributes directly to the process of positive change being realised. This is a challenge to how we teach about development.

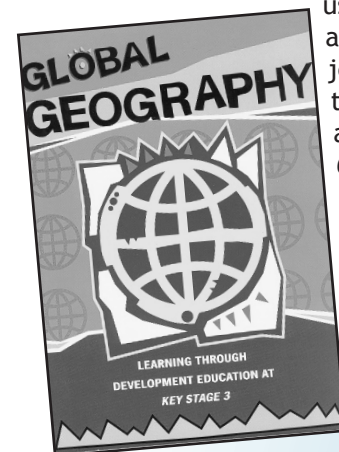
There was a need to review our own understandings of the issues. This also led to our contribution to the publication *80:20 Development in an unequal world* [see page 40].



There was a need for new resources and a framework for using them. The pack follows the linear frame offered in the QCA Unit 16 but it would be more effective to use it to provide a focus for a 'carousel of enquiry'.

The process of students developing their own line of enquiry and making the connections mirrors the process of understanding development. This framework could then be added to, using your own case studies, local sources and by making effective use of the web.

The group also contributed a chapter to the school text book *Geography Matters 3* published by Heinemann. The activities and resources in this pack would complement the use of that text book as another framework for enquiry.



Preparation activities

Introducing the process to the whole class. Opportunity to explore basic assumptions and to debate the ways in which attitudes can influence how we interpret other information.

[Use photo set and/or 'terms of reference' cartoon, see page 33]

Enquiry using

◆ Development Compass Rose

◆ Maps and statistics

◆ Case study work

◆ Cartoons

◆ Websites

Synthesis

For example: use of photo set to enable students to share ideas and aspects of what they have been learning. This is about taking stock but also about debating the implications of what they have learnt and how it impacts on their citizenship.

WHAT IS DEVELOPMENT?

Reviewing understandings

- The world is changing fast
- Implications of UN targets
- The White Paper 'Eliminating World Poverty'

80/20 book

The need for this resource

Curriculum debates

Geography schemes of work [Unit 16]
How Geography contributes to Citizenship
Citizenship scheme of work

Development Chapter in *Geography Matters* published by Heinemann

to provide opportunities to explore concepts of development at key stage 3

Photographs to introduce

- Concepts
- Development Compass Rose

Maps and statistics

- Wealth
- Quality of life
- Progress
- Inequality

Case Study Framework to explore Who decides?

Cartoons to explore perspectives

Websites

- Poster
- Webcards

Synthesis

- Photos activities

1. INTRODUCING THE ISSUES

WHAT IS DEVELOPMENT?

An unequal world

Today, approximately 80% of the world's people live in the 'Third World'; sometimes referred to as the 'Majority World'. Although world population growth rates are slowing, rates are still significantly higher in many 'Third World' countries, so that proportion is increasing, from 70% in 1950, 75% in 1980 to a projected 84% in 2025. However, this huge majority population has access to an unequal share of the world's resources and human welfare.

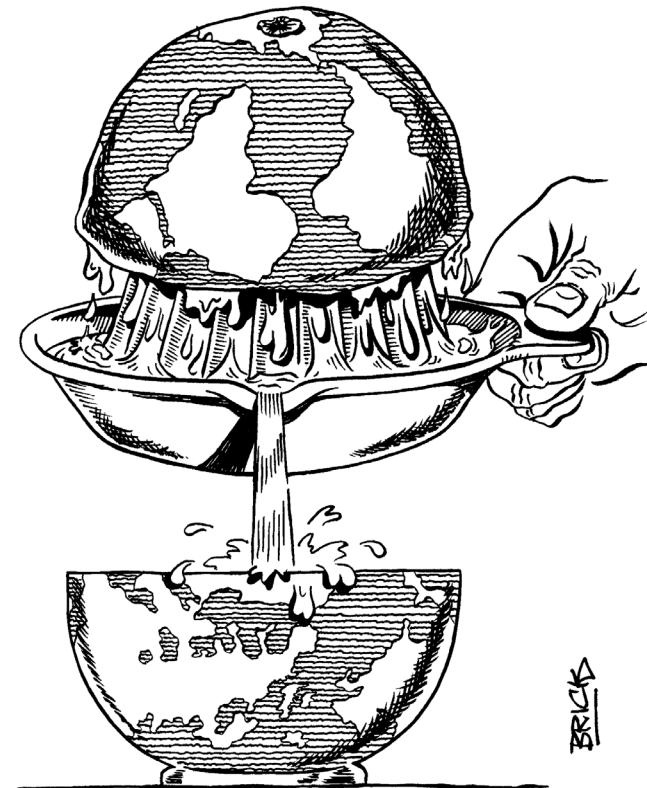
The 'Third World' has:

- 80% of the world's people, and
- 18% of the world's GNP
- 36% of world export earnings
- 38% of the world's carbon dioxide emissions
- 65% of the world's refugees
- 95% of the world's wars
- 95% of people living with HIV/AIDS

In 1999, developing countries received official aid worth 0.6% of their GDP [\$7 per person], but paid 5.2% of GDP in debt service [\$22 per person].

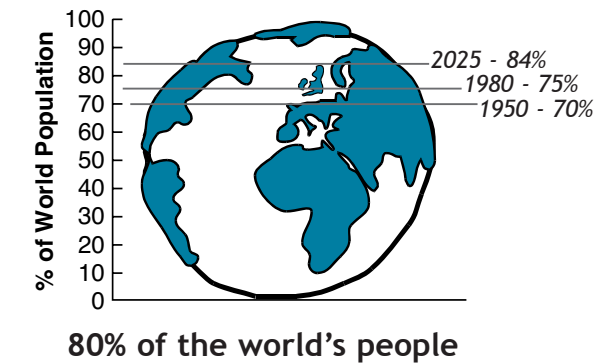
The distribution of the world's wealth shows some of the most dramatic signs of inequality. Gross National Product [GNP] is the most commonly used measure of countries' wealth; in 1999 Luxembourg had the world's highest GNP per person [\$44,640] and Ethiopia the lowest [\$100]. [See page 22]

Sources: World Bank, World Development Report, UNDP, Human Development Reports; Penguin State of the World Atlas; data is for 1997-1999.



WORLD TURNED UPSIDE DOWN...

The 'Third World' has:



80% of the world's people



15% of the world's education spending



7% of the world's health expenditure



18% of the world's GNP



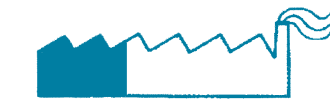
36% of world export earnings



95% of the world's wars



65% of the world's refugees



25% of the world's industrial production



38% of the world's carbon dioxide emissions



7 of the 10 largest cities in the world, population 106,800,000



26% of the world's electricity consumption



61% of the world's cereal production



95% of people living with HIV/AIDS

Sources: World Bank, World Development Report, UNDP, Human Development Reports; Penguin State of the World Atlas; data is for 1997-1999.

A world of progress and development

We are so accustomed to hearing the bad news about the ‘Third World’ that we seldom hear the good news about what is already being achieved and what more could be achieved. For example, income poverty has fallen faster in the past 50 years than in the previous 50 decades and infant mortality has shown dramatic improvement.

The United Nations Development Programme’s annual Human Development Report tries to redress the balance; the 2001 report gives many signs of progress since 1970:

- the developing world has made such progress over the last 30 years that the UN now classifies more of the world as developed than undeveloped
- a child born today in the developing world can expect to live twelve years longer than one born in 1970
- eight in ten people have access to safe water, a five-fold increase
- average incomes have nearly doubled, from \$1,300 to \$2,500.



Good news - Bad news?

The balance sheet opposite includes some of the good news for development, while at the same time highlighting issues that still need to be tackled.

The Balance Sheet of Human Development

Global Progress	Global Deprivation
Health: - Life expectancy in developing countries increased by over a third from 46 to 65 years between 1960 and 1999. - Around 80% of people in the developing world now have access to improved water supplies.	- During 1990-2000 the number of people infected with HIV/AIDS more than doubled, from under 15 million to more than 34 million. - Nearly one billion people still lack access to improved water sources, and 2.4 billion access to basic sanitation.
Education: Between 1970 and 1999 the adult literacy rate in developing countries rose from 48% to 73%.	In 2000 more than 850 million adults were illiterate, over 60% of them women. In industrial countries more than 100 million were functionally illiterate.
Food and Nutrition: Despite rapid population growth, food production per capita increased at an average annual rate of more than 1%.	The overall consumption of the richest fifth of the world’s people is 16 times that of the poorest fifth.
Income and Poverty: - The average GDP per capita for all developing countries rose from \$330 to \$1264 between 1960 and 1999. - Between 1990 and 2000 the proportion of people in developing countries living on under \$1 a day fell from 29% to 20%.	1.2 billion people live on less than one dollar a day, and close to 1 billion cannot meet their basic consumption requirements. 130 million in the industrialised countries live in income poverty.
Women: During the period 1990 to 1997 the net secondary enrolment ratio for girls increased from 36% to 61%.	- Nearly 340 million women are not expected to survive to age 40. 6-8 hours a day are spent collecting fuelwood and water by millions of rural women in the ‘Third World’.
Children: World infant mortality rate more than halved between 1960 and 1999, from 129 to 56 per thousand live births.	160 million children are malnourished.

Adapted from UNDP Human Development Reports, 1998-2001

Reflecting on learning issues

One of the workshops led to discussion about key questions such as those on pages 10 & 11. We reflected:



We shouldn’t be put off by the apparent scale of development issues - it often helps to start with something small and specific, building up information and skills over time.

We need to ask basic questions >>>

- are things changing? [eg improvements in life expectancy, literacy, infant mortality]
- aid; who gives it, who gets it, and for what ... and why?
- what about poverty; who defines it?

We should try to approach the issues in a balanced manner; there is lots of good news, as well as bad news about development. It helps to demonstrate to young people what could be done.

We should try to avoid looking at everything from one perspective ..."through the eyes of the west", ..."through the lens of the aid". We should look for opportunities to include ‘Third World’ perspectives.

There is more to development than aid. Education is the objective of the exercise - helping young people understand the issues and the challenges, and helping them to become citizens of a fast-changing world.

Key Questions

What does poverty mean in today's world?

There are two important definitions of poverty - Absolute and Relative Poverty. **Absolute Poverty** is defined by the World Bank as having an income or access to resources of less than \$1 per day. On this basis some 1.2 billion people [or 21% of the world's population] were living in absolute poverty in 2000. 2.8 billion lived on less than \$2 per person per day.

Relative poverty measures the levels of poverty in a particular country. Poverty in this context means not having what is considered to be the critical minimum necessary for a normal or average life in that society. One UN measure* shows 16.9% living in poverty in USA, 15.3% in Ireland, and 13.4% in UK; the most unequal of OECD countries.

In 1997, the world's richest 225 individuals had a combined wealth of over \$1 trillion, the equivalent of the entire annual income of the poorest 47% of people [2.5 billion]. 143 of the 225 people lived in OECD countries.

In 1998 the three wealthiest people in the world were Bill Gates [USA], wealth \$51 billion; Warren Buffet [USA], wealth \$36 billion; and Sultan Hassanal Bolkiah [Brunei], wealth \$30 billion. Their combined wealth of \$117 billion compares with the total GNP of 45 of the world's poorest countries, \$116.9 billion in 1998. Their population was 294 million or 5% of the world's population**. \$30 billion would be enough to provide basic education and healthcare, adequate food, safe water and sanitation for all the world's people.

* Percent living in relative poverty - under 50% of median income.
Source: UNDP Human Development Report 2001

** Sources: Forbes Magazine 1998; World Bank, World Development Indicators 2000

What are the facts of world population?

On 12th October 1999, the world's six billionth person was born. Here is a detailed breakdown of population for 2001 by region as well as projections to 2025.

Total World Population - 2001 and projected for 2025 [in millions]		
	Total population [millions] 2001	Projected population [millions] 2025
Africa	813 [13.3%]	1,454 [18.1%]
Asia	3,720 [60.6%]	4,785 [59.5%]
Latin America & the Caribbean	527 [8.6%]	690 [8.5%]
Oceania	31 [0.5%]	41 [0.5%]
Europe	726 [11.8%]	701 [8.7%]
North America	317 [5.2%]	369 [4.5%]
World	6,134	8,040
Source: United Nations Fund for Population Activities [2001] The State of World Population.		



What about hunger?

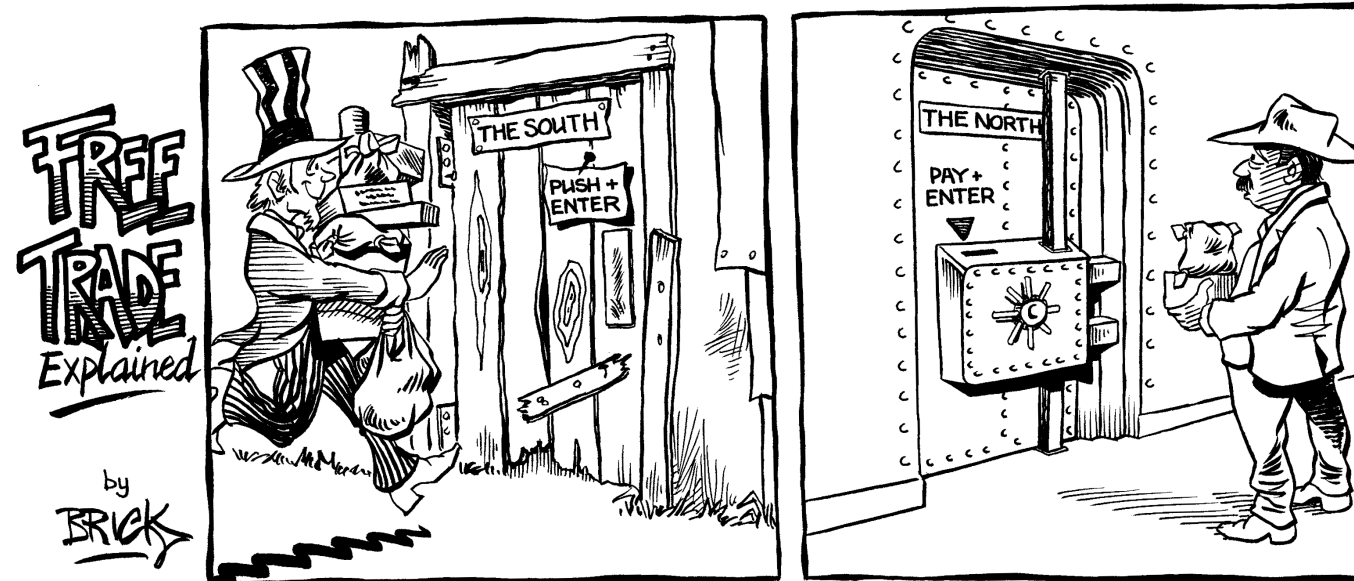
Whilst acute famines in the 'Third World' often hit the headlines, they are usually localised, and far more people experience daily, chronic hunger. Chronic hunger is the result of continuous failure to provide people with the means to sustain their livelihood, rather than sudden disasters, natural or otherwise. Each year 40 million people die from hunger-related diseases, half of them children.

There has been a long-term reduction in the number and percentage of hungry people in 'Third World' countries; however, significant success in Asia [a reduction from 40% to 20% between 1970 and 1990], is balanced by negative progress in Africa, where there has been a small rise.

But isn't aid solving the problem?

A straight answer to this question is yes and no. Yes, when it is well planned and delivered aid can and does make a huge difference in the lives and life chances of millions of the world's poorest people. This is true of aid from international institutions such as the United Nations, from national government aid programmes such as those of Ireland and the UK, as well as from non-governmental organisations. Aid that focuses on people's basic material, social and political needs makes a significant difference. Aid is also a realistic way in which ordinary citizens in the 'developed world' can turn their interest in and concern for others into practical projects and results.

But aid is only one part of the picture and if we don't



pay attention to the other parts, its effectiveness can be undermined. First of all, world trade, debt and investment patterns can regularly disadvantage or exploit the poor and no amount of aid can resolve this. Secondly, poverty and disadvantage are often built into economic and political systems and aid often avoids these issues. Thirdly, aid is poorly funded as many rich countries have cut back on their aid programmes, although there are exceptions including, most recently, the UK Government.

What about globalisation?

Globalisation is an international process which links together more closely than ever before countries, cultures, technology and international government. People and places everywhere are becoming more connected as events and processes in one place have impact and consequences in other places.

For some, this new era of globalisation offers many opportunities in trade [e-commerce], in technology [the Internet], in investment opportunities, in job possibilities as well as in communications.

For others, globalisation means even greater control by large international corporations, increasing gaps between rich and poor, ever-greater control by the West through organisations such as the World Trade Organisation and the World Bank. This is one of the great international debates of the present time.

While globalisation does present many challenges, it also presents us with many opportunities, for example to promote real human solidarity by linking with groups throughout the world to make this a fairer and safer planet for all.

2.

GENERATING QUESTIONS

WHAT IS DEVELOPMENT?

The Development Compass Rose - a framework for raising questions

Questioning development involves taking a variety of factors into account when understanding a situation. The four 'domains' that the development compass rose encourages us to look at - and explore the links between - are: Economic, Natural, political [Who decides?] and Social/cultural.

The development compass rose is a tool which:

- u encourages us to ask a range of questions about development issues in any place or situation [including our own]
- u is used to raise questions about development issues and their interrelationship with environmental, social, economic and political issues ... as well as the relationship between these dimensions
- u is particularly useful for helping us to focus on the commonality between what can appear to be quite different situations
- u can be used to help enquiry about places, issues, or photographs representing a place or situation

You can place an image or an 'issue' in the centre of the 'compass'. Questions can be generated for each of the four 'compass points'. These could then be compared with questions generated about an apparently different situation, and the commonalities between them then explored. These questions might also be a starting point for further enquiry.

Natural - These are questions about the environment - energy, air, water, soil, living things and their relationships to each other. These questions are also about the built as well as the 'natural' environment.

Economic - These are questions about money, trading, aid, ownership, buying and selling.

Social - These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationships.

Who decides? - These are questions about power, who makes choices and decides what is to happen, who benefits and loses as a result of these decisions and at what cost.

You may prefer to use a simpler explanation:

Natural: These are changes in the environment.

Social: These are changes to people and the way they live.

Economic: These are changes involving money.

Who decides?: The people who make decisions about the changes.

The development compass rose on page 13 came out of our own discussions about thinking of the future and development at a global scale. Page 14 can be photocopied for use by your students.

Development: Questioning the future

Who decides?

- ◆ What UN structures will be established to enable effective decision making at a global level?
- ◆ Will there be strong regional alliances and less conflict?
- ◆ Will the EU be more outward or inward looking?
- ◆ Will people feel they have a say?

Social

- ◆ Will international agreements on Basic Needs, the Right to Development and Human Rights be effective?
- ◆ What development priorities will people have for their own communities? ~ Will these be valued?
- ◆ Will people be able to maintain their identities and cultures in a more globalised society?



Natural

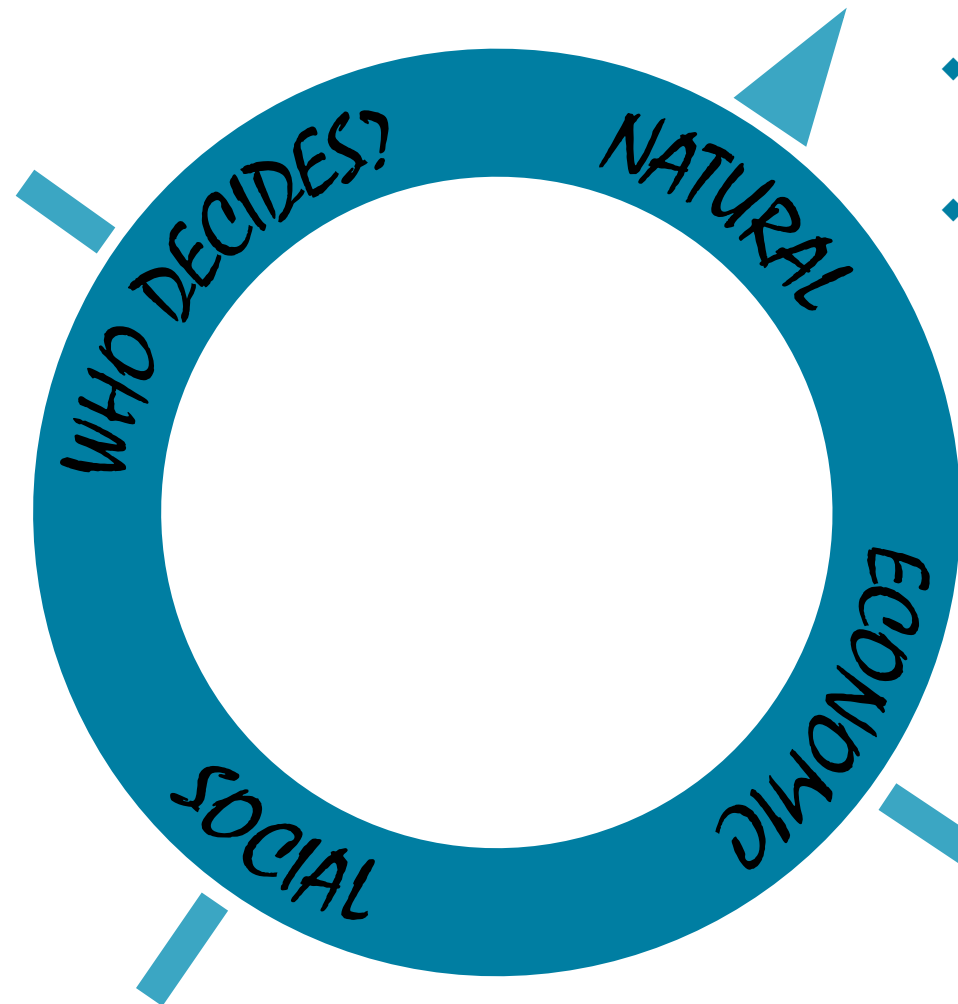
- ◆ Will international agreements on environmental protection and sustainable development be effective?
- ◆ Will there be significant climate change ~ how will this effect development priorities in different parts of the world?
- ◆ Will small-scale farmers be able to protect their livelihoods?

Economic

- ◆ Will international agreements on trade, investment and the behaviour of transnational companies be effective?
- ◆ Will development priorities be dominated by a few powerful international companies?
- ◆ Will small scale business and farming be sustained?
- ◆ Will there be jobs? [North & South]

Development Compass Rose

Who decides?

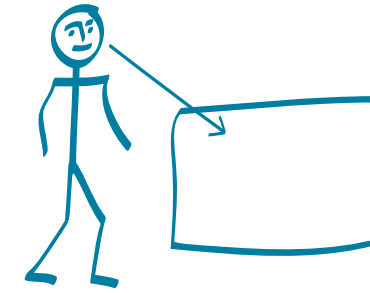


Natural

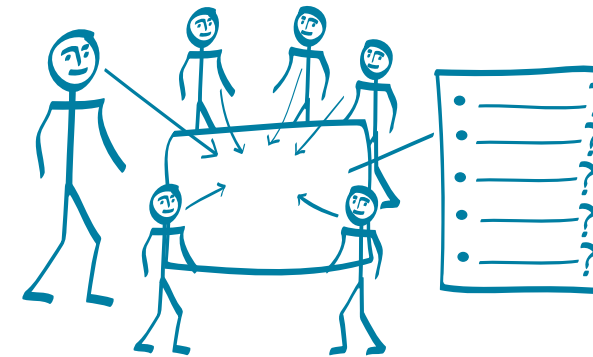
Economic

Social

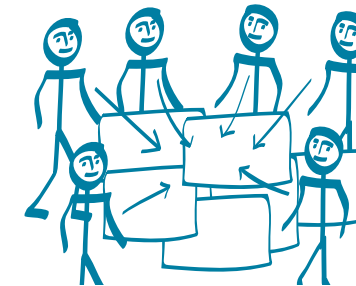
What are your questions?



Visual images are a stimulus to me. *What do I see? What is going on? What are the people in the photograph thinking? What do I think?*



Working in groups photographs are a stimulus to discussion and exploring different perceptions and ideas. *What would we like to find out about? What question do we have?*



Activities like choosing a photograph that says something important to me [or says something important about development to me] helps me sort out what I think and to share those ideas. They help me listen to different view-points. Photographs can help make complex ideas more accessible.

Generating questions from a photograph

Building skills in interpreting photographs is important to many aspects of geography. Such skills are increasingly significant in a world where visual images have a pivotal role in international communication and therefore our perceptions about issues and events.

Questioning a photograph is an activity that provides an opportunity to look closely at one image, to look at the detail and in doing so reflect more on what the image is presenting. It also heightens awareness of the limitations of what can be learnt from a single image. Such questioning is of value in its own right. It can also be the start-point for an enquiry process.

Mount photo on a large sheet of paper. Ask pairs to generate as many questions as they can. They can focus on different parts of the photo. Share the questions with another pair [see example below].

A collection of photographs can also be a focus for a synthesis activity towards the end of a programme of work. The activity provides an opportunity for students to share some of what they have learnt and to make links between the different aspects. [See for example page 40].

Questions using photograph 12

*Where was the oil going to?
What would it be used for?*

*Where has the oil come from?
What is it like there?
Who got most of the money from selling the oil?*

*How big is this ship?
Who owns it?
Where was it made?
Where do the crew come from?
Was anyone hurt?*

*Where is it?
How did this happen?
Was there a storm?
Will it sink or will it be rescued?*



*How much pollution will there be?
How will it affect wildlife?
How can you clean up the oil?*

*Has it been bombed?
Why?*

The photographs

The photographs are offered as a stimulus to generating questions and to group discussion, not as case studies. Nevertheless it may be useful to have some basic information and notes on key issues.

1. Democratic elections ~ in Uganda



- ◆ How does democracy affect the potential for development?
- ◆ Will President Museveni live up to expectations?
- ◆ Why historically might Uganda particularly value the opportunity for an election?
- ◆ Do we value it in the same way?

2. Development technology and alternatives futures ~ in Japan



- ◆ What are the implications of building a bridge?
- ◆ How will it affect life styles and development opportunities?
- ◆ How does development impact on the need for energy?
- ◆ Are there more sustainable ways of producing electricity?
- ◆ What are the implications?

3. Where are the jobs? ~ automated car factory ~ in Germany

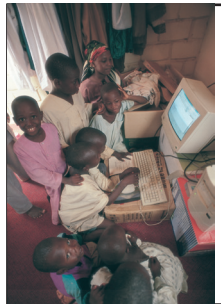


- ◆ What development opportunities does technology bring?
- ◆ What is the impact in terms of the nature of availability of jobs?
- ◆ Does the factory sell cars to a global market?

4. Global communications ~ installing telecommunications ~ in Germany



- ◆ Global network but are some areas better served than others?
- ◆ What are the development opportunities of a communications infrastructure?
- ◆ How does communication change lifestyles?



5. On the Internet ~ in Nigeria

- ◆ What do they learn from the Internet?
- ◆ Will it influence how they see the future and potential development?
- ◆ Will it stimulate an awareness of global injustice?

6. People and cities ~ what models of development? ~ in Shanghai, China



- ◆ What are the population projections?
- ◆ What are the global implications of economic development in China?
- ◆ Will there be an environmental impact?

7. Constructing a city ~ Shanghai ~ in China



- ◆ What are the models of development for building cities?
- ◆ What resources are involved?
- ◆ How far sighted are the plans?
- ◆ What opportunities will the city bring?

8. Demonstration or parade? ~ supporting Saddam Hussein ~ in Iraq



- ◆ What are the implications of conflict for approaches to development?
- ◆ Where do the guns come from?
- ◆ How do they influence how people see themselves?

9. Demonstration or democracy? ~ protest against the Iraq war ~ in England



- ◆ How do people in a democracy have a say?
- ◆ What are the implications for visions of the future?
- ◆ In what different ways does a war in Iraq affect these people?

10. The impact of war on infrastructure ~ in Angola



- ◆ How does war affect people & their social/economic activity?
- ◆ How does it affect development opportunities?
- ◆ Is infrastructure a development priority?



11. City disaster ~ in Taiwan

- ◆ What is the impact of natural forces such as an earthquake?
 - ◆ How do such disasters affect development priorities?
 - ◆ Do they have a greater impact in poorer communities? If so, why?
- [This photograph could also be used to stimulate debate about terrorism and the impact of that on development priorities].

12. Oil a major issue ~ in Mexico



- ◆ How do such disasters happen? Who regulates international shipping?
 - ◆ What is the impact ... on the environment ... on local economic activity eg fishing?
- [This image might also generate debate about war and the strategic importance of oil]

13. How many fish? ~ fish farming ~ in China



- ◆ Are there sustainable models of development?
- ◆ What are the risks of fish farming on this scale?
- ◆ How do we provide quality food without depleting resources for future generations?

14. The price of water ~ in Ethiopia



- ◆ How important is access to water to development?
- ◆ Who controls the water?
- ◆ How much do they charge?
- ◆ Why has water got such a key role in development?



15. Jobs and jobs? ~ in Bolivia

- ◆ Who works in the office block, who works in the street?
- ◆ Do they have different visions of development?
- ◆ How are their lives connected to ours?

16. Export more earn more ~ in Ghana



- ◆ What are the models of economic development which give priority to exports?
- ◆ How might the woman in the photograph see such priorities?
- ◆ How do the rules of world trade affect these local prospects?

17. Flowers for Safeway ~ in Kenya



- ◆ Who gains most from the sale of these flowers?
- ◆ What might the vision of these women be about future development?
- ◆ What is the social, economic and environmental cost?

18. AIDS awareness ~ in the Philippines



- ◆ What is the impact of AIDS on development potential?
- ◆ Do posters educate?
- ◆ Does education lead to change in behaviour?

19. At the doctors ~ in Kenya



- ◆ What is the role of health in potential development?
- ◆ Who has access to health care and who doesn't?
- ◆ What are the implications for development policy?

20. Global communications ~ on the phone ~ in Kenya



- ◆ What is the impact of improved communication?
- ◆ Who has access & who doesn't?
- ◆ Will it be used to increase exploitation or to improve development prospects?

What is development?
These questions highlight a range of issues which contribute to the debate.

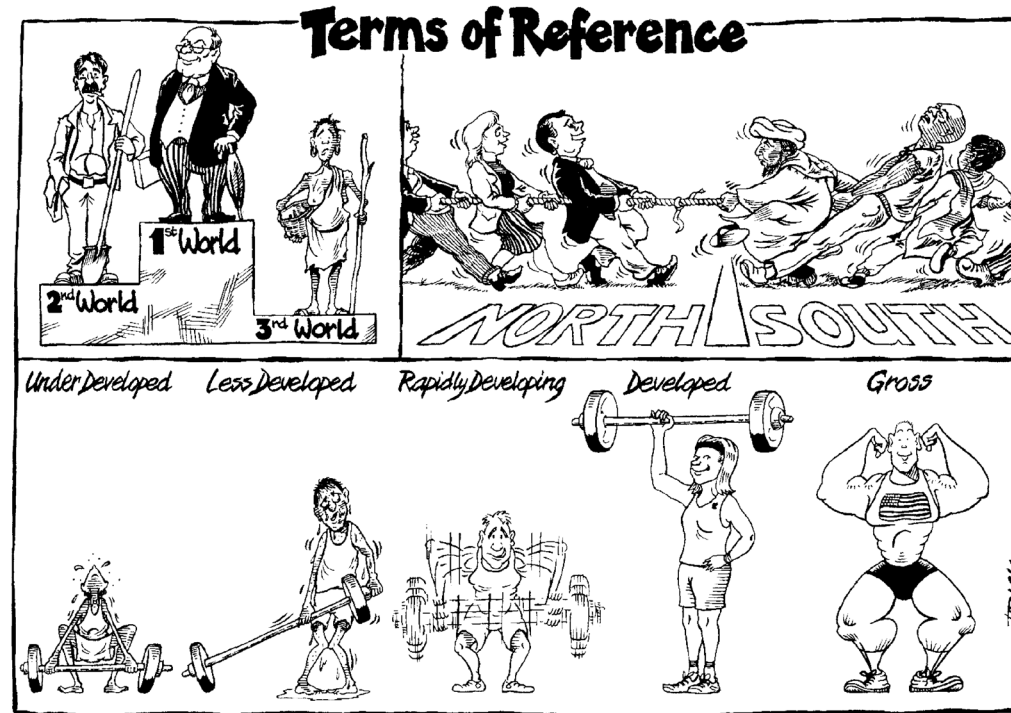
3. DESCRIBING AND MEASURING DEVELOPMENT

WHAT IS DEVELOPMENT?

Defining and measuring development is a complex business, and so we often resort to models or frameworks to make sense of it, and to explain it to young people. But the way we choose to measure and define development reflects our own view of the world, and there is always the danger that we so simplify reality that it becomes far removed from the real world.

This section explores ways in which development is defined and measured. Do the definitions help explain the world, or get in the way of reality?

Describing ~ terms of reference



Developed and underdeveloped worlds

We often think of the idea of development as being ‘invented’ in the twentieth century, but it dates back at least another hundred years to when the ‘developed’ regions of the world were compared with the ‘underdeveloped’ regions. Europeans believed that underdevelopment was the result of inherent factors such as location, climate, and peoples’ own abilities, a racist view often used to justify colonial trade and imperial expansion.

The idea of underdevelopment has also been used more recently to explain how trade and capital movements, and the operation of international institutions such as the World Bank and World Trade Organisation, serve to favour the North at the expense of under-developing the South. So the concept of underdevelopment has renewed currency in an era of globalised economic, political and cultural forces.

‘First’, ‘Second’ and ‘Third World’

The term ‘Third World’ was originally a political label, taken up as a badge of solidarity by the non-aligned movement and those fighting the post-war anti-colonial struggles. The inspiration was the Tiers Monde, the Third Estate in Revolutionary France, and similarly the non-aligned countries in the mid-twentieth century positioned themselves as belonging neither to the capitalist nor socialist world.

In the Cold War era the label was adopted as a means of dividing the ‘First World’ [Western nations], ‘Second’ [Soviet bloc] and ‘Third World’ [Latin America, Africa and Asia]. For many, this represented a hierarchy of nations, and so ‘Third World’ came to have negative connotations, synonymous with undeveloped. Until fairly recently some maps still presented South Africa as a member of the ‘First World’, showing the essentially political nature of the terminology. A further weakness, common with other means of grouping countries, was that each category contained huge diversity, especially within the ‘Third World’ itself.

Since the break-up of the USSR, the ‘Second World’ category has become redundant and many have argued that the ‘First World’/‘Third World’ division is no longer appropriate. However, in an era of rapid globalisation the term the ‘Third World’ is still a useful one in its original sense of describing the dispossessed, and is still favoured by many living there. That is why it has been used in this publication.

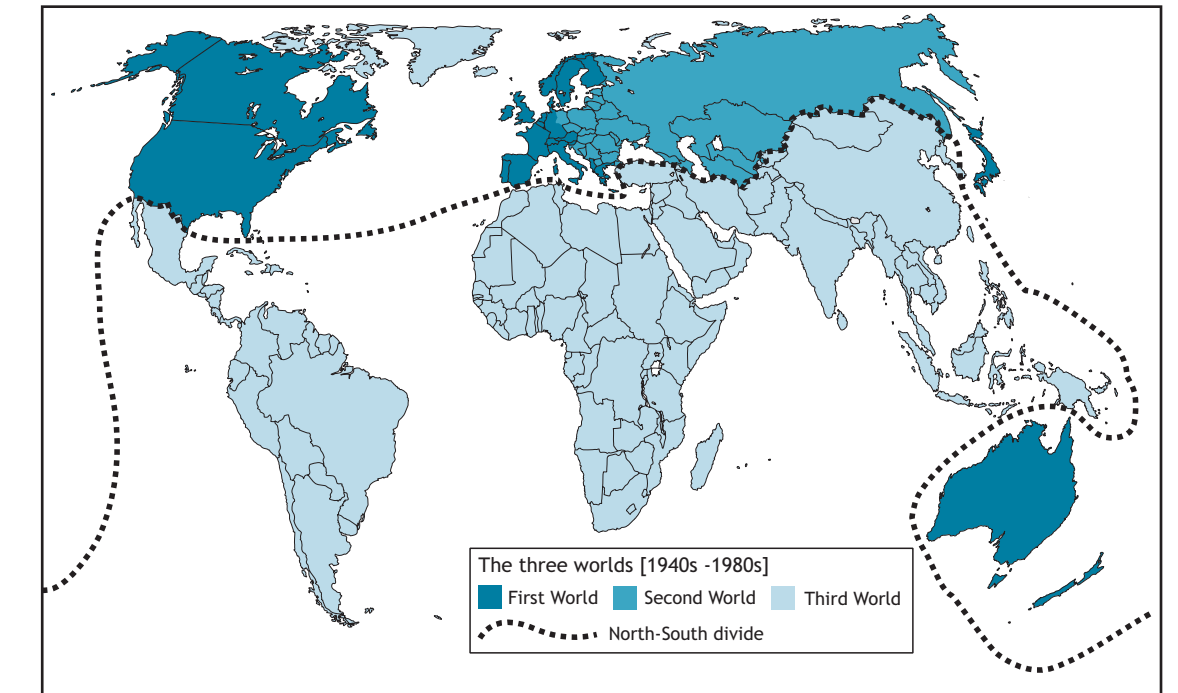
North-South

An alternative to the ‘First’/‘Second’/‘Third World’ groupings is the North/South dichotomy, popularised in the 1980 Brandt report. This way of looking at the world contrasts the industrialised countries of Europe, North America and Japan with the mainly non-industrialised countries of Africa, Asia and Latin America. It was designed to stress the role of trade and capital

flows in enriching the North at the expense of the South, as well as the potential for interdependence and cooperation between these two regions. As with other classifications, it can be criticised as implying that each region is homogeneous; for example ‘Newly-Industrialised Countries’ such as Singapore, Taiwan and South Korea are usually grouped with the South, although they have much in common with the North. It can also be confusing, as Australia and New Zealand are grouped with the North, although located in the south.

Developing and developed world

The terms ‘developing world’ or ‘developing countries’ recognise that development is a process, rather than an absolute, and so these terms are widely used, for example by the UN. They can also be used with more precision, for example ‘less developed’ countries and ‘rapidly developing’ countries, although the criteria are often economic.



However, this way of grouping countries is open to the criticism that it assumes ‘Western’ countries are already developed, or that development there is of a different order.

A variation on these terms is used by the Geography National Curriculum in England. Here the terms ‘Less Economically Developed’, and ‘More Economically Developed’ country are used; the intention is to produce a simple model of the world, whilst reminding us that development is more than an economic process. The effect is as open to misinterpretation as other models.

It is worth remembering that there are many other terms in use, for example ‘Newly Industrialised/ising Countries’, ‘Middle-Income Countries’, and that those doing the defining are predominantly westerners who live in the North!

A world of maps

We are surrounded by maps. They are used to convey all manner of messages in a clear and often hard-hitting manner. They allow us to identify broad differences and inequalities at a global level and to conduct a more careful analysis of information at a regional or local scale. In development, maps have been used since the 1960s as a means of understanding global patterns and trends. They are used to measure levels of disease, to record the wealth of economies or the size of their population, and to monitor progress in development.

Maps have also been a powerful influence on the way in which the world has been categorised through the years. Using maps it was said that we could physically portray ‘The Third World’ or ‘The South’, so making very general assumptions about the world. Maps have since revealed how diverse those regions actually are. The use of maps in development today is more sophisticated and varied than ever - partly aided by quantum leaps in the technology used to produce them.

Learning from maps

“As a development professional I still find new detail in some maps despite having stared at them for great lengths of time on numerous occasions.”

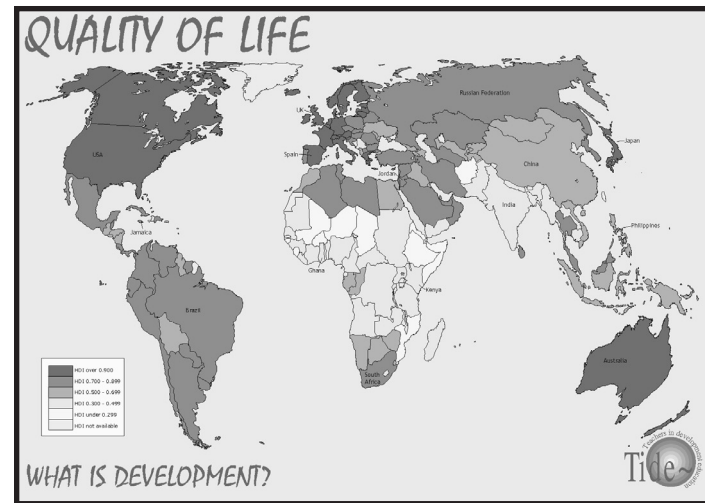
Rob Bowden

Maps are an incredibly useful aid for learning about development. They can, in a single display, portray a vast amount of information that in written form would not only be cumbersome, but potentially confusing. However maps, like any other form of raw data, require careful interrogation to get the full benefit of them.

One of the most commonly used types of map is the choropleth mapping technique. These use graduated [and sometimes contrasting] shading to distinguish countries or regions according to specified criteria. Agencies such as the World Bank and United Nations make frequent use of choropleth maps to distinguish the different levels of development. These maps can be useful for identifying general trends. The ‘Quality of Life’ map in this pack uses this technique.

One of the most dramatic forms of mapping used in development education is the use of proportional maps. These maps distort the size of countries or regions according to the data being shown whilst maintaining approximate spatial representation. Such maps produce striking results that often result in prolonged analysis and discussion. They are especially useful for representing global inequalities and this technique has been used to draw the ‘Wealth’ map in this pack.

Modern computer systems have made located maps increasingly popular. These maps use a graphical form [pie chart, line or bar graph etc] that is located [superimposed] over the relevant country. Such maps can be used to highlight data about specific countries or specific trends such as extremes of any single variable. The ‘Inequality’ and ‘Progress’ maps in the resource are drawn in this style.

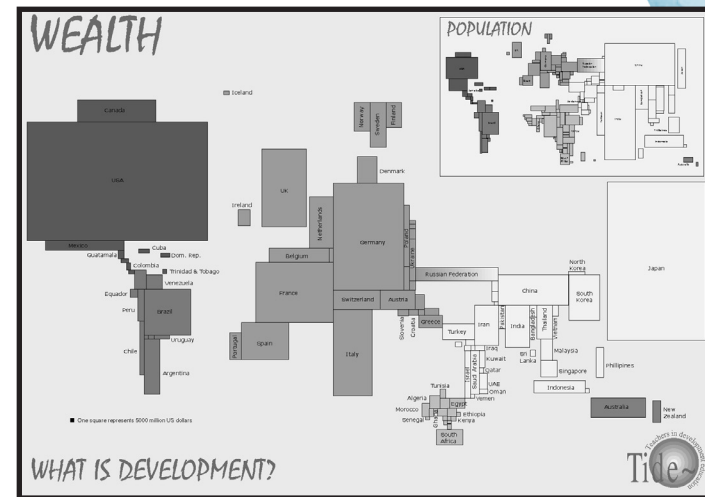


Quality of Life

This map explores global quality of life, using the Human Development Index as its measure. The higher the index the better the quality of life.

Wealth

This map uses the World Bank measure of wealth. Each country is drawn proportional to its relative wealth. The inset maps show the proportional size of countries’ populations for comparison.



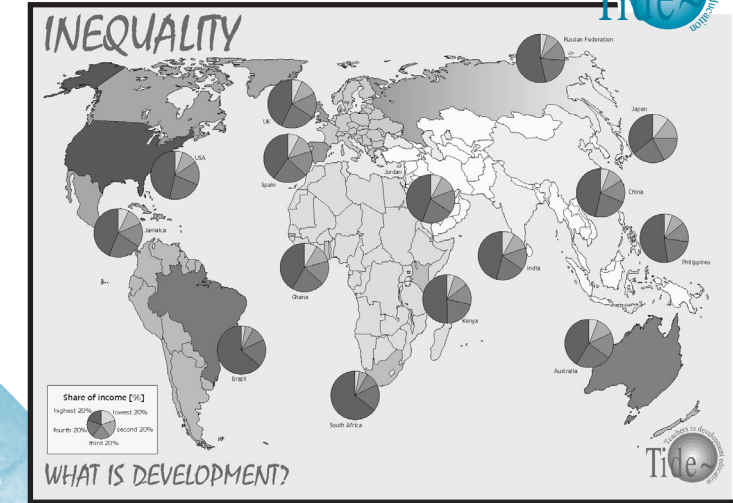
Viewing the World

Maps are a useful way of looking at the world and can tell us lots about the level of development between and within countries. The specific benefits of maps include:

- ◆ a snapshot view with comparisons between different countries;
- ◆ good for raising discussion issues - what do patterns tell us?
- ◆ often contain more information than the same space used for text;
- ◆ make more sense of data than using numbers in raw form.

Tips for using maps

- ◆ Pick a country and locate it on each map to see how it varies.
- ◆ Use the maps to raise research questions about countries or development issues.
- ◆ Use ideas from these maps to create your own view of the world.

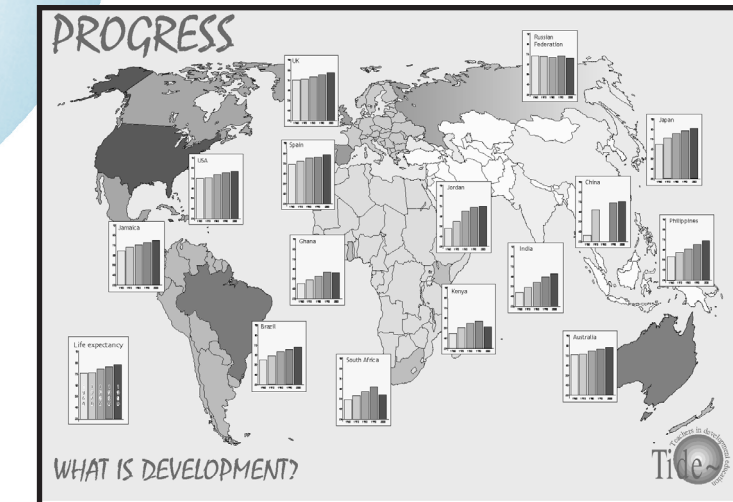


Inequality

This map looks at inequalities within selected countries by measuring the income share of each 20% of the population [quintiles]. It shows inequality is local as well as global.

Progress

This map looks at the progress made by selected countries in terms of their life expectancy. It demonstrates global variations in progress.



1: Wealth ~ GNP Map

This is one of the most widely used maps in development and crops up in numerous books, reports and media reports. It uses the crude measure of Gross National Product [GNP] per capita as calculated by the World Bank. Countries are then grouped into one of four income bands as follows;

- | | |
|-----------------------|-------------------|
| ◆ Low income | US\$ 755 or less |
| ◆ Lower middle income | US\$ 756-2995 |
| ◆ Upper middle income | US\$ 2996-9265 |
| ◆ High income | US\$ 9266 or more |

A shading system is used to differentiate the bands, with the darkness of the shading normally increasing with income level. We have also used a proportional representation to construct this map for reasons explained under drawbacks below. The principal content is the shaded data however.

Benefits

The GNP map is very effective for providing an instant snapshot view of development [at least as far as income is concerned]. It is very easy for example to identify the large expanses of low income [often just left as white] in sub-Saharan Africa and South Asia. Similarly the [normally dark] shading of North America and Western Europe stands out very clearly, as do the anomalies of Japan, Australia and New Zealand.

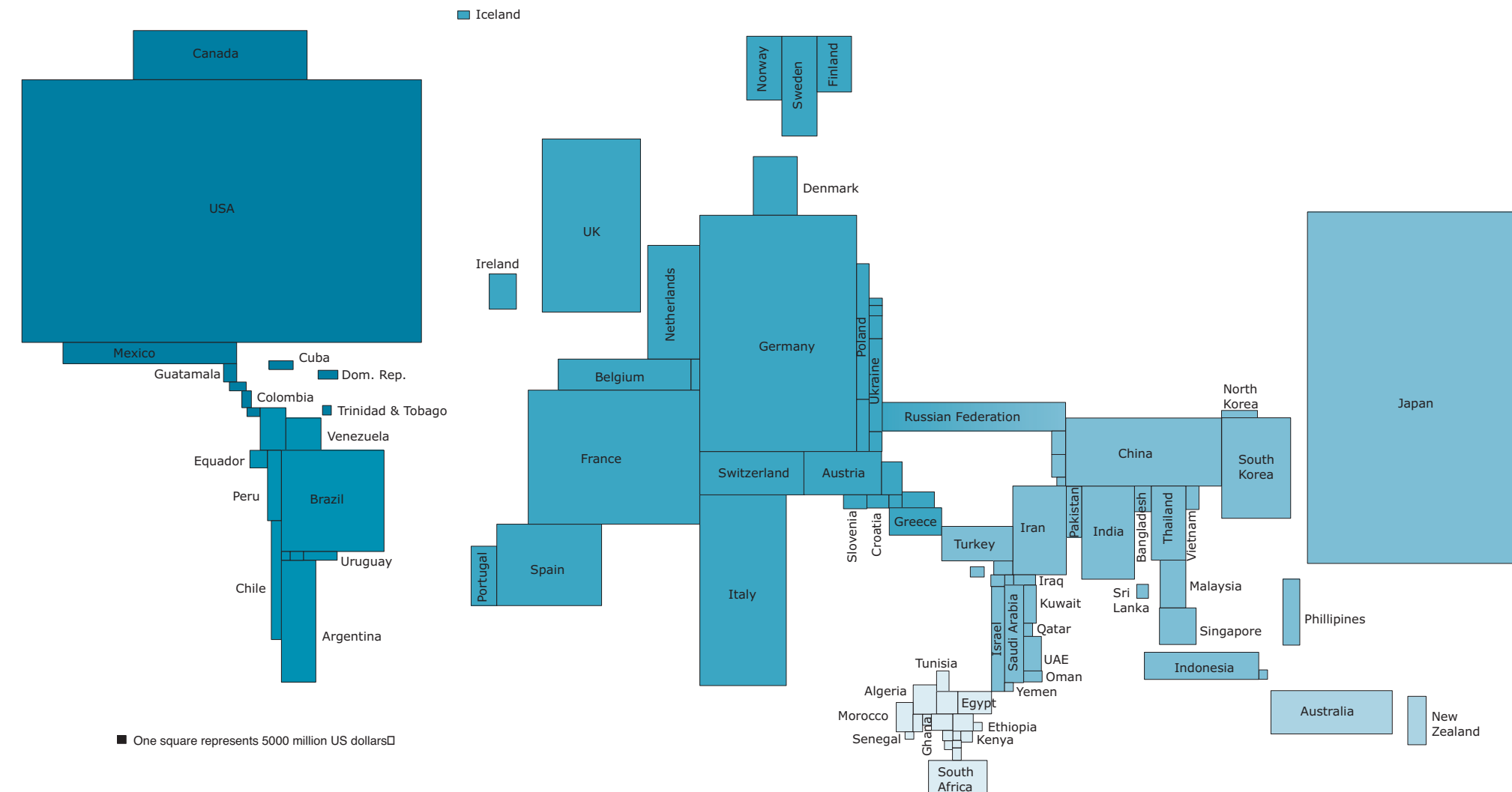
Looking at the GNP map it is also easy to see how descriptive divisions such as North/South and East/ West have come about as ways of describing different development levels. You can emphasise this point by shielding sections of the map or placing a straight line along the North/South or East/West divides. There are of course exceptions to the general pattern.

Drawbacks

The GNP map portrays an indicator that is itself prone to much criticism. It shows only an average [therefore not accounting for variations within a country] and implies that income is the main way in which development should be measured. It ignores aspects of human development. Brazil for example is ranked as 'upper middle income' [US\$4,420] whereas Sri Lanka is 'lower middle income' [US\$820]. Given this information alone you would assume that Brazil is more developed than Sri Lanka. However life expectancy in Sri Lanka is 5 years higher than in Brazil and adult literacy is 92 per cent, compared to 85 per cent in Brazil. With the benefit of these figures the level of development suddenly appears very different.

A significant drawback of the GNP map is that it hides the enormous variations within each band. This is so for all the bands but particularly for the 'high income' countries which range from US\$10,600 in Portugal to US\$ 38,350 in Switzerland. We have tried to counter this by presenting each country as a proportional representation of its average income. In this way we can see that whilst Portugal and Switzerland are in the same income band [shaded the same colour] the difference is clearly expressed in their size, with Switzerland being almost four times larger.

Map on page 23 to photocopy for students' use



2: Quality of life ~ HDI Map

The weaknesses of using GNP per capita as a measure of development led the United Nations to develop an alternative measure. This was called the Human Development Index [HDI] and was first used in the 1990 Human Development Report. The HDI is a composite measure of four key indicators:

- ◆ Life expectancy at birth
- ◆ Adult literacy
- ◆ Combined primary, secondary and tertiary gross enrolment
- ◆ Gross Domestic Product [GDP] per capita [Purchasing Power Parity [PPP]]

Note that adult literacy and enrolment data are combined in a single education index prior to calculation of the HDI.

When computed the HDI produces a figure to 3 decimal places [eg 0.789]. Interpretation is straightforward with the level of human development corresponding to the number. In 2000 the range extended from 0.258 in Sierra Leone to 0.939 in Norway.

The HDI figure is then used to classify countries according to their level of human development as follows:

- ◆ Low human development 0.499 or lower
- ◆ Medium human development 0.500 - 0.799
- ◆ High human development 0.800 or higher

This division is commonly portrayed using a graduated shading [choropleth map], but is sometimes drawn using stark contrasting colours to demarcate the differences.

Benefits

The HDI map provides a directly comparable map with the GNP map. Similar patterns can be seen, but this is not surprising given that as a general rule, human development is closely tied to income levels [GNP per capita]. The HDI map provides a more realistic snapshot of development than GNP however, as it uses a broader framework in its assessment and categorisation of development levels.

One of the key benefits of the HDI map comes to light when it is used in conjunction with the GNP map. It is possible to identify countries that show significant variation across the two maps. India, for example is a low-income country according to the GNP measure, but is classed as medium human development using the HDI measure.

Other countries that vary across the two maps include South Africa [upper middle income/medium HDI] and Kenya [low income/medium HDI], but you should be able to identify others.

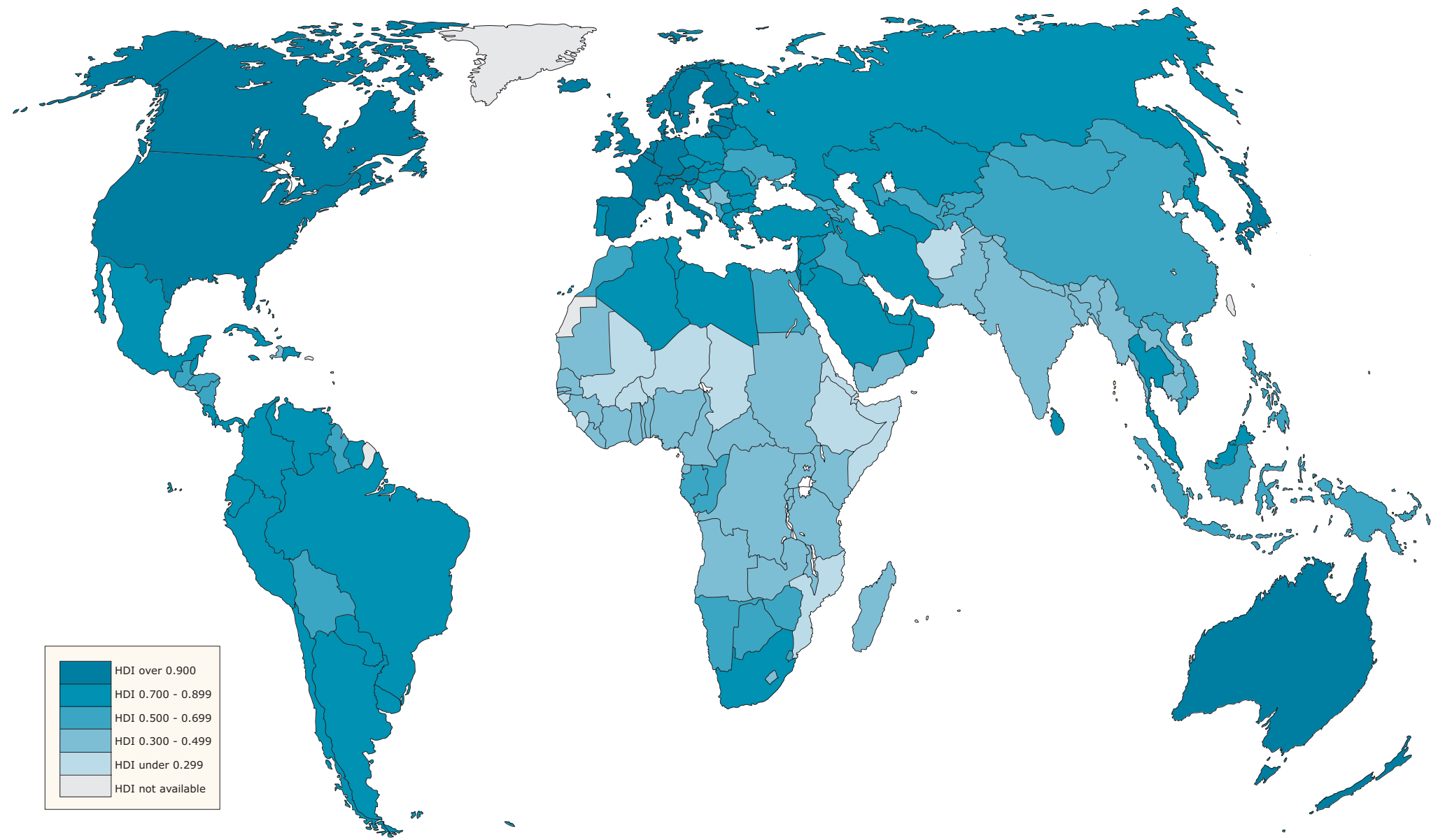
Besides identifying differences the exercise carries an important message that development is not all about money [income] and that some countries have made great strides in development in the absence of significant incomes. Similarly, some countries show relatively high incomes, but less success in development measured using the broader terms of the HDI.

Drawbacks

Though arguably an improvement on the World Bank's GNP per capita map, the HDI still deals with averages and the differences in human development within a country can be extremely varied.

Consider what factors might cause differences in human development within a country. The differences apply in this country too. For example:

- ◆ differences according to gender [male/female]
- ◆ differences according to age [child/adult/elderly]
- ◆ differences according to location [rural/urban]
- ◆ differences according to ethnicity [majority/minority]
- ◆ differences according to education level [illiterate/literate]



Map on page 25 to photocopy for students' use

3: Progress Map

One of the major drawbacks of using maps to look at development is that they often portray only a snapshot in time. This means development can be seen as a condition or characteristic of a country/region in the same way that we might describe individual children as tall, medium or short in height for example.

But children grow and their height changes. Development is the same; it is a process and not a static characteristic of a place. This is crucial to understanding development but as a process it is difficult to map.

It can be achieved by looking at a series of maps over time to try and identify changing patterns, but that can be rather impractical and occasionally confusing as those producing the maps can change their categorisations or map design over time.

We have produced an alternative method of using a map to look at development as a process. A key component of the HDI, life expectancy, has been used for this purpose. Using data for 15 selected countries [representing a spatial distribution and those often used in curriculum teaching] we have produced a thematic map using located bar charts.

The bar charts show change over the period 1960-2000, using the beginning of the decade as the time reference point [1960, 1970 etc]. Each bar chart is drawn using the same scale so that they can be compared to one another as well as looking at progress within a specific country.

Benefits

This type of map can be very useful to capture the concept of development as a process. It also shows the overall improvement over time for most countries. This helps counter the attitude that stigmatises developing countries as ‘backward’.

This map also allows us to consider rates of progress and development. Which countries have improved only slowly and which have experienced a rapid change in life expectancy? Some countries that may appear to have low development levels have actually achieved remarkable progress over the last 50 years, but started from a very low base - China for example has almost doubled its life expectancy.

Thematic maps that show change are also useful for monitoring development. It is possible to identify where countries make sudden gains or losses for example and to then try and find out why that might be. In Kenya and South Africa for example we can see that life expectancy rose between 1960-1990 and has since fallen dramatically. Further investigation will lead you to discover that this is as a result of HIV/AIDS in sub-Saharan Africa which is having an enormous impact on people’s life expectancy.

Drawbacks

Thematic maps can sometimes appear too cluttered.

If we had tried to produce a map showing data for 30 countries then it would have been much harder to use. There is also the problem of which countries to represent; any selection is always going to please some and disappoint others.

The data for compiling this map can be found on-line and used to make additional bar charts for the countries you choose. They could be added to the map.

Mapping Progress

The located bar charts used on the ‘Progress Map’ in this pack are a simple and yet effective way to monitor the development of a country using any selected development indicator. By looking at a set of data over time it is possible to identify individual trends and by comparing each country that is mapped, more regional or global trends can be identified. For example, which country has shown the greatest progress over a certain time period? Have some countries progressed and then fallen back again? Which countries have shown very little progress?

In the map provided we have used life expectancy as a measure of progress, but there are numerous other development indicators that could be used to monitor progress. These include:

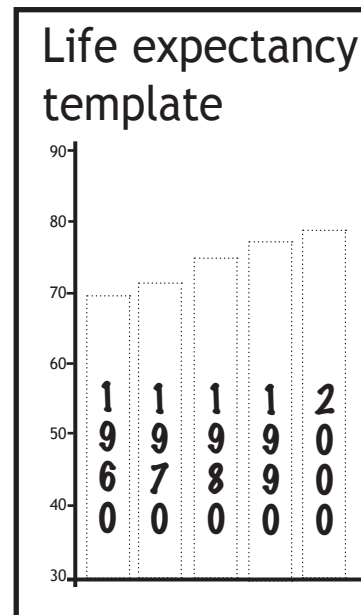
- ◆ infant or Child mortality [decline in]
- ◆ literacy [increase in] or illiteracy [decline in]
- ◆ access to safe water [increase in]
- ◆ primary enrolment rates [increase in]

It should be noted that data is not always available for every country and every year. This is due to different methods and frequencies of data collection and is unfortunately an unavoidable hazard of working with development indicators.

Activity:

The template on this page can be used to research changes in life expectancy for countries of your choosing. It has been drawn to the same scale as those used on the ‘Progress Map’ in this pack.

- 1 Log on to the Social Watch website www.socwatch.org.uy and select the ‘Social Development Indicators’ link on the home page.
- 2 Use the selection bars to choose indicators relating to ‘Demography’ and select ‘Life expectancy’.
- 3 Select ‘Years’ to show ‘All Years in the Series’ - this will give you the full range available.
- 4 Choose the country of your choice from the list under ‘Countries’. Note that you can use the selection bar to select countries within specific regions or select ‘All Countries’ to have a full global choice. You can choose to show as many countries as you wish.
- 5 Your choices will be shown on the right hand side of the page. When you are happy with your selection click on ‘Submit Query’. The database will display your results after a short time.
- 6 Use the raw data and the bar chart template to draw the bar charts for the country or countries of your choice. You will need to copy the scale from the main map in order to make your bar charts directly compatible.
- 7 You may wish to photocopy this sheet to do multiple charts. Once completed cut out the chart and add it to the map in this pack by locating it on or near the relevant country.



The same process can be used to produce progress maps for other indicators held in the social watch database. Note however that you will have to adapt the scale on the template to suit your data set.

4: Inequality Map

This map is a thematic map [like map 3], but instead of looking at development as a process it considers the difference in levels of development experienced by people within a country. Such differences are referred to as inequalities in the development literature. Just as development should be appreciated as a process, it should also be seen as something that is not experienced equally by all.

We have used income data to demonstrate inequality as it is readily available and widely used as a measure of inequality. The income data for each country is divided into quintiles and expressed as a proportion of total income. The quintiles are labelled as follows:

- ◆ lowest 20% of population
- ◆ second 20% of population
- ◆ third 20% of population
- ◆ fourth 20% of population
- ◆ highest 20% of population

The data is expressed as a pie chart divided into 5 segments, each representing a quintile of the population and their respective share of total income. The map includes a control pie chart which shows what a perfectly equal country would look like [all slices the same], so that the user can see the extent of inequality in each country.

Japan for example is relatively equal, whereas Brazil is extremely unequal. In all instances, there is a significant imbalance between the earnings of the lowest and highest 20% of the population.

Benefits

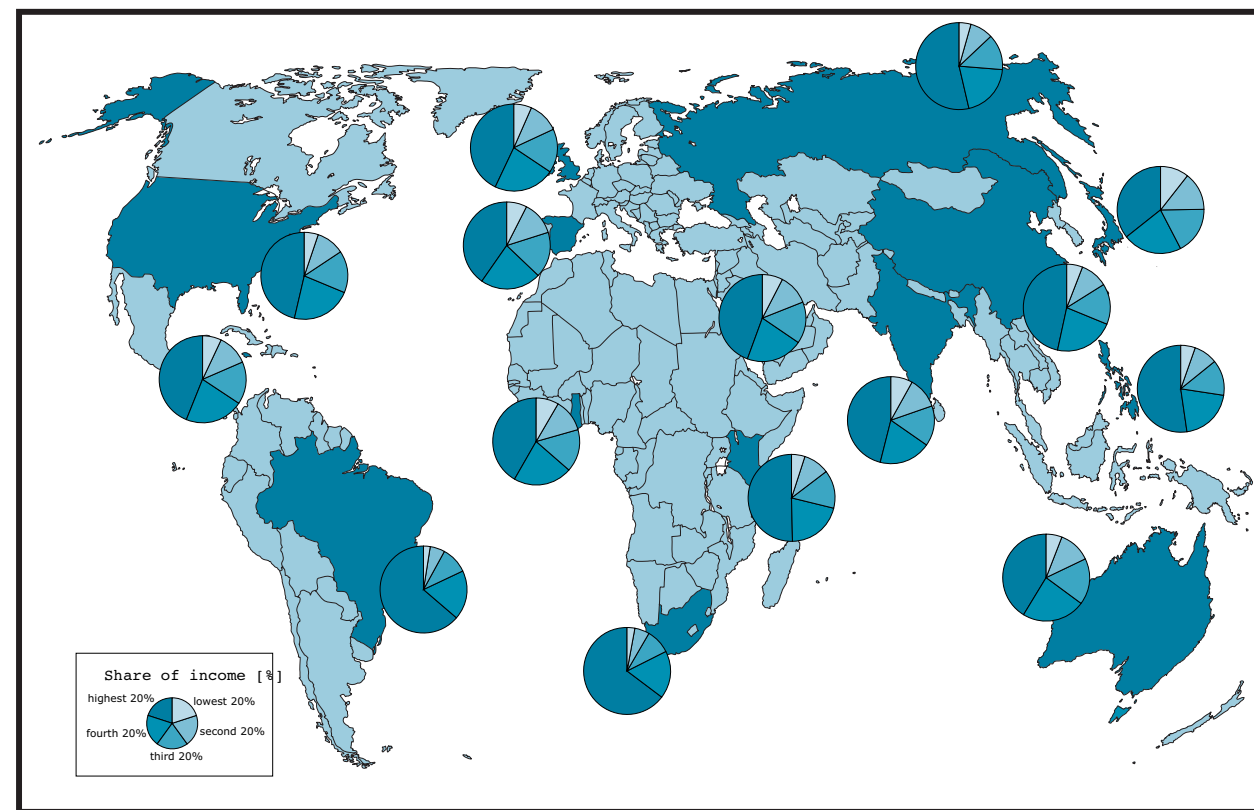
Inequality is an important concept to teach in development. Averages hide variation [sometimes significant] within a country and tell us nothing about whether everyone is sharing in the development of a country.

The map shows that inequalities are experienced in all countries, regardless of their level of development. This is clearly seen by looking at the pie charts for the UK and Kenya for example. They show very similar levels of income inequality despite being at the opposite ends of the range of average income figures.

Drawbacks

The drawbacks of this map are essentially the same as those of map 3.

As with map 3 however we have provided the internet reference for obtaining comparable data for additional countries so that students can add to the map if they wish to. A photocopy template is also included for this exercise though it could be completed using spreadsheet and graph software as an alternative.



Mapping Inequality

The located pie charts used on the 'Inequality Map' in this pack allow us to see inequalities within a country at a glance, using a very simple graphical method. It is also possible to compare inequality within individual countries at a regional or global scale. For example, which countries are most unequal or equal? Where are the extremes at their greatest?

In this instance the map shows inequalities in income, but the same principle could be used to show inequalities in other development indicators including:

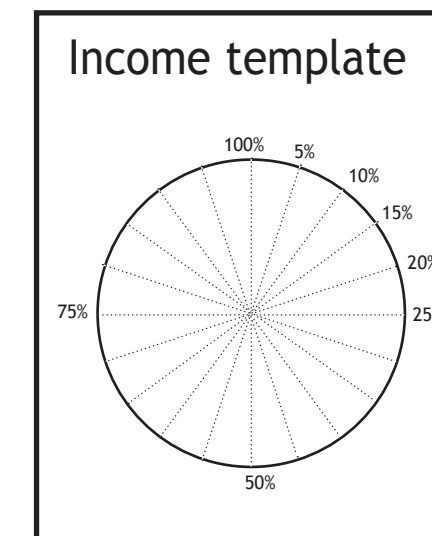
- ◆ proportion of population with/without access to safe water
- ◆ male/female enrolment rates
- ◆ proportion of population below/above international poverty line [US\$1/day]

It should be noted that data is not always available for every country. This is due to different methods and frequencies of data collection and is unfortunately an unavoidable hazard of working with development indicators.

Activity:

The template on this page can be used to research inequality within countries of your choosing. It has been drawn to the same scale as those used on the 'Inequality Map' in this pack.

- 1 Log on to the World Banks World Development Report 2000/01 website at <http://www.worldbank.org/poverty/wdrpoverty/report/tab5.pdf> where you will find the relevant data table.
- 2 Use the raw data and the pie chart template to draw the pie charts for the country or countries of your choice. The pie chart is marked in percentage divisions to make it easy to complete your pie chart.
- 3 You may wish to photocopy this sheet to do multiple charts. Once completed cut out the chart and add it to the map in this pack by locating it on or near the relevant country.



The same process can be used to produce inequality maps for other indicators. You will find some of these indicators on the Social Watch website www.socwatch.org.uy, but many other development related sites [see 'The Development Web' poster] also have suitable data. To use the Social Watch website follow the data query instructions listed under the 'Progress Map' activity.

4. EXPLORING DIFFERENT PERSPECTIVES

WHAT IS DEVELOPMENT?

Who Decides?

Development is an inherently political process that often involves people from different social, economic, ethnic, language and religious groups working towards a common goal.

Such groups [and others besides] can also sometimes be thrown into conflict as their differing needs compete for limited development resources [normally funding]. Relative positions of power and the ability of groups or individuals to use or counter that power are therefore of enormous significance to development and have been a mainstream concern of academic writing on development for the last 40 years or so.

Teaching the political aspects of development to young people can be particularly difficult, but asking the relatively simple question of 'Who decides?' can go a long way towards aiding the learning process. This approach will be familiar to those who have used the development compass rose [see page 12] in their teaching. It is also a specified aim of QCA unit 16 'What is Development?'

The resource opposite is intended for use as an inquiry framework to ask 'Who decides?' within any specific development project. This could be a very large international project such as the construction of a large multipurpose dam [Three Gorges on the Yangtze in China for example] or a local development issue within your local area.

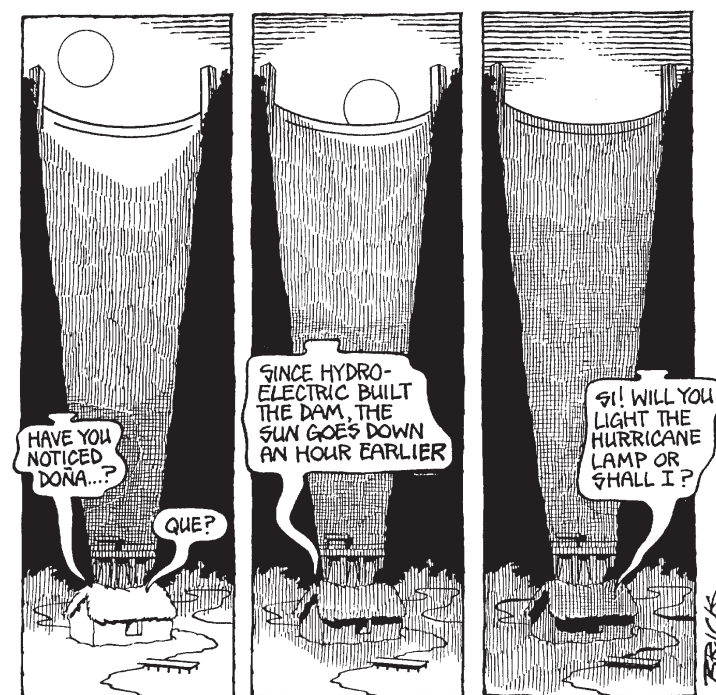
The project is not vital, it is the enquiry process that it is important to encourage in learning about development.

The framework is a simple flight of steps [it has also been conceived of as a ladder - 'the ladder of participation'] and provides a simple method for ranking

the decision making authority attached to any specific project. Those with least decision making power go on the bottom step and those with the most on the top step. The other parties are dispersed as relevant in between.

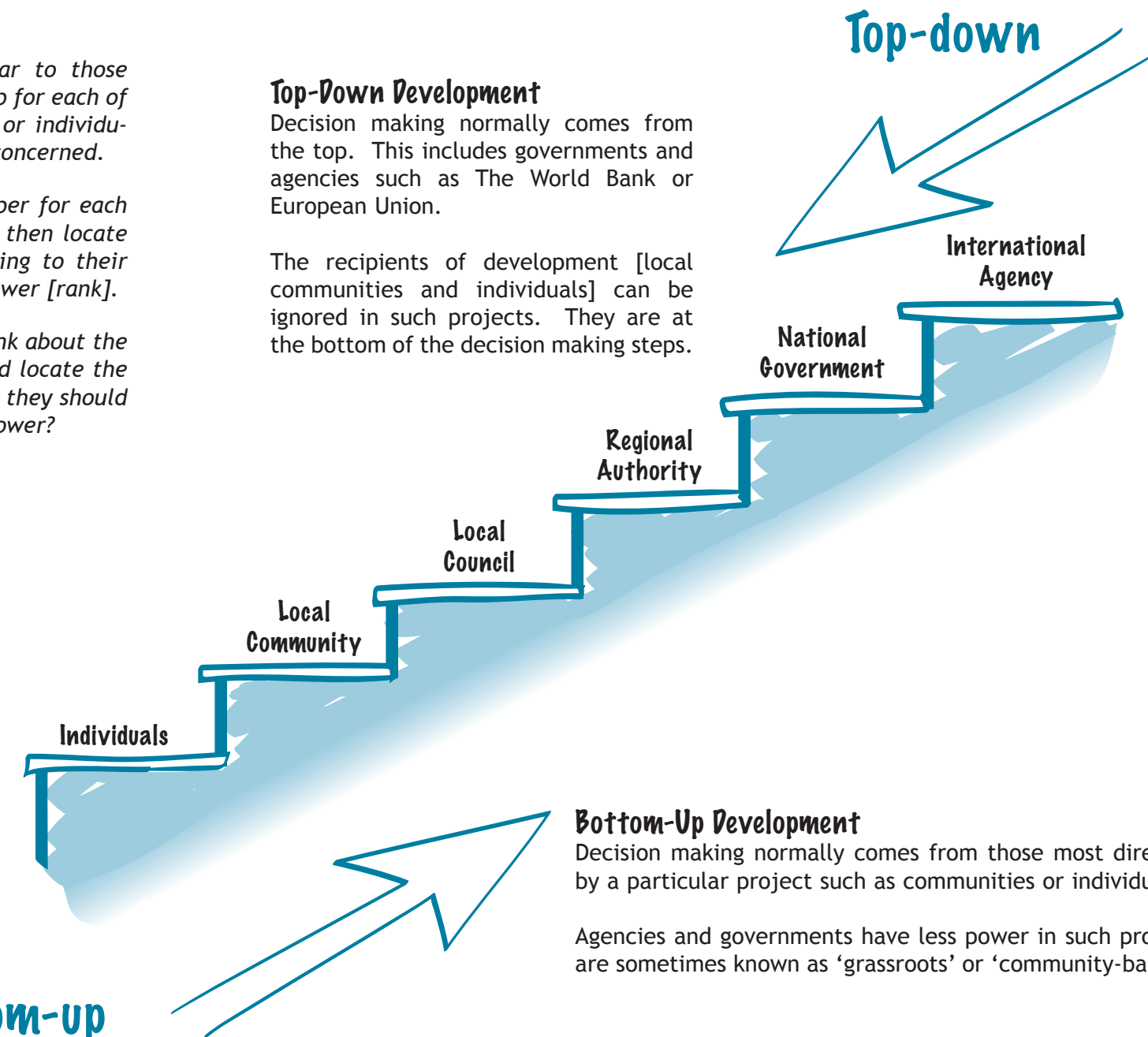
Using this framework it is possible to identify those involved in, or affected by any particular development project and look at their relevant decision making power by cutting out cards to represent each group and placing them on the appropriate step.

The opposite page explains more about how this might work. Heinemann's *Geography Matters* series, book 3, chapter 1 'What is Development?', provides an additional example.



Who Decides?

1. Draw a set of steps similar to those shown here, making one step for each of the different organisations or individuals involved in the project concerned.
2. Cut out a piece of card/paper for each organisation/individual and then locate them on your steps according to their relevant decision-making power [rank].
3. Using the same method, think about the project you are studying and locate the cards in the order you think they should be. Who should have the power?



Top-Down Development

Decision making normally comes from the top. This includes governments and agencies such as The World Bank or European Union.

The recipients of development [local communities and individuals] can be ignored in such projects. They are at the bottom of the decision making steps.

Bottom-Up Development

Decision making normally comes from those most directly affected by a particular project such as communities or individuals.

Agencies and governments have less power in such projects. These are sometimes known as 'grassroots' or 'community-based' projects.

Development: what do we mean?

The cartoons in this section highlight the idea of different perspectives. We can use them to raise questions about the patterns and processes that shape 'development'. It is important to see these questions in the context of our own society as well as in the 'Third World' ... and at a global scale.

The cartoon opposite could be used for a class discussion to introduce the idea of using cartoons and to take stock of the sum of the terms that have been used during the maps and statistics activities. It is important to understand the terms but also to be comfortable with the limitations of them and be aware of the danger of them becoming the basis for new assumptions and stereotypes.

Cartoons like photographs can be used either as preparation, enquiry or synthesis activity. We would recommend that it is important to become familiar with them through enquiry but then to use them in synthesis to help the class share some of their ideas and to manage some of the complexity in a way that is accessible to all.

Taking a closer look

All the cartoons in this section make a comment on the relationship between different groups of people and the nature of development. As an introduction to discussing these ideas it would be useful to ask people to select three cartoons and look at them closely.

- ◆ *What points do you think the cartoonist is making?*
- ◆ *What are the detailed features of the cartoons that suggest these ideas?*
- ◆ *What is used to symbolise the ideas?*
- ◆ *What for them are the most important 'messages'?*

An activity of this type also provides an opportunity for a group to become more aware of their own basic assumptions. For some groups this can be the stimulus for drawing their own cartoons. When it works it leads to valuable discussion but we need to take care that the skills involved do not get in the way or exclude some students.

You could build on this [as a synthesis activity] by offering groups a selection of cartoons from which they are each asked to **choose one which, for them, says something important about the nature of development**. They can then explain their choice to each other and clarify the ideas they have in common as well as those they disagree about.

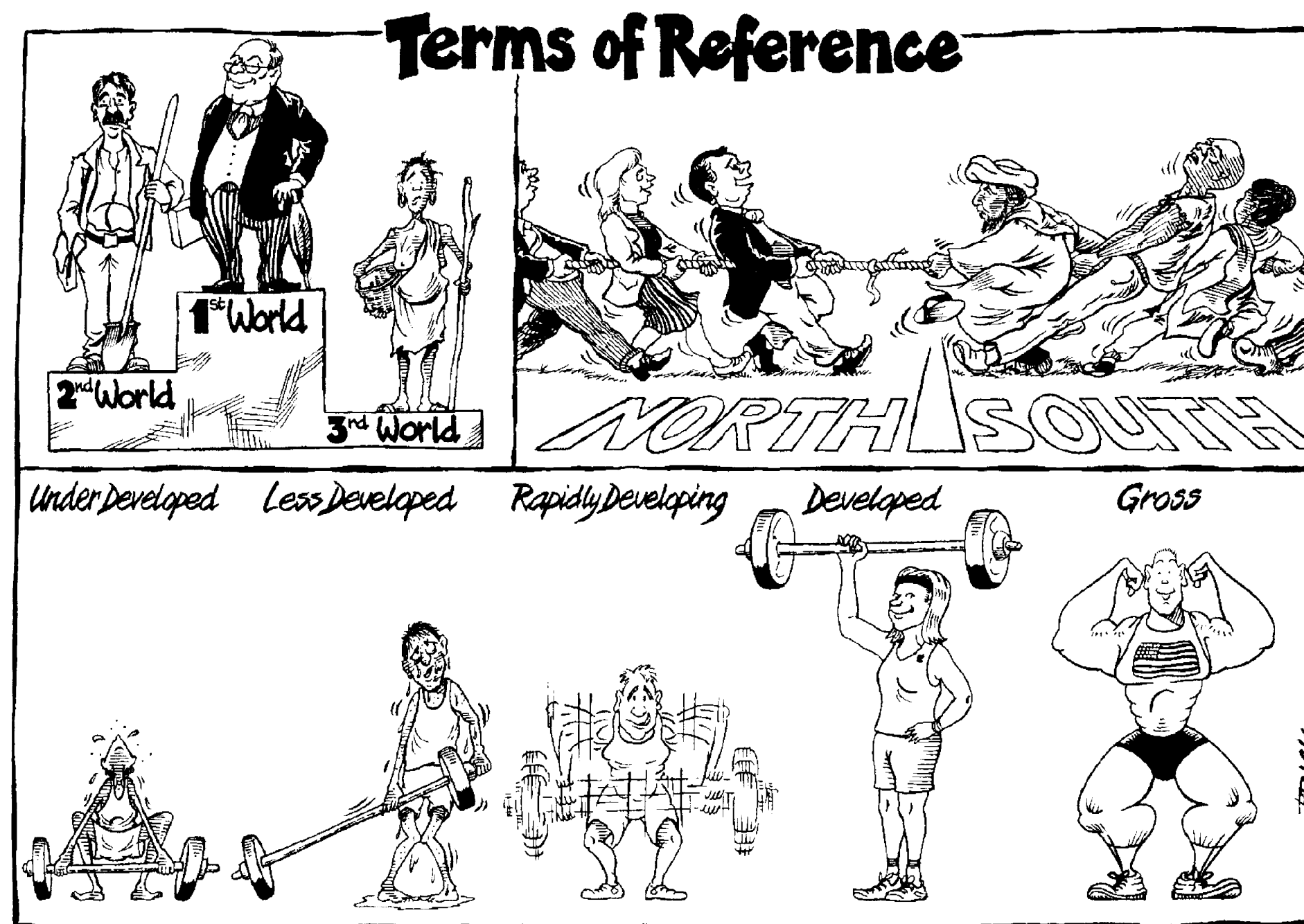
For some groups it may be useful to organise this response in a way that can be followed up as homework. Each group could for example be given a large sheet of paper with the heading: 'Development is ...'.

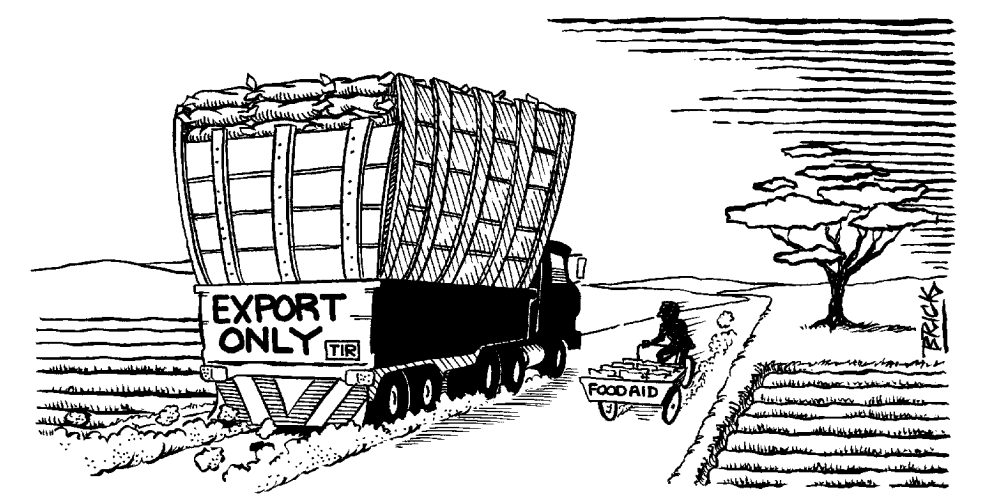
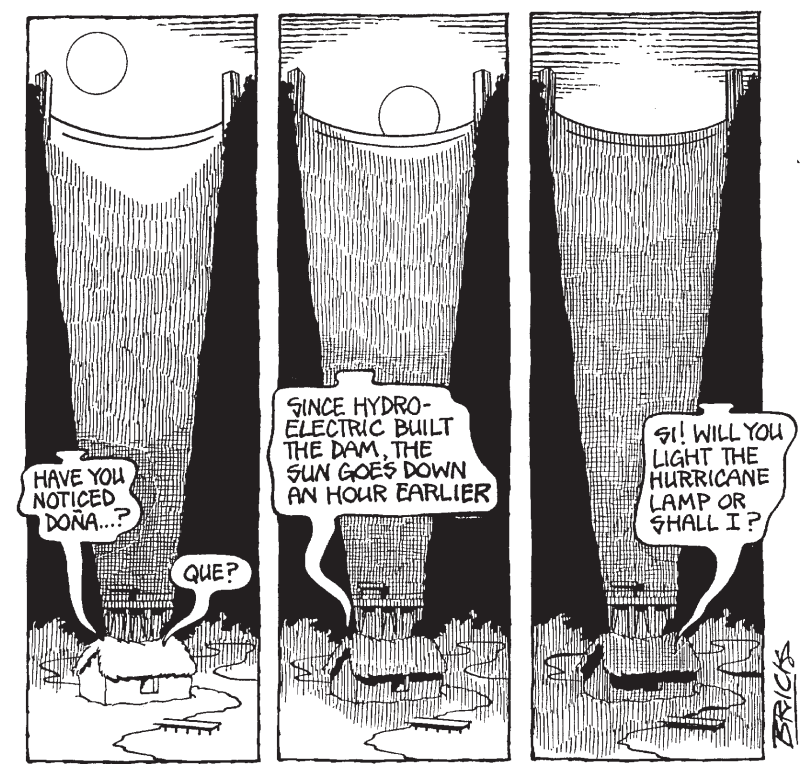
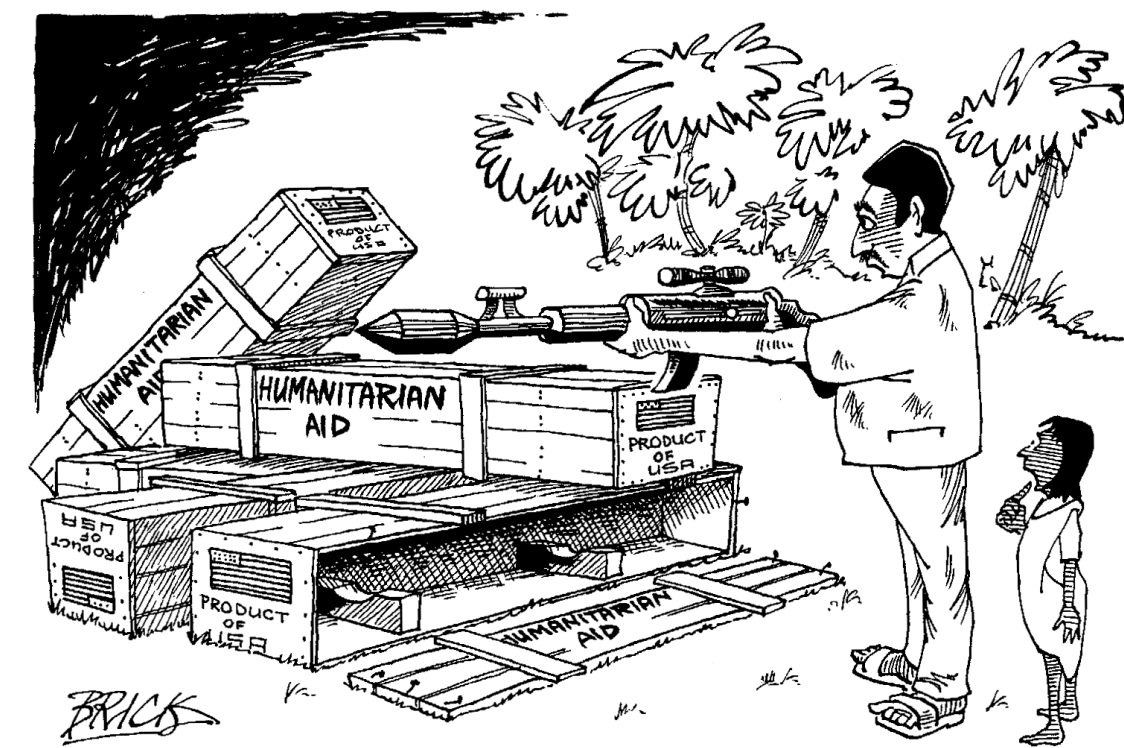
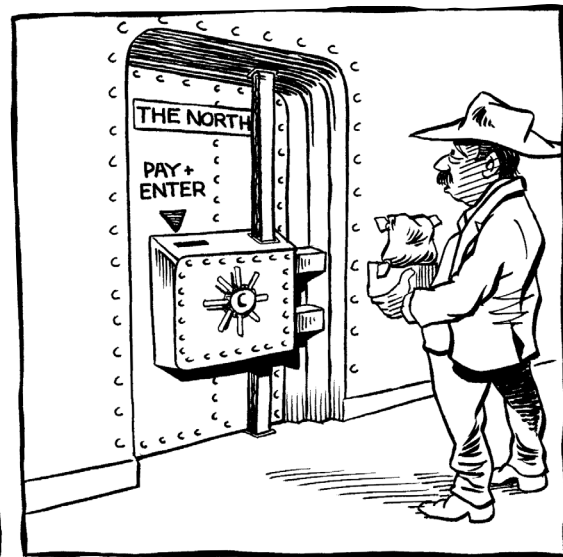
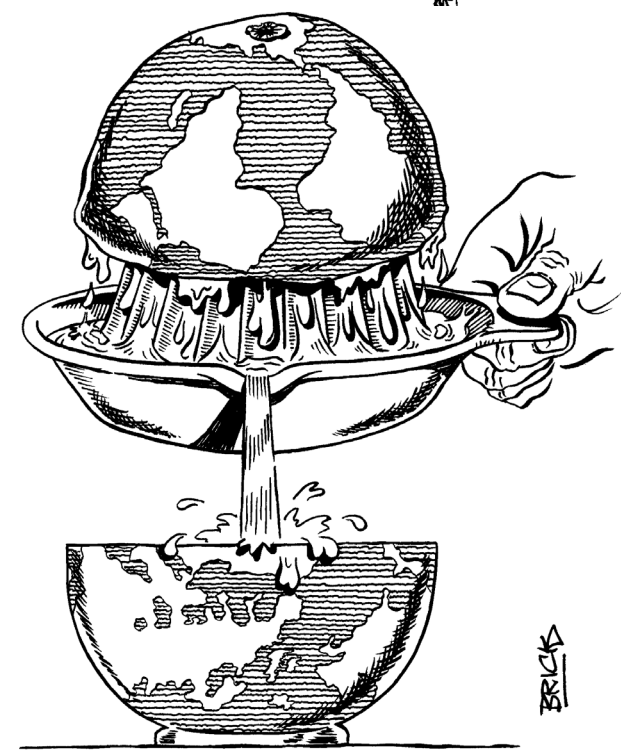
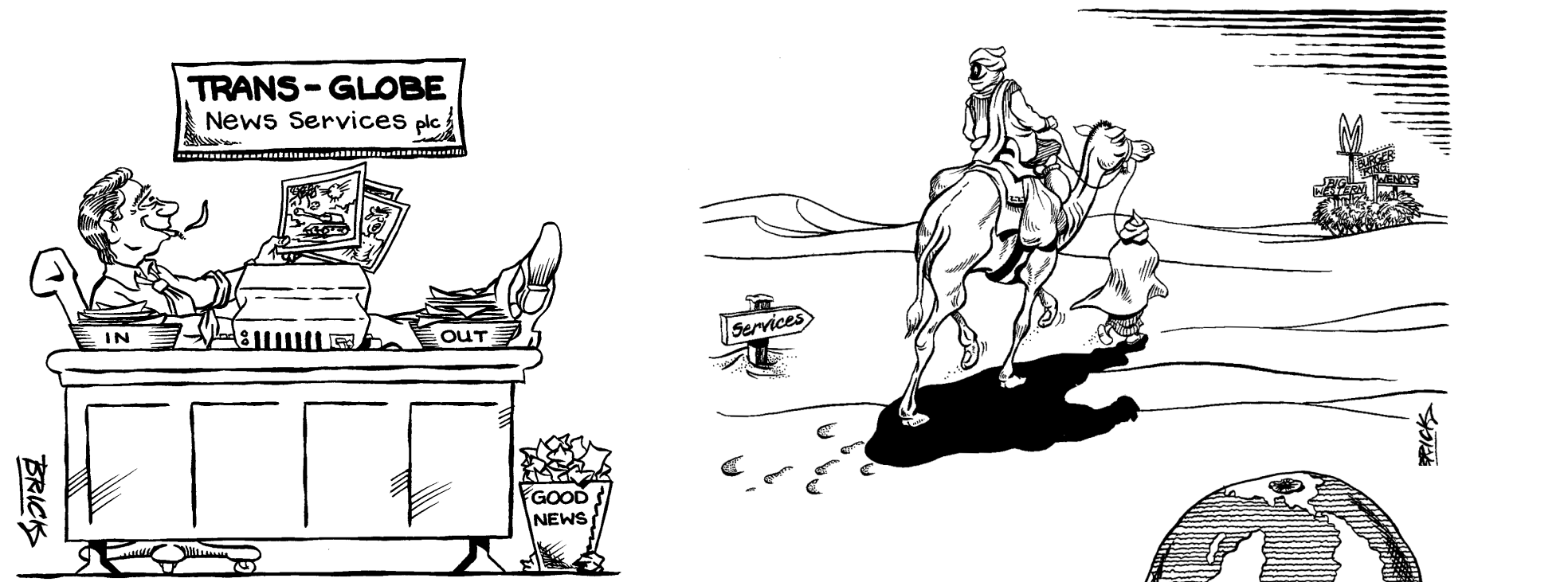
They could then brainstorm as many endings to the sentence as they can think of. They can then be asked to mark those that all members of the group agree with and those about which there is a disagreement.

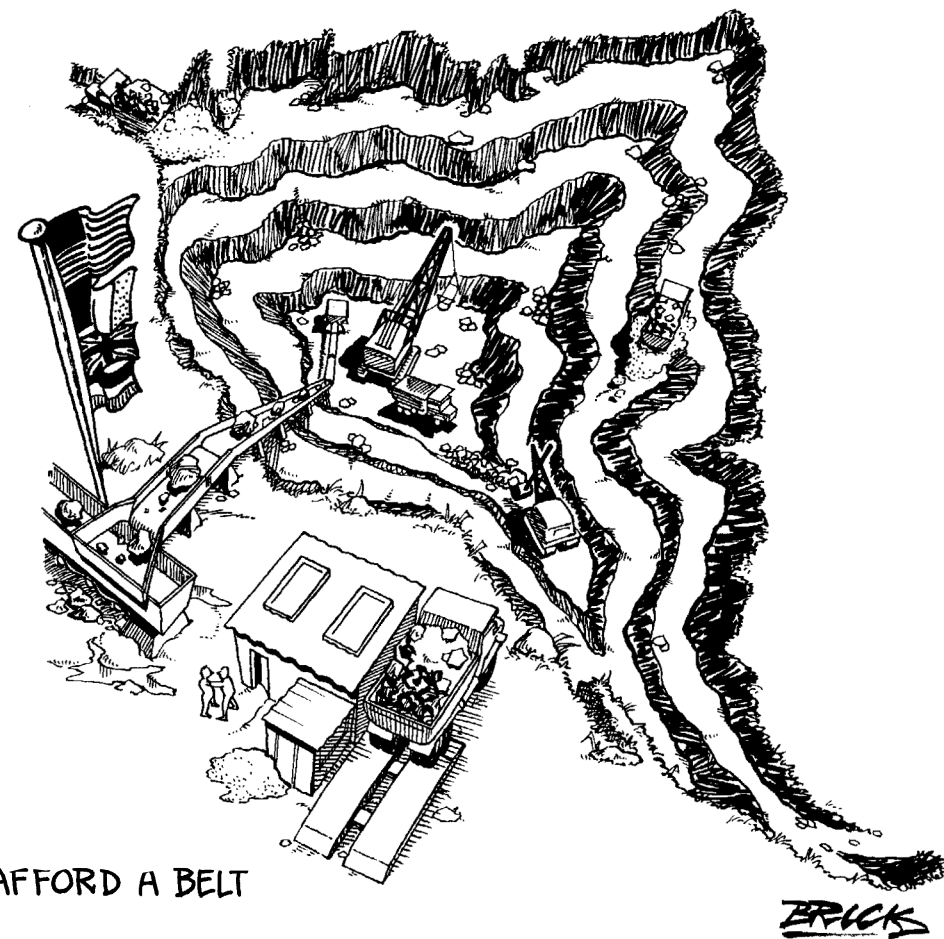
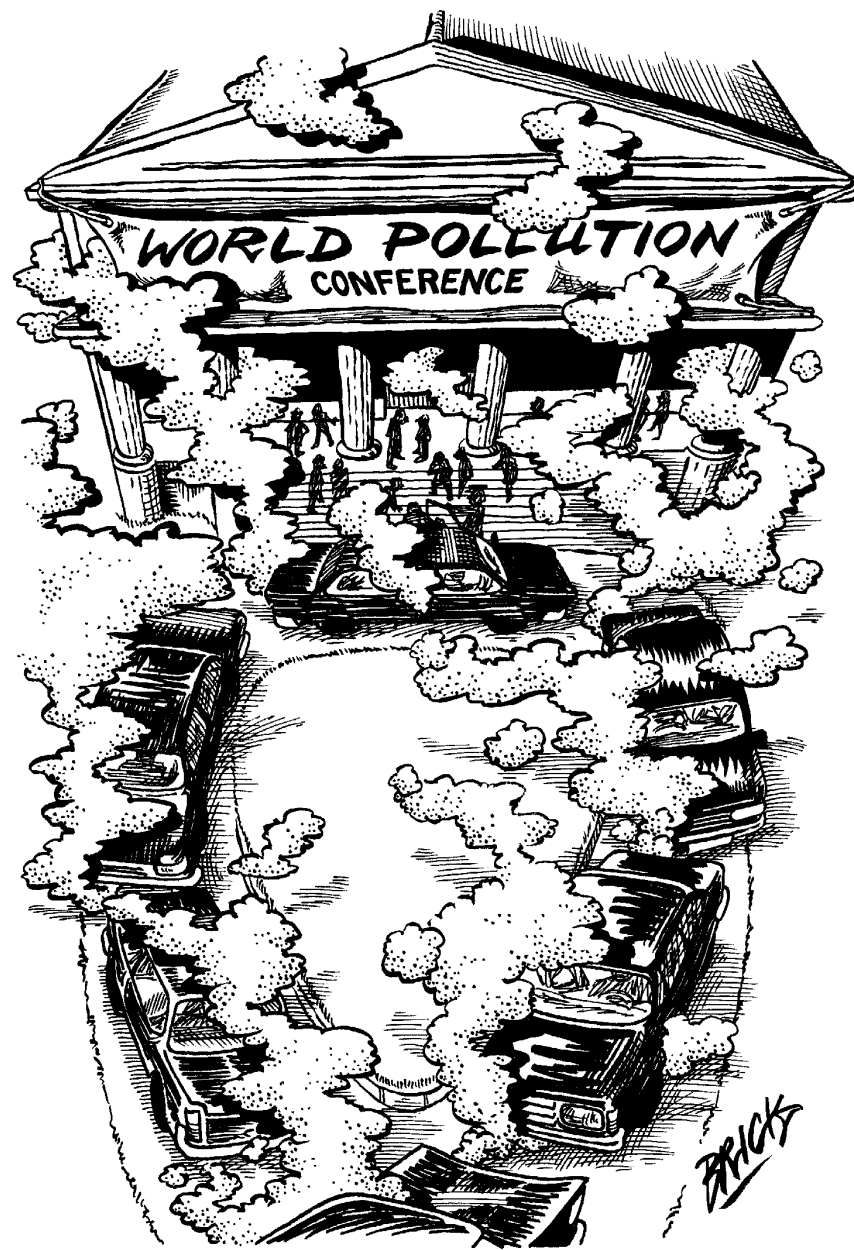
Alternatively, you could use the example below as a starting point.

Development is ...

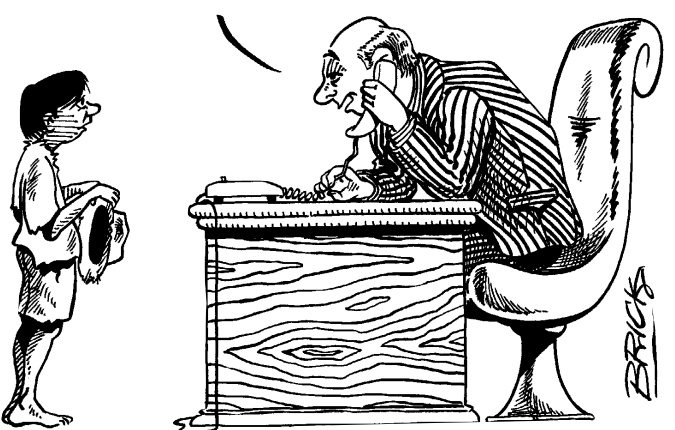
- ◆ the fairer distribution of wealth
- ◆ increased political stability
- ◆ increased economic growth
- ◆ a healthier, happier and more meaningful life for everyone
- ◆ less dependence by one nation on another
- ◆ the provision of basic needs for all
- ◆ increased interdependence between nations
- ◆ the availability of consumer goods







'CLAIMS HE CAN'T AFFORD A BELT TO TIGHTEN...



"LOOK GEORGE... THEY STILL GET THEIR FOOD FROM FIELDS."



Using the Web to explore the 2015 UN Targets

The Internet, or web as it is more popularly known, has opened up new and exciting opportunities for learning about development. There is a wealth of information available ranging from data to support topic or country studies, to news and views from around the world, to detailed case studies and campaign news from non-governmental organisations [NGOs].

Information on the web is usually more current than that available in printed form and so is particularly good for learning about recent trends and events. Many websites also monitor progress such as achievements or setbacks in reaching the international development goals of 2015.

Of particular interest and importance are those sites that allow learning about development from alternative perspectives; such as those that feature articles and views written by people from ‘Third World’ countries. Such sites are being added almost daily and are often listed under a gateway site [a site that provides access to many others, usually by a search function] such as the OneWorld network <http://www.one-world.net>.

Information Overload

There is a danger that with so much information on the web it can become a little overwhelming. There is also a lot of information that could be misleading or which presents a very biased view of a particular place or development issue. There are unfortunately no hard and fast rules for how to deal with such realities, but there are things you can do to limit wasted surf time. For example start with the sites of major organisations such as the United Nations, World Bank or major NGOs such as Oxfam or ActionAid.

Such sites are a generally reliable source of information and most provide links to other sites that are likely to have been tried and tested. If you visit a site you are not sure about then look for more information about the authors before you use it - most sites will have an ‘about us’ section for this purpose.

Book-marking [adding to your favourites list] useful sites can save time in trying to re-find useful sites, but if you are using a communal computer then your settings may not be saved. You will find in this pack some **web cards** that provide a simple and efficient way to store information about useful websites. These can be used to build an individual collection or combined to make a department collection. The process of developing cards is offered as a framework for students to organise their web searching.

Get Web-Wise

Most importantly the web cannot be relied upon to give us answers. It is just another learning tool that provides ideas and perspectives, some of which are more valid than others. We, and our students, need to develop the skills to glean information from the web which will enhance our understanding of development and stimulate our own thinking. There is much credence to be gained from the web, but no easy answers. The resources in this pack are designed to give a head start in finding materials to support learning about development.

Links to all the sites referenced on the poster can be found on the Tide~ website www.tidec.org.

Summary of UN 2015 targets

Economic Well Being

- ◆ A reduction by one-half in the proportion of people living in extreme poverty by 2015

Human Development

- ◆ Universal primary education in all countries by 2015
- ◆ Demonstrated progress towards gender equality and the empowerment of women by eliminating gender disparity in primary and secondary education by 2005
- ◆ A reduction by two-thirds in the mortality rates for infants and children under age five and a reduction by three-fourths in maternal mortality, all by 2015
- ◆ Access through the primary health care system to reproductive health services for all individuals of appropriate ages as soon as possible and no later than the year 2015

Environmental Sustainability and Regeneration

- ◆ The implementation of national strategies for sustainable development in all countries by 2005, so as to ensure that current trends in the loss of environmental resources are effectively reversed at both global and national levels by 2015

Use the web card template to store information about useful websites that you have found to help you learn more about development. Here are a few tips to help you complete your web cards. It may also be useful to refer to the completed cards that came with this pack.

Description

Write a few words to remind you what the website is about.

- ◆ What are the main things it is good for?
- ◆ How is it useful for studying development?
- ◆ Is it user friendly?
- ◆ Does it have good links?

Special Interest

Is there anything of special interest on this site? For example, an education section or a page that provides views and links from people in less developed countries.

Interactive Element

Is there an interactive section of the website? [It could be a quiz or activity, or perhaps an interactive tour.]

Navigation

Briefly describe whether it is an easy or difficult site to get around.

- ◆ Can you offer any tips for future users?

Weaknesses

Few [if any] sites are perfect, so make a note of any weaknesses here. It may save others time in looking!

Address

Write the full address of the website you have found in here for future reference.

Score

Look again at the information you have written and give the web site an overall score out of 5. Colour in or highlight the appropriate score.

WHAT IS DEVELOPMENT?

Address:

Organisation:

Description:

Special interest:

Interactive element:

Navigation:

Weaknesses:

Our score [out of 5] @ @ @ @ @

Your score [out of 5] @ @ @ @ @

Development - a question of Citizenship?

Tide- has published *What is development?* to share ideas from the project and to provide a focus for contributing to a new West Midland initiative on the theme *Citizenship, Place and Interdependence*. One of the issues we wish to explore is the role of geography, and within that awareness of development, in contributing to a sense of citizenship.

Global dimensions are vital to understanding our own local citizenship. A useful synthesis activity could be to ask students about how they see the work they have been doing on development in the context of their own citizenship. One way of doing this would be to reuse the photo set.

- ◆ Display the photographs in an area that students can view them all.
- ◆ Ask them to select 3 photographs which for them say something important about citizenship [this is deliberately an open question]
- ◆ Identify the 3 photographs with a 'post-it' - [with name on]. Working in pairs - share the issues.

In the process of debriefing it is useful to draw out the idea that they are moving from different scales and different locations quite easily. That there are many issues in common. So, for example, a photograph in Taiwan may actually raise a citizenship issue which is important to them in their own place.

Another approach would be to use the framework opposite which comes from *Whose Citizenship? ... a teachers toolkit* which has been published by another Tide- teacher group contributing to this initiative.

The ideas in this pack are also complemented by:

80:20 Development in an unequal world which offers 295 pages packed with case studies, statistics and a narrative featuring many key development debates and different perspectives. This is published by 80:20- Educating and acting for a better world in partnership with Tide- DEC.

Globalisation what's it all about? offers a series of stimulus and activities to explore that question. It also features a version of the Trade Game. We would very much recommend that those activities could be part of the 'carousel of learning' suggested on page 4.

What are the issues?

This framework, from Whose citizenship? ~ a teacher's toolkit, is designed to support students in an enquiry about their own place [ie its processes, policies, communities etc] to enable an exploration of citizenship issues at a town/city scale.

This framework can be photo-copied for use by your students.

an outward-looking approach?

These are questions to find out the extent to which communities, groups and organisations in this locality respond to issues in the wider region/world and learn from experiences in other places.

a sense of belonging for all?

These are questions to find out the extent to which people from different backgrounds and communities in this locality feel as if they belong. What steps are being taken to build this sense of belonging?

How is my town enabling ...

greater participation?

These are questions to find out the extent to which people in this locality feel included/represented in decisions that affect them and feel that they can contribute to change. What steps are being taken to enable and encourage people to get involved and to contribute their ideas?

a sustainable future?

These are questions to find out the extent to which this locality is planning to meet the needs of its population in the future. What kind of place will this be to live in, in fifty or a hundred years time?

Investigating citizenship in your 'global' place ...

an outward-looking
approach?

a sense of belonging for all?

greater participation?

a sustainable future?

