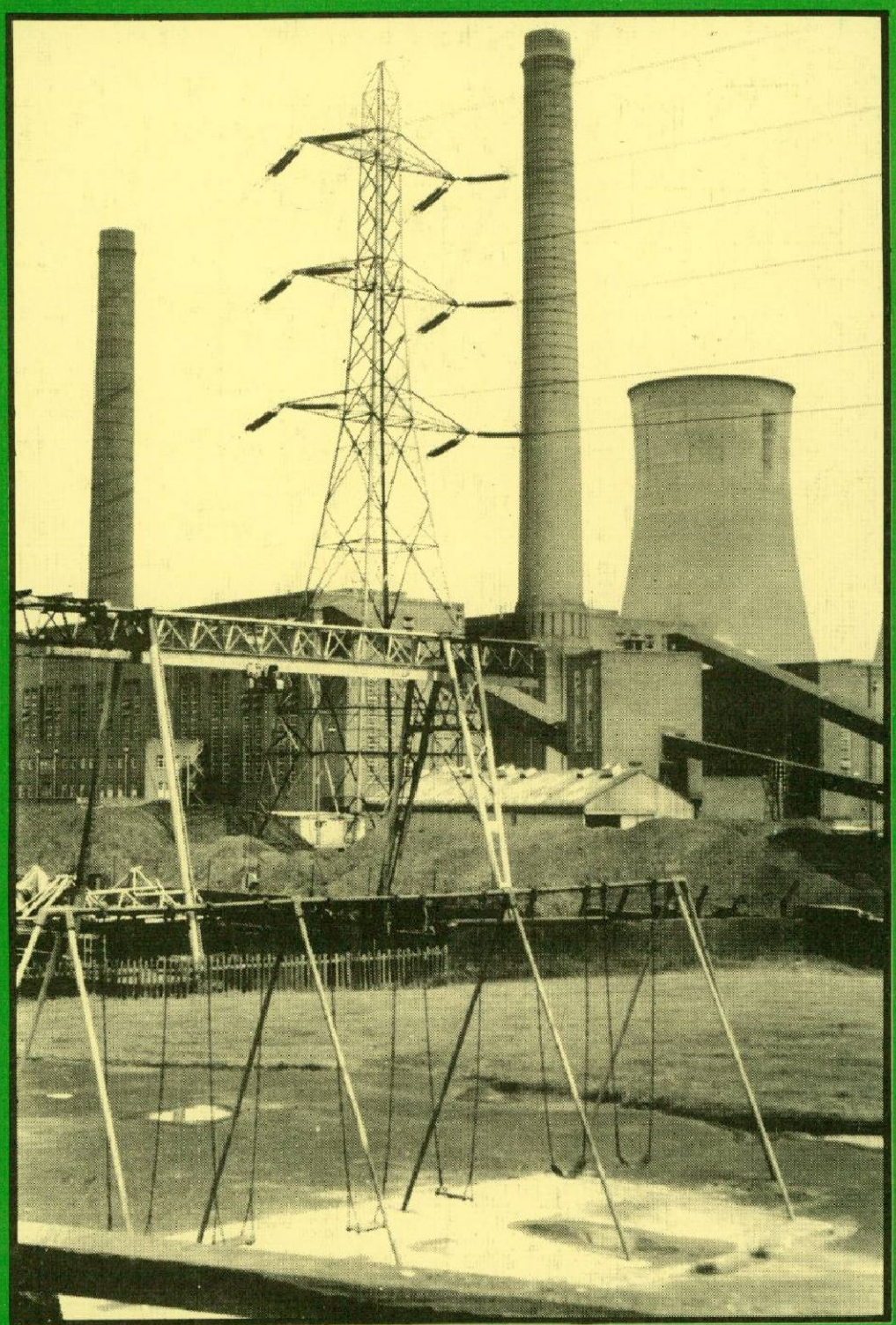
People before Places ?





development education as an approach to geography

Dedication

We would like to dedicate this book to Neale Andrews who was an active member of the group, full of ideas and always ready to argue out the issues. He is greatly missed.

The cover picture is from the photo-pack: 'The World in Birmingham – development as a local case study. (see page 2 for comment on the cover).

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People before Places?



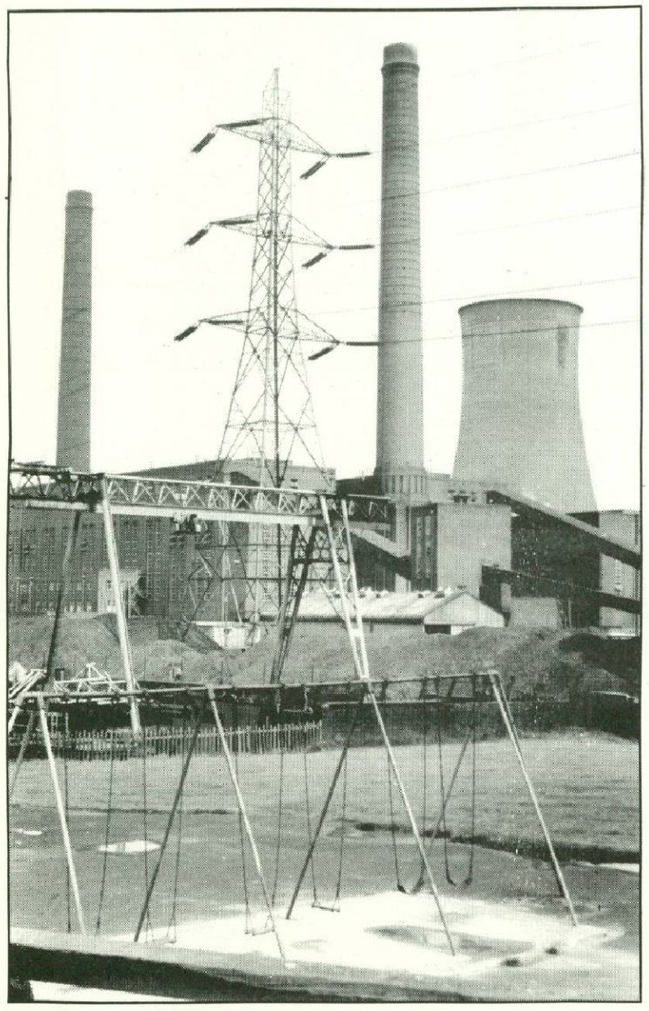
development education as an approach to geography

This book has been edited and written by Angela Daniels and Scott Sinclair of the Development Education Centre in conjunction with Maureen Barwell, Ken Ellis, Lawrence Kimpton, Keith King, Bob Prosser, Pat Robinson, Roger Robinson and Jeff Serf.

Where are the people?

What has a photograph of Birmingham got to do with development?

How does the way we understand our own locality effect our understanding of other places?



What are the choices in our development?

Energy: choices about the generation of electricity

Jobs: Powerstation, coal piles, metal workshop, play area.

What future?

Where are the children?
Do they use these swings?
How do they experience their local environment?
How do they see their home?
How do they see the wider world?

How can a study of our local environment help us develop skills to study other places?

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dec's geography project

'People before Places?' has been produced as the result of work with Birmingham geography teachers. The main work was part one of the development education centre's curriculum project. The book has been designed to share some of our ideas to support other teachers in tackling similar planning issues.

The project is outlined here.

By the late 1970's the geography of welfare was becoming well established in schools. Teachers had recognised that, by the age of 11, pupils had some awareness of a world which included rich and poor countries and that they had ideas about population explosions and poverty, food shortages and disasters. Pupils had assumptions about people from other parts of the world, which not only affected their perceptions of the people who lived elsewhere, but also of their near neighbours in a multi-ethnic, multi-cultural society. **The challenge for geography teachers was, and still is, to help pupils to use their own awareness of situations as a basis for increasing knowledge and understanding. Learner-centred approaches become vitally important in the classroom.**

The project at the Development Education Centre, Birmingham, evolved partly as a response to such challenges and partly to work already undertaken by the centre. One area of the Development Education Centre's experience was the running of study visits to Ghana, Colombia and India. The part that attitudes played in learning about these other places was explored, as well as providing opportunities for pupils to explore their own attitudes. The reports stress... **"....the idea that development education methods are as important as content, and attitudes and skills are as important as 'facts'."**

The design of the geography project which led to the production of 'People before Places?' was set against a number of challenges. They include:

Aims and objectives

- the need to clarify the objectives of teaching about development in geography.
- the need for guidelines to select case studies and content themes.

Planning

- the need for a framework to aid planning, which acknowledges the role of attitudes and stereotyped images in learning about other people and places.
- the need to use open-ended debate in which differing values can be explored.
- the need to introduce concepts in the more familiar context of the local environment, or of the pupils' own experiences.
- the need to make complex inter-related ideas accessible to the conceptual ability of pupils without over simplification.

Content

- the need to explore alternatives to a problem-centred approach to the study of developing countries.

Skills

- the need to clarify which skills a course on 'development' aims to introduce or improve and to clarify other skills specific to the subject matter and the material used.

Approaches

- the need to introduce approaches to teaching about development which enable the fulfilment of the objectives and skills indentified.

The working group for the project was formed in Autumn '82 and included a group of committed geography teachers, two lecturers and staff from the Development Education Centre. The group met approximately once a month to discuss the challenges of the project, to share their ideas on how these could be fulfilled, and to discuss the practical difficulties that were experienced in the classroom. As members became interested in particular aspects, small groups were formed to do additional work, which they then shared with the rest of us. Several of the teachers made particularly valuable contribution by trying out the ideas with their pupils and writing reports on the activities.

Outline of project's progress

Autumn 1982

This was an induction period in which those involved learned more about each others' thinking and laid the foundations for working together. Issues relating to development education and geography were explored, and visits made to schools to find out more of the realities of teaching geography in the West Midlands.

Aspects covered in the meeting included:

- the goals of a development education approach to geography
- planning considerations
- the complexity and options of content
- discussion skills and techniques
- resources for teaching.

Spring 1983

The working group continued from the previous term by:

- devising and interpreting "key questions"
- considering attitudes and the role of the teacher
- investigating approaches e.g. activities using photographs, topic webs and flow diagrams, simulation and role play
- exploring skills and applying suitable techniques in the classroom e.g. discussion, photo-skills, role play, evaluation of resources.

Summer 1983

This was a period in which the group attempted to consolidate its work, make further investigations into aspects which had proved difficult and begin to consider how the work could be shared with other teachers and educationalists.

Aspects covered included:

- key questions and potential themes
- evaluation and assessments
- the group's attitudes and values
- activities to bring out attitudes in the classroom
- consideration of specific issues e.g. racism
- review of resources used in lower school geography.

Autumn 1983

During this period efforts concentrated on the production of the publication to disseminate the project.

Detailed plans were made for the writing of the book, and initial drafts prepared. These drafts were circulated amongst members of the working group for clarification and comments.

During the Spring and Summer of 1984 these drafts were completed and work typset and artwork designed in preparation for publication. Plans are being developed for a dessemination programme. A national conference proposal for 1986 on 'Development Education & Geography' is being considered.

A full list of the working group can be found at the end of this book.



development

development is about people

development is about people making choices

development is about people making choices based on values

development is about people making choices based on values about the quality of life in the world

geography and development education

"Development education is concerned with issues of human rights, dignity, self-reliance, and social justice in both developed and developing countries. It is concerned with the causes of underdevelopment and the promotion of an understanding of what is involved in development, of how different countries go about undertaking development, and of the reasons for and ways of achieving a new international economic and social order."

(United Nations, 1975)

In this book we are concerned not only with the issues raised by the United Nations, but with learner-centred approaches to education which will encourage pupils to reflect upon such issues for themselves. We have related concerns, such as those quoted, to the geography curriculum in the secondary school.

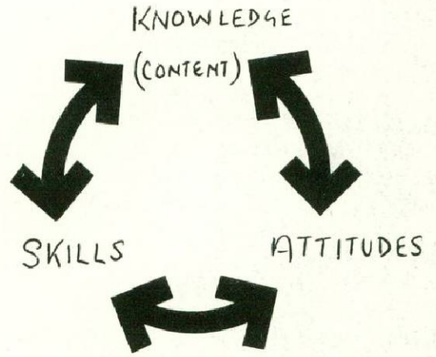
There are many definitions and ideas about the meaning of development education, ranging from teaching about Third World problems, to involving learners in a process which will enable them to become aware of their own attitudes and engender understanding and empathy towards other cultures.

"Development education is about developing the skills necessary for effective participation in the world:

- **Skills of recognising one's own values and the influences on these;**
- **Skills of empathy with people in different situations and with different cultures;**
- **Skills of acquiring information and of critical analysis of such information;**
- **Skills of recognising the validity of different points of view;**
- **Skills of forming one's own conclusions;**
- **Skills of recognising the way one relates to the world;**
- **Skills of recognising possibilities for future action.**

Development education is, in addition, about developing attitudes which are consistent with living in an inter-dependent world. Clearly, this cannot be achieved by simply telling people what to think. It involves creating opportunities to develop skills which enable them to respond to and question situations as they arise.

(Braun, D. Development Education Centre 1981)



Approaches to the teaching of geography in schools have varied over the last two decades, ranging from quantitative analytical methods to humanistic approaches using personal geographies. In many respects development education compliments the work of humanistic and welfare geographers. Many readers will have knowledge of Geography for the Young School Learner (GYSL), which in 1979 began a development education project designed for 14-16 year olds. This, in particular the teachers' guide, will have given many geography teachers an introduction to the ideas behind development education and geography. The method of learning undertaken by pupils is vitally important.

"...school geography is not merely concerned with knowledge and understanding but equally with the feelings and emotions of students."

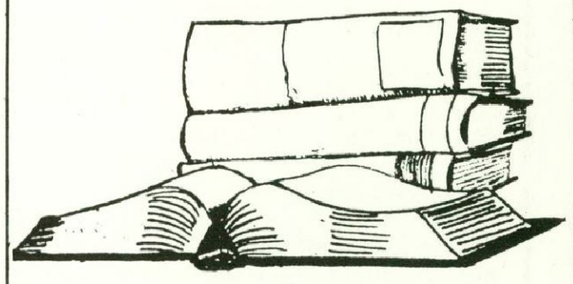
(GYSL Geography and Change Teachers Guide, 1983)

Geography has become increasingly concerned with mapping human welfare, issues such as life expectancy, work and aid projects being considered important. As a reflection of these concerns teaching about the "Third World" has become popular. Our survey in the West Midlands showed that much of this teaching occurred at 2nd or 3rd year level, the topics most frequently covered including water, deserts, settlements, urbanisation, industrialisation, food, agriculture, and population. The places most often used to illustrate these themes were India, the Caribbean, Brazil, West and East Africa. Reasons given for using these places included the availability of resources and the homeland of ethnic minorities in Britain. This is a specific example of good development education being part of multi-ethnic geography, because attitudes towards ethnic minority groups here are, in part, influenced by the images pupils have of other countries.

Most teachers used a variety of teaching approaches in their course about development and change, but felt the need for guidelines on planning, approaches, and methodology for learner-centred education in geography. Their aims in teaching about development included fostering understanding, awareness of links between countries, improving tolerance, helping pupils to develop powers of reasoned judgement. Few teachers felt that they had the expertise to fulfil these aims as they would have wished. We hope that this publication will go some way in helping such teachers.

It is difficult to arouse interest and concern amongst pupils when they have no immediate knowledge of a topic which is being presented to them. We therefore, believe that it is most important that they are given opportunities to express their ideas and attitudes about topics to which they can relate, in preparation for learning about development issues in distant places. Development affects each one of us. It has personal and local, as well as national and global dimensions. Pupils should be introduced to activities which raise their awareness of issues about which they have some personal knowledge, in preparation for work about developing countries.

Throughout this book we stress the importance of values and attitudes and the importance of raising pupils' awareness of these. At this point therefore, we would wish to state some of the values and attitudes that the working party agreed upon, as these indicate the underlying concerns that led to the strategies discussed.



Development education : a short reading list

Hicks, D. & Townley, C.
Teaching World Studies: an introduction to global perspectives in the curriculum, *Longman, 1982.ch.2.*

International year of the child.
Development Education, *IYC Secretariat, 1979*

Leaflet: What is development education? *DEC Birmingham, 1981*

Geography and development education

Hicks, D. Development education, in Geography and Change : teachers guide, *Nelson, 1983*

Hicks, D. Development education, in Geographical education: reflection and action, *OUP, 1983*

Storm, M. Geography and development studies, in The Changing World and Geography: suggestions for teachers, *CWDE, 1979.*

Storm, M. Geographical development education: a metropolitan view, in The Third World: issues and approaches, *GA, 1983*

FROM THE AUTHORS : OUR ATTITUDES AND VALUES

Concerning children and learning

A child's own ideas and perceptions are valuable and of prime importance in the learning process.

Children should be encouraged to explore their own values and to discuss their attitudes and feelings.

Children can learn from each other.

Informal discussion with peers is a vital component of learning.

Open and honest debate in the classroom is not incompatible with good control and organisation.

Critical appraisal of assumptions, ideas, opinions and "facts" is a vital skill.

Concerning human geography

There is no such thing as 'value-free' human geography.

There is no 'right' answer to issues in human geography.

Ethnocentricity is unavoidable, but should be explicitly considered and its implications studied.

Every individual has a 'personal geography' through which they interpret the world; the quality of this geography should be of prime concern.

Geographical studies should expose patterns of inequality and exploitation.

Students should be encouraged to look for causes of inequality and exploitation.

Political decisions commonly change the world and cannot be ignored.

Concerning people and society

Other people's systems of values and consequent attitudes should be treated with the same seriousness and concern as our own.

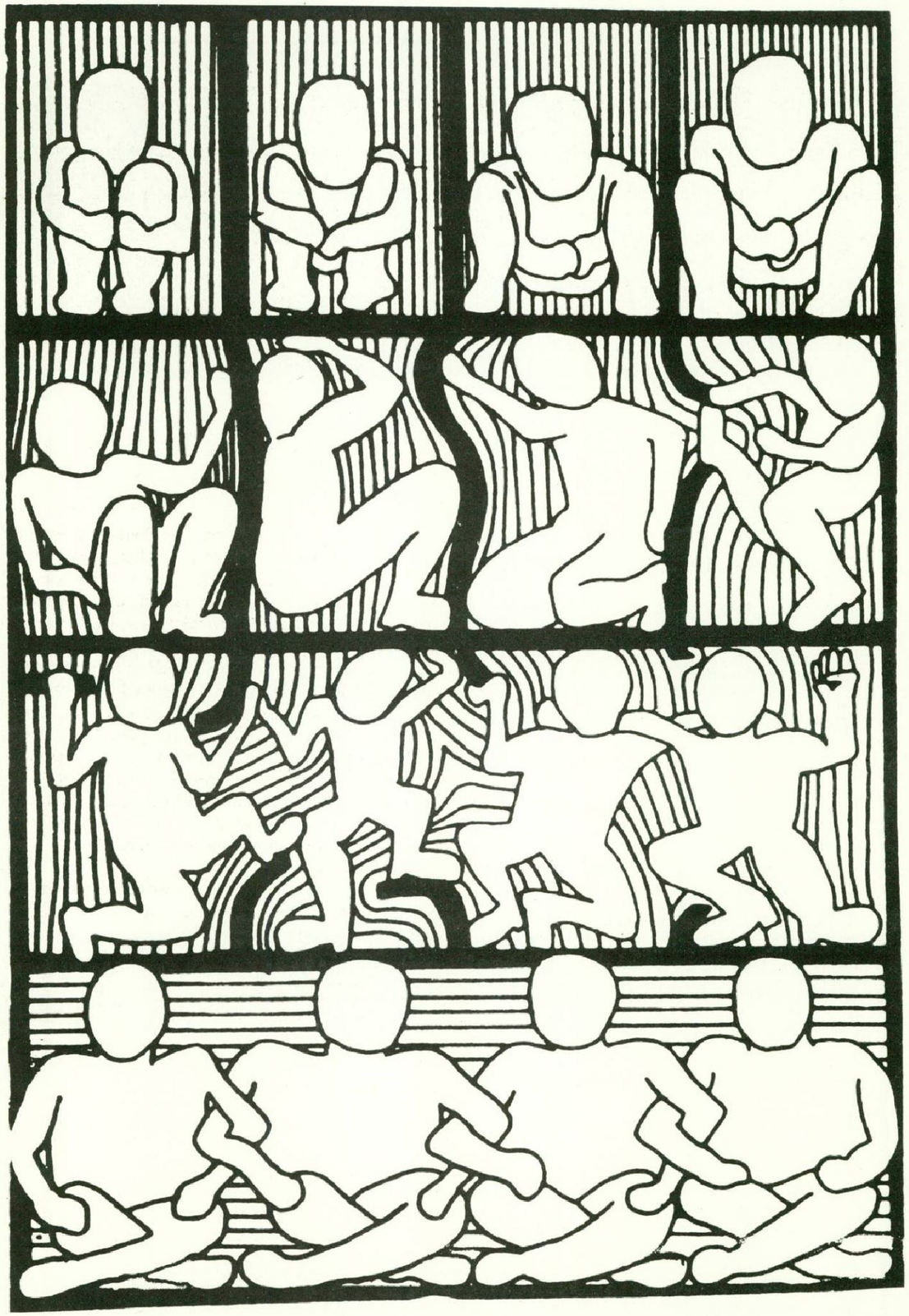
Overt anti-discriminatory policies should be supported.

Selfishness is not a characteristic to be applauded.

Oppression of persons for economic, social, political or moral gain is immoral, and should be exposed and criticised.

Capitalism and communism as practised today involve exploitation.

Inequality is created and sustained by human systems.



1. Building a Framework

It is important for individual teachers or a geography department, to identify a framework for planning their courses on the theme of development. In this section we have set out to share some of our experiences. In particular we have stressed the process involved in working together in such planning. The key questions which we have drawn up are included because we have found them useful however they will be more useful to you if you use them as a stimulus to developing your own. The key questions have been applied to two lessons on Tea to illustrate the views. In the final section the case study using photographs suggests a framework which we have found to have considerable application in planning schemes of work.

In this section, as elsewhere, we have included activities for groups of teachers as well as those for classroom use.

What are we planning for?

It is usual for educationalists to begin planning by considering aims and objectives. These more often relate to the teachers' intentions, rather than the pupils' gain, although they frequently have implications for both, for example:

- to develop attitudes of respect and concern for others
- to present objective views of the world
- to recognise the relationship between, and the interdependence of, developed and developing countries.

Aims such as these can be difficult to relate to teaching approaches, syllabus content and more particularly to how pupils' learn.

As we have already stated it is a learner-centred approach that we are advocating with the pupils' ideas, perceptions and values being of major importance. We therefore found it more appropriate to start with the pupils, and ask the question:

"What do we hope pupils will gain from a development education approach to geography?"

Often teachers have to plan in isolation from colleagues but it is more effective to share ideas. Whilst this sharing might be achieved through open discussion in a meeting, it is possible that not all members of a group will feel confident enough to contribute. Newer members of staff, for example, may have reservations if they do not know the attitudes of their colleagues. In order to avoid such situations it is necessary to devise ways in which all members feel able to contribute.

The teachers who joined our working group knew little of each others' ideas at the beginning of the project, so we decided to use a "card game" to explore the question given above. The game which is explained opposite gives everyone the opportunity to express their views on the question, and identifies areas of consensus or disagreement which can be followed up in the debriefing of the game.

Our experience in playing the game showed us that often colleagues express similar views, but in different ways. It is important that such differences are explored at this early stage, and also to remember that pupils are likely to have varying attitudes and approaches. Some of the most debated aspects were:

- **Terminology** – What do we expect pupils to undersand by the use of the words "concern", "respect", "tolerance"; what does "alternative" conjure in their minds; "rich and poor" are relative terms which have very different meanings for pupils according to their own experiences and attitudes towards life.

- **Development** – The members of the working group found themselves considering development as a sociological issue. Pupils may think of development in 'economic' terms. The approach to development used by colleagues may promote a limited view. It is necessary to be clear what views of development you wish the pupils to think about.

- **Action** – Some members of the group thought that, as a result of experiencing a development education approach to geography, pupils should be inspired to act, rather than passively understand. Reservations were expressed with regard to this – should the school be motivating pupils into what might be considered "political" actions?

The points of agreement were as follows:

- **development means different things to different people.**
- **development is about people, not just economics. People are the key factor.**
- **development does not necessarily involve economic development on the model of industrialised countries with advanced technologies.**
- **pupils should be aware of and able to question information and recognise bias.**
- **pupils should recognise that development is taking place in their own local environment, not only in other countries.**
- **pupils should gain a better understanding of other countries, and other peoples.**
- **pupils should recognise the interdependence of world communities.**
- **pupils should gain the ideas that development is about choice, and that any choice has both positive and negative aspects.**
- **pupils should gain an understanding of the geographical patterns existing in developing countries (eg. agriculture, industry, settlement).**
- **pupils should be encouraged to make 'positive' contributions to the development debate and be made aware of possibilities to respond.**

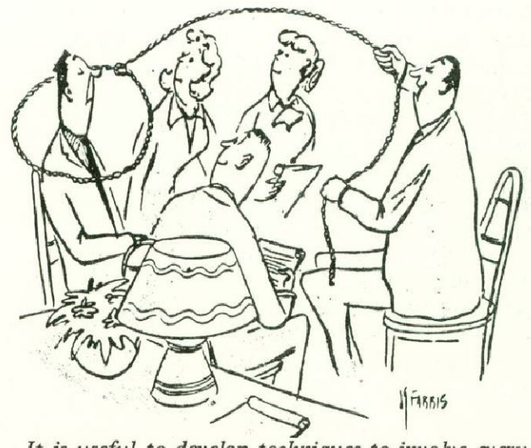
Such a consensus as the above has clear implications for teaching strategies, approaches to information, and knowledge that we would hope pupils would gain and the effect such knowledge might have on their attitudes and activities in life. These issues will be discussed in more detail later in this book.

The card game helped to clarify the purpose of teaching geography through a development education approach, and its value to pupils. Some suggestions made during the card game provided possible starting points for the selection of content. For example:

- studies of development in local situations
- the effects of a development project on people with differing interests
- geographical patterns in developing countries, including agriculture, industry and settlement.

This last suggestion is a reminder that geographical concepts such as location, distance, scale, distribution and accessibility should still have an important role in a geography course. Geographical skills such as map work are also important.

Your department might attempt a similar clarification, before looking closely at the content of your geography courses. It should be interesting to see how they compare with the conclusions of our working party.



It is useful to develop techniques to involve everyone in planning

CARD GAME

Purpose – to focus attention on the question:

"What do we hope pupils will gain from a development education approach to geography?"

Procedure:

Divide into small groups.

Give each person four or five blank cards.

Ask them to write statements in response to the question, each response being written on a separate card.

Collect cards. Deal three to each person. Leave the remainder on the table,face down.

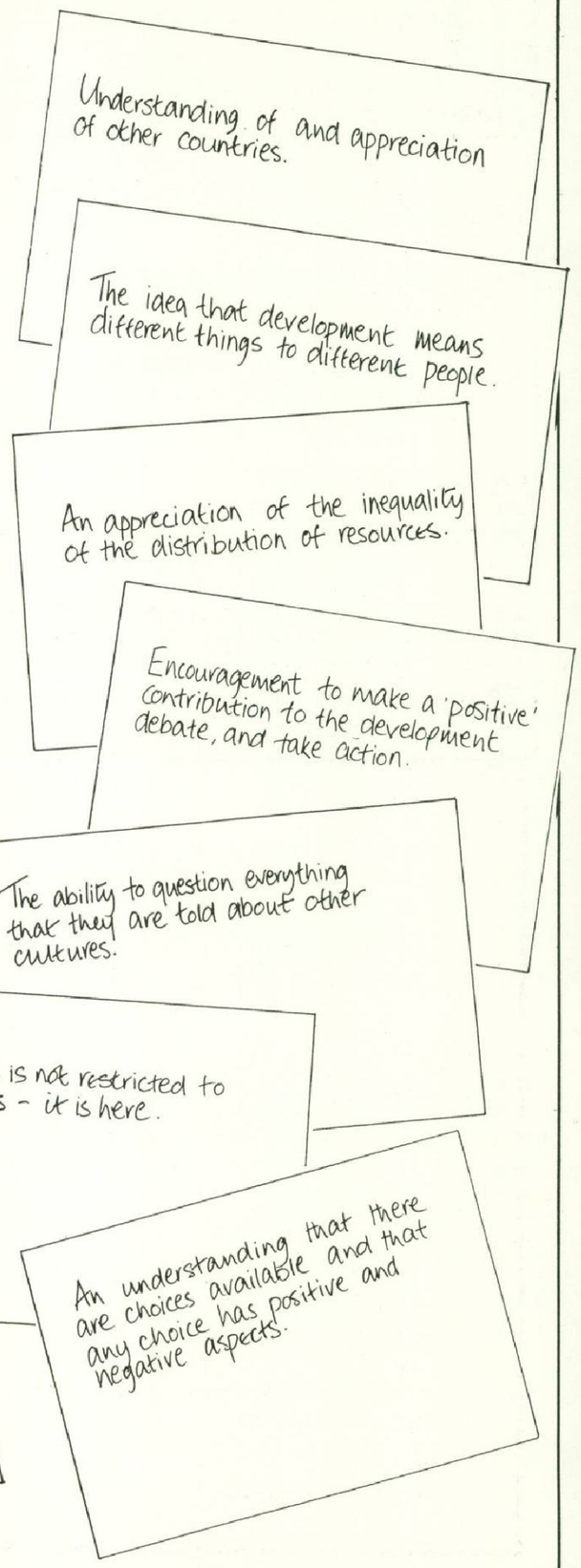
Ask everyone to look at their three cards and discard any which they personally wrote, or with which they disagree.

Give everyone the opportunity to select cards from the table until they each hold about three cards with which they agree.

Small groups discuss the statements selected.

A consensus of the groups opinions is formed and different view points identified.

Groups come together to share opinions.



APPROACHING CONTENT

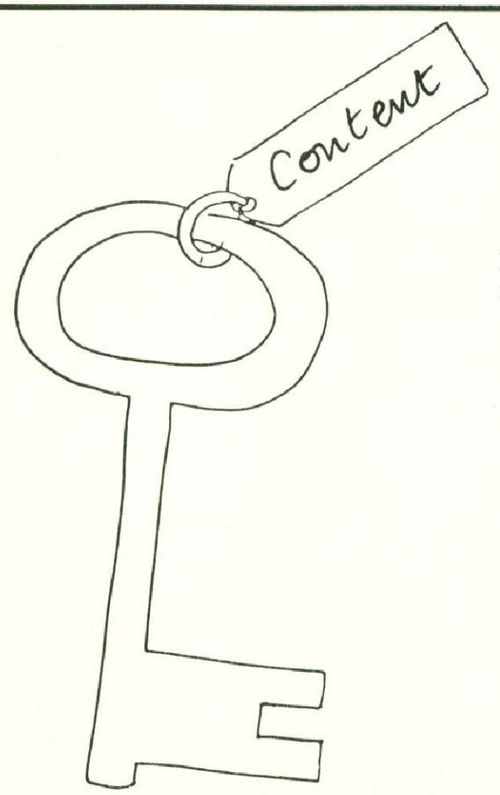
Two sets of key questions are suggested:

A. **to clarify the issues involved in specific geographical topics,** *(see below and pages 16/17)*

B. **to evaluate the learning and teaching methods used in the classroom.** *(see page 44/5)*

One of the values of the card game was that it reinforced the fact that the same knowledge can be perceived in different ways.

In order to guide us in this matter the working group devised a series of key questions. Such questions can help us to identify the potential of development education perspectives for geography.



Four questions aid preliminary issue identification in our approach to content.

1. **In what ways is the environment being used/ changed and what resources are being exploited/developed?**

2. **What modernisation has taken/is taking place?**

3. **What obvious patterns of social/spatial inequality exist?**

4. **Who owns and controls the land, buildings and enterprise?**

To illustrate how such questions can be applied we have two examples of teaching about tea plantations.

The first is a description of a fairly conventional lesson about tea plantations in Assam, which is part of a series on different types of farming and farm production. It is an optimistic plan, packed with information interestingly presented and leading to a useful spatial decision-making exercise for the pupils. This kind of lesson is very acceptable as "good practice" – it starts from the pupils' own experiences, discusses physical and economic influences on tea production and develops ideas of spatial organisation and decision making in a specific framework. It offers a variety of stimuli and tries for 'reality'.



Tea I

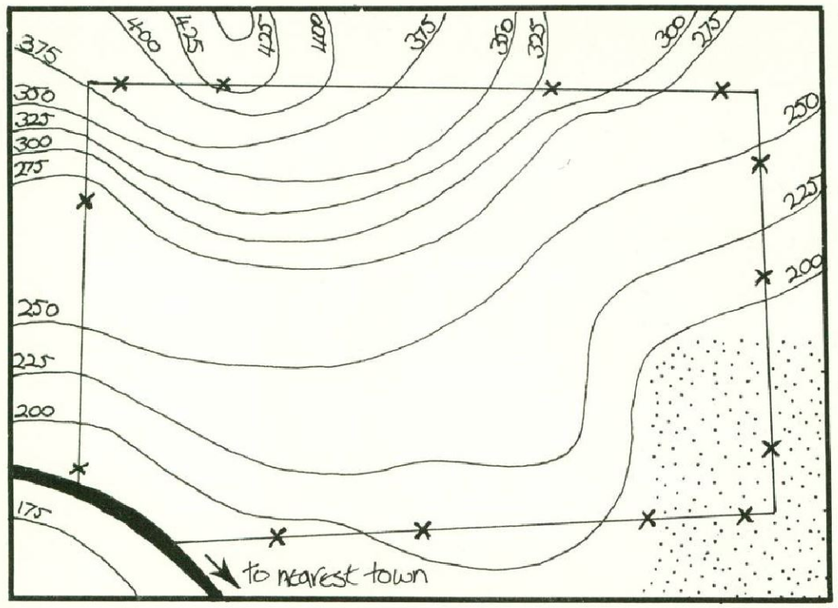
Plantation Agriculture – Tea in Assam
(Double lesson + homework)

1. **Stimulus** Bring in glass jars of black tea, green tea and 'special' teas, bring in packets of the same. Discuss tea drinking –England 10lb per person per annum. Discuss varieties of tea – two main varieties of tea bush:

   China and **Assam** – both can be processed for black or green tea etc.

PLAN A TEA ESTATE IN ASSAM

- x1 *Manager's house and gardens*
- x2 *Workers' houses (the "lines")*
- x1 *Factory/packing area*
- x2 *Nursery area for seeds/saplings*
- x48 x12 *4 million tea bushes at 7,500 per*



2. **Tea bush requirements**
The British drink more tea per person than any other country; 30% of world's tea is sold at London tea auctions; since 1850 Chinese style teapots instead of barrels have been used for brewing and great growth of drinking.

Table of requirements:

1000 mm rain annually
Short dry season for picking
Occasional mild frost will not harm
Hot growing season (20°C)
Deep well drained soil

Young and Lowry 1979, **A Course in World Geography**. *Book 3 pp 112-113, (Arnold)*

Why don't we grow it ourselves?

Atlas: Climate maps Europe – too cool in most of Europe. Why not in heated greenhouses with irrigation? Because it's cheaper from other areas with right climate and cheap land and labour.

Climate maps of Asia – locate growing areas especially **Assam**

3. **A tea plantation in Assam**
Slides/textbook photo (1) general view (2) close-up picking.

Blackboard/banda of process sequence:

Plant, weed, prune – pluck – wither – roll – sift – ferment – dry – sort – pack (black)

Plant, weed, prune – pluck – wither – steam – roll – fire – sort – pack – (green)

Map of tea estate showing only relief, boundaries and main road.

Locate and mark on map:– manager's house, workers' houses, 'nursery' area, processing/packing sheds, main estate tracks, areas of tea bushes.

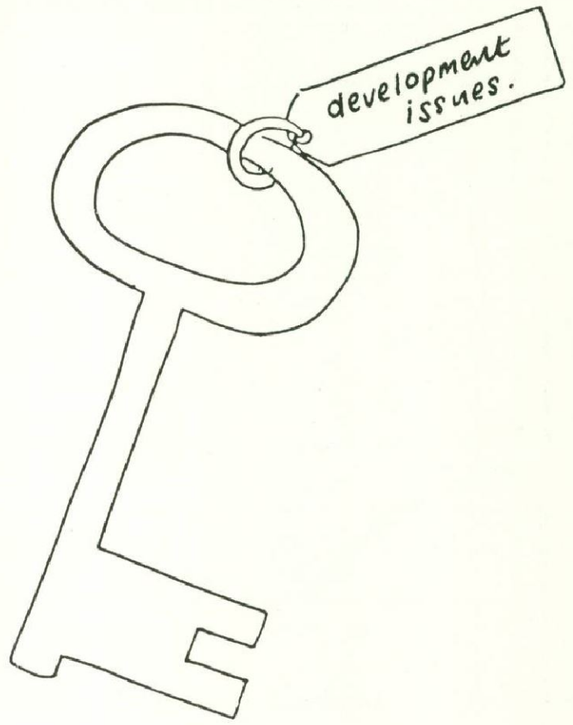
Areas covered by each is shown on the key.

Write a few sentences explaining the reasons for your decisions.

We would not suggest that this should be scrapped, but would query it if it were the only approach to tea plantations. The key questions on content can be used to explore a development perspective on the topic.

The implications of the four questions which served to identify issues were considered in more detail. A checklist exploring the various aspects of each topic was devised, with suggestions as to the approach to take when seeking answers. These questions, which are given below, can be applied to most topics.

On this page we illustrate the use of these checklists on our first example of teaching about tea.



The identification of development issues – key questions checklist.

Each question should be considered from a number of viewpoints eg. individuals within the community, groups inside and outside the areas of study, indigenous people, recent arrivals, modern scientific technologists, traditional technologists, rural people, urban people, capitalists, communists etc.

THE KEY QUESTIONS	APPLIED TO TEA (1)
1. Environment and Resources	**Environment and Resources**
(i) What relationships between the community and the environment are or were maintained by traditions and indigenous technology?	*(i) Before tea plantations hill tribes maintained forest environment by limited usage.*
(ii) Is the environment being degraded/polluted/ conserved? If so by whom? For whose benefit?	*(ii) To set up the plantations there was major deforestation. Well-controlled physical environment of tea gardens organised by outsiders for benefit of all concerned, but especially for outsiders.*
(iii) Who is managing/providing capital for the resource development?	*(iii) Multi-national corporations, Indian businessmen, Indian government.*
(iv) Who benefits and by how much during the resource development? Who suffers or fails to benefit?	*(iv) Share-holders, landowners, tea drinkers benefit. Local people and immingrant labour benefit to a lesser extent by ways of infrastructure/regular income.*
(v) How far are the people in the area involved in decisions about the resources?	*(v) Very little usually.*
(vi) How do outside links affect activities? To whose advantage do they operate?	*(vi) Tea markets, Western taste, Indian taste, corporation/government policies, all control level of production, prices*

2. **Modernisation**	**Modernisation**
(i) How far is modernisation the result of outside influence, how far due to local initiative?	*(i) Not much significant modernisation since plantation opened.*
(ii) How are new technologies changing the relationship between the community and the environment?	*(ii) Not applicable on recent timescale.*
(iii) How have particular people/groups (eg. women) been affected by modernisation?	*(iii) Not applicable on recent timescale.*
(iv) Are traditional patterns represented as inferior? By what criteria?	*(iv) Not particularly.*
(v) Does modernisation lead to economic or social well-being for a large proportion of the people living in the local area?	*(v) Most people have immigrated to the area. Some workers may be better off than previously. Conditions poor for most workers.*

3. **Social/Spatial inequality**	**Social/Spatial inequality**
(i) Are there groups within the community who are especially advantaged or disadvantaged?	*(i) Yes – managers, owners. Yes – immigrant workers' families.*
(ii) Are there groups within the community who are identified as inferior? By what criteria?	*(ii) Often immigrant workers – criteria – poverty – different cultures.*
(iii) How even is the distribution in the study area of opportunity, education, services?	*(iii) Varies a great deal.*
(iv) Do outside agencies actively promote changes in social/cultural patterns?	*(iv) Yes – government agencies, unions, western-type media influence.*

4. **Power, control and ownership**	**Power/Control and ownership**
(i) How is the supply of money, labour and land for enterprises organised and controlled?	*(i) By outside bodies for profit.*
(ii) How easily can individuals make claims for a share in these resources?	*(ii) Shareholders, managers, can make claims.*
(iii) How do those in power maintain control? Can individuals expect justice?	*(iii) Some by local or national political/police control, some by economic pressure, some by reason of fatalism.*
(iv) Who controls trade, marketing and distribution of goods?	*(iv) Mainly western business.*
(v) Are policies implemented to maintain the status quo?	*(v) Yes.*

A look back at the lesson shows that many important aspects of tea plantation's were ignored. In fact the lesson is not in a 'development' context and suffers a remoteness from the world of people's experiences, feelings and thoughts.

The scheme of work as it stands would benefit from the addition of material from a development viewpoint.

Once an awareness of the issue relating to tea plantations has been formally and explicitly aroused, the teaching of the topic cannot be the same. At the least the teacher would have to stimulate some discussion about land ownership, multi-nationals, wages, profits and living conditions on the estates. The key questions may lead to a change of emphasis in the choice of content for some topics.
A follow up lesson might be planned to provide a development perspective. Alternatively, a completely different approach might be adopted – like that of the set of lesson material below, based on an article in the **New Internationalist** No. 117 1982. It was used with pupils in small groups and its three stages were discussion-based.

This lesson was planned without reference to the key questions, but by teachers who had a development education perspective high in their priorities. Obviously it deals directly with many of the issues raised by the key questions.

We recommend the use of these key questions to explore any topic in geography before planning lessons in any detail, so that an important perspective is not ignored.

Tea II

1

Sonali Tea Garden (Stage One)

A British company started the Sonali Tea Garden in 1875 and continued to run it until 1960 when it was sold to an Indian businessman. For many reasons the garden started to decline, and in 1972 it was sold to the Khemka brothers.

The brothers were not really interested in saving the garden – they sold what machinery they could, ran up debts, held back wages – and by September 1973 they abandoned the garden.

By now the garden owed local craftsmen for repairs they had done and spare parts they had supplied. The garden managers had not been paid, so they left to find work elsewhere and even the jeep that had been used for carrying the leaves to the factory had been sold. The garden itself was a shambles – the machinery and tools that were left were rusty, some of the tea bushes were diseased, others had been trampled by animals and many of the buildings needed repairing.

You are one of the 500 workers.

You have not been paid for over a year.

It is September and the winter is coming.

What can you do?

2

Saogaon Tea & Allied Plantation Workers Co-operative Limited (Stage Two)

Many of the 500 workers decided to stay and try to save the garden. It was a very hard winter and many only survived by eating roots and catching wild animals in the forest. Some of the workers left... some of them died. However, by March 1974 the first tea was picked and sold to the local factory. The workers carried the leaves to the factory on bicycles and bullock carts.

In September 1974 the workers formed their own co-operative. It was the first of its kind in India. Half of the members were women, and it began by declaring "equal pay for all" – regardless of sex. Again this was the first time this had happened on an Indian tea garden. The garden was run by a 9 person committee elected by all the workers, but the committee tried to involve everyone in making decisions. For example, if a worker was slack or disobeyed orders, the committee tried to persuade him or her to change. This usually worked, but if it did not, the case was brought before a meeting of all the workers which decided on a suitable punishment. This was very effective in making everyone feel involved and increasing productivity.

Over the next three years, the workers nursed the garden back to health through hard work and the use of fertilizers and pesticides.

By 1977, the garden had reached record production levels. It was making a profit. It now had money to spend.

You are one of the nine person committee.

You have been asked to suggest how the profits can be used.

What should the money be spent on?

3

Two Brothers Come A-courting (Stage Three)

Using the profits earned between 1974 and 1977 the co-operative spent the money on the following:

1) Planting 10 acres (4 Ha.) with new tea bushes.

2) A tractor and diesel jeep.

3) Increasing wages by 30%.

4) Building new storage sheds.

5) Repairing houses, building a school and a dispensary, and providing a pure water supply.

6) Supplying umbrellas for the workers – very useful in the torrential downpours.

In 1978 the Khemka brothers tried to repossess the garden. They took the case to the Indian High Court, which appointed a manager to run the garden until the situation was sorted out.

Since 1978 there has been no production in the garden at all. The workers earn what they can doing odd-jobs in the area. Some have managed to acquire a plot of land to farm. Few have more than one meal a day – most are malnourished. None have any money, the houses need repairing again and the people cannot even afford kerosene for their lamps. There has also been harassment by the police. Some of the workers have been arrested on false charges ranging from stealing milk to attempted murder. At present some 40 workers are awaiting trial.

You, the workers, face 3 options:

a) **Continue as you are and wait for the court to decide.**

b) **Give in and work for the brothers.**

c) **Abandon the garden and go elsewhere.**

Which of these options will you choose?

How do you as a group feel about what has happened?

Thinking about Resources

In thinking about resources we are considering a wide range of materials, but most importantly the way those materials present the information. The materials which might be included are:

Text books,
Newspapers, magazines,
Travel brochures,
Trade literature,
Advertisements,
Leaflets,
Photographs and slides – both home and commercially produced,
Films and video tapes – educational programmes are good sources of the latter.

"All teaching materials that deal in anyway with images of the world bring with them a set of attitudes and assumptions, explicit or implicit, conscious or unconscious which are based on broader cultural perspectives. These perspectives tend to be ethnocentric... or racist in that one's own culture is considered to be superior and thus, by definition others are inferior".

Images of the World (p.3) (Hicks)

The increase in the output of teaching resources over the last decade, coupled with the growing awareness that we live in an interdependent multi-cultural society, has led to concern about images.

Many organisations, ranging from the Library Association and National Union of Teachers, to small local groups have devised lists of points to consider when selecting resources. Geography teachers are referred particularly to:

- **Images of the World: an introduction to bias in teaching meterials**,
- **Dave Hicks, Bias in Geography text books: images of the Third World and Multi-ethnic Britain**,
- **Geography and the Changing World**.

Checklists of criteria vary from basic lists which relate to whether the book is a good example of its format, to those which consider its treatment of very specific issues, such as racism. In this project we are concerned with the images that the lesson materials present, thus we have selected examples from the literature which highlight this aspect.

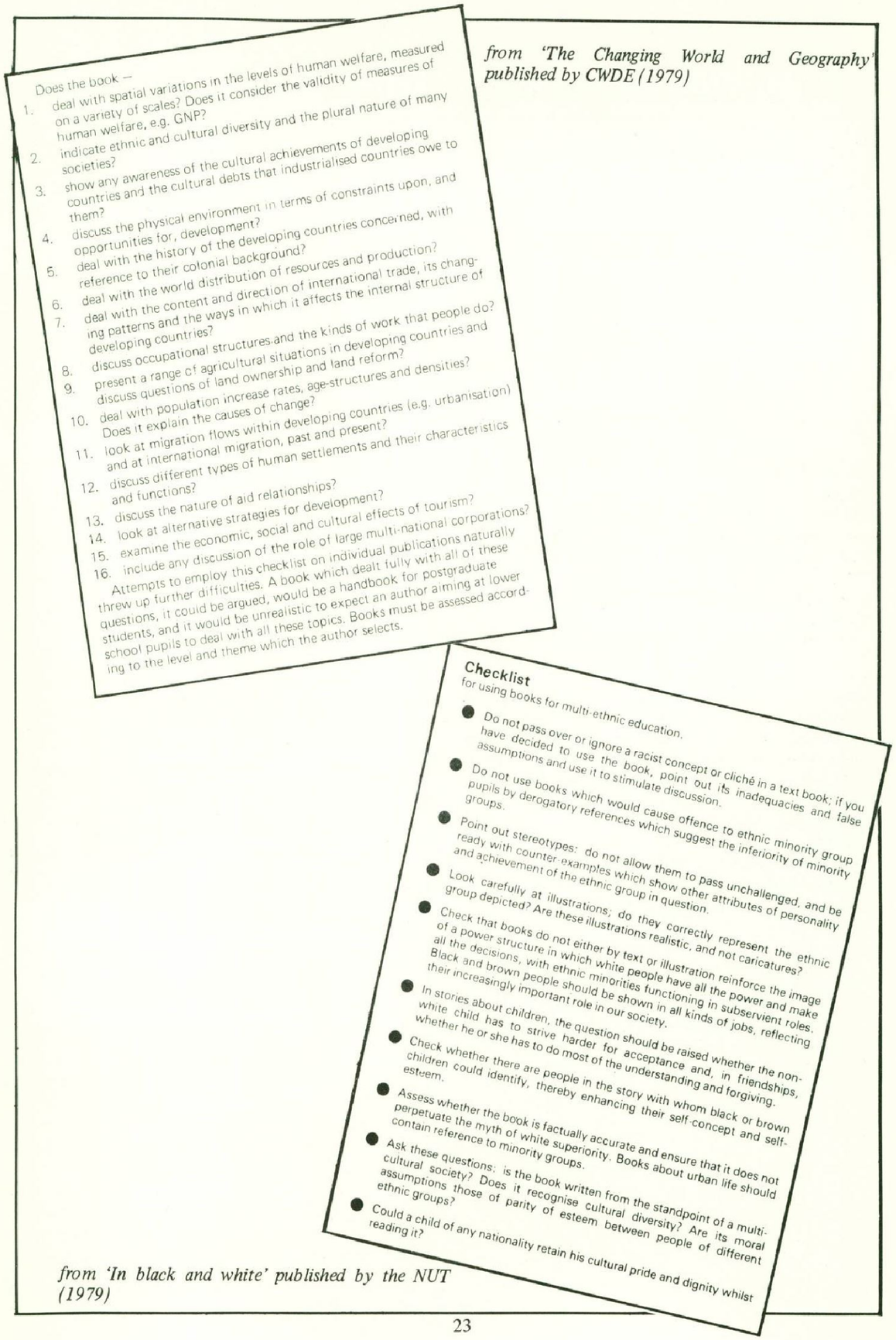
None of the wealth of published checklists is likely to raise all the points that might pertain to your particular situation. Some may be confusing, rather than helpful. However, such lists do give ideas as to the type of considerations that are appropriate. Clearly, the best solution is to look critically at your requirements and to devise your own criteria.

At the risk of publishing yet another list, the members of the working group felt that it would be fitting to devise a set of key questions, which could be directly applied to materials to be used in the context of a development education approach to geography. As a preliminary to this exercise we used an activity which raised issues relating to the evaluation of such resources. We shall report on this activity before quoting our list of key questions.

TEN QUESTIONS FOR BUYERS –

1. *Know something about the author*
2. *Check the illustrations – look for stereotypes*
3. *Consider the message – e.g. are Third World people presented as inferior to Europeans?*
4. *Consider the portrayal of life-styles, customs, traditions. e.g. Are important ceremonies trivialised or made to seem exotic?*
5. *Analyse the ways in which the relationships are portrayed.*
6. *Identify the heroes.*
7. *Ascertain the concrete effect on the pupil's self image.*
8. *Look at the terminology and portrayal of language.*
9. *Consider Christian belief and practices which might possibly affirm racist attitudes.*
10. *Check out the publishers.*

From – *'Bias in geography textbooks'* – adapted from "Ten quick ways to analyse children's books for racism and sexism." Council for Inter-racial Books for Children, Inc.NY.



Does the book –

1. deal with spatial variations in the levels of human welfare, measured on a variety of scales? Does it consider the validity of measures of human welfare, e.g. GNP?
2. indicate ethnic and cultural diversity and the plural nature of many societies?
3. show any awareness of the cultural achievements of developing countries and the cultural debts that industrialised countries owe to them?
4. discuss the physical environment in terms of constraints upon, and opportunities for, development?
5. deal with the history of the developing countries concerned, with reference to their colonial background?
6. deal with the world distribution of resources and production?
7. deal with the content and direction of international trade, its changing patterns and the ways in which it affects the internal structure of developing countries?
8. discuss occupational structures and the kinds of work that people do?
9. present a range of agricultural situations in developing countries and discuss questions of land ownership and land reform?
10. deal with population increase rates, age-structures and densities? Does it explain the causes of change?
11. look at migration flows within developing countries (e.g. urbanisation) and at international migration, past and present?
12. discuss different types of human settlements and their characteristics and functions?
13. discuss the nature of aid relationships?
14. look at alternative strategies for development?
15. examine the economic, social and cultural effects of tourism?
16. include any discussion of the role of large multi-national corporations?

Attempts to employ this checklist on individual publications naturally threw up further difficulties. A book which dealt fully with all of these questions, it could be argued, would be a handbook for postgraduate students, and it would be unrealistic to expect an author aiming at lower school pupils to deal with all these topics. Books must be assessed according to the level and theme which the author selects.

from 'The Changing World and Geography' published by CWDE (1979)

Checklist
for using books for multi-ethnic education.

- Do not pass over or ignore a racist concept or cliché in a text book; if you have decided to use the book, point out its inadequacies and false assumptions and use it to stimulate discussion.
- Do not use books which would cause offence to ethnic minority group pupils by derogatory references which suggest the inferiority of minority groups.
- Point out stereotypes: do not allow them to pass unchallenged, and be ready with counter-examples which show other attributes of personality and achievement of the ethnic group in question.
- Look carefully at illustrations; do they correctly represent the ethnic group depicted? Are these illustrations realistic, and not caricatures?
- Check that books do not either by text or illustration reinforce the image of a power structure in which white people have all the power and make all the decisions, with ethnic minorities functioning in subservient roles. Black and brown people should be shown in all kinds of jobs, reflecting their increasingly important role in our society.
- In stories about children, the question should be raised whether the non-white child has to strive harder for acceptance and, in friendships, whether he or she has to do most of the understanding and forgiving.
- Check whether there are people in the story with whom black or brown children could identify, thereby enhancing their self-concept and self-esteem.
- Assess whether the book is factually accurate and ensure that it does not perpetuate the myth of white superiority. Books about urban life should contain reference to minority groups.
- Ask these questions: is the book written from the standpoint of a multi-cultural society? Does it recognise cultural diversity? Are its moral assumptions those of parity of esteem between people of different ethnic groups?
- Could a child of any nationality retain his cultural pride and dignity whilst reading it?

from 'In black and white' published by the NUT (1979)

An evaluation exercise

Materials required – Examples of pages/extracts from books/leaflets.....

Purpose: To look critically at the knowledge and underlying attitudes presented by lesson materials.

Procedure

- Divide into pairs or small groups.
- Give each group a set of extracts (i.e. pages including visuals etc.).
- Ask participants to group the extracts in ways which they feel are meaningful for them, and reflect the purpose of their intended use.
- During the activity participants should discuss the groupings they have made and the issues that are raised eg. bias, stereotyping, viewpoints, causes and effects of change, international links, political decisions.
- Each group of participants should then discuss their arrangements with another group.

The pages opposite are some of those used by the working group for the evaluation exercise. Since those involved were already very familiar with the bias and stereotyping that can be found, they began by marking terms and comments which showed bias. They then found it more appropriate to group the points that this preliminary overview had raised, rather than the pages themselves. If a wider range of materials covering several topics is considered the grouping as suggested above will be useful, before attempting to make generalised comments.

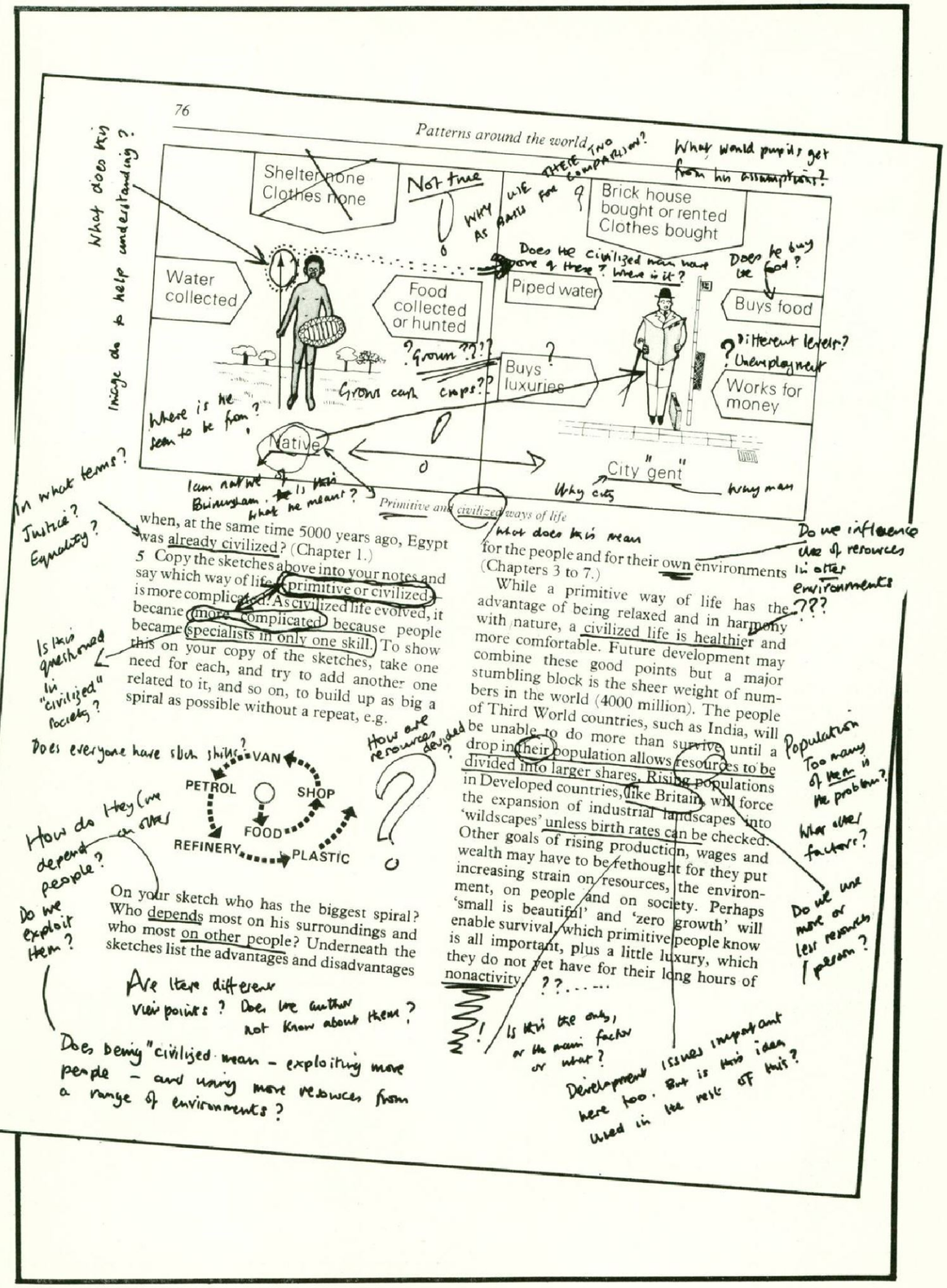
Another activity which we have found very successful for involving a group in discussion about bias is based on a ranking exercise. Each pair of teachers is given nine photocopies – each of a page from a text book. They are then asked to rank them, putting at the top those which they feel **"raise important questions about bias"**. Each pair then compare their results.

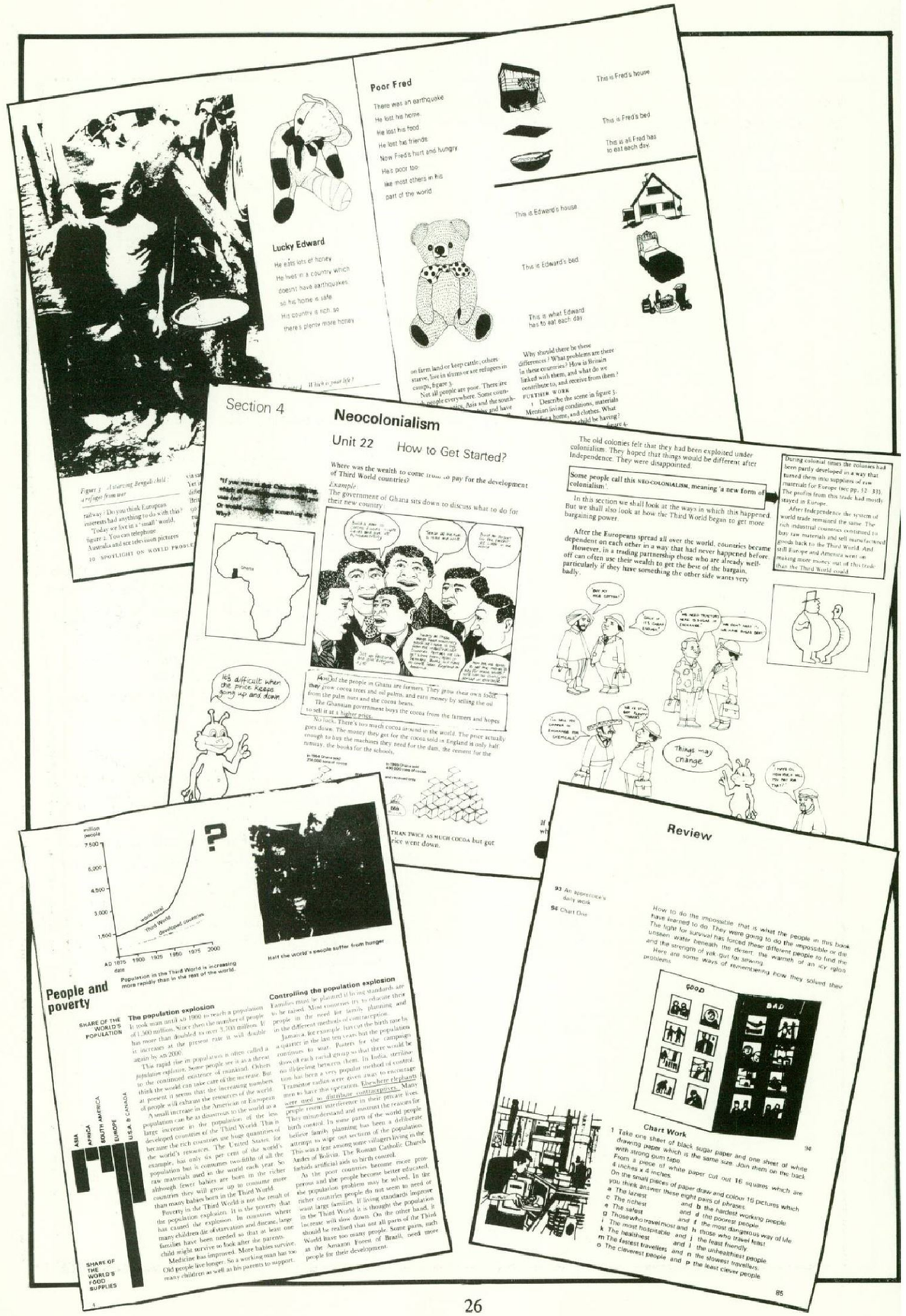
This activity can be used to build up a groups own checklist. The technique has the advantage of exploring issues which the group are in disagreement about as well as concensus. It can also be used to build up skills in recognising bias.

Responses

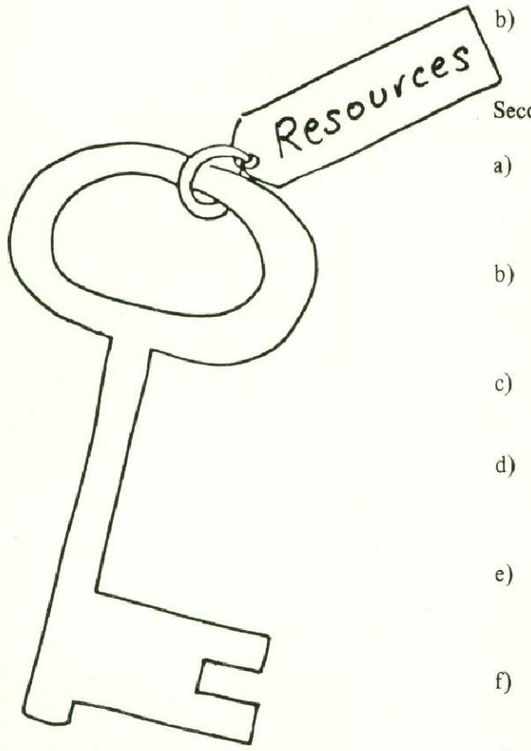
The points raised by the exercise included:

1. *Teachers felt that they ought to see the whole book before judging the information, but pupils are often asked to look only at selected pages, no reference being made to images presented elsewhere in the text.*
2. *In attempting to relate other situations to the pupils' understanding and experience, texts often present misleading images.*
3. *It is difficult to present information in a simplified manner without distorting reality.*
4. *Judgements on issues tend to be made only from a Eurocentric viewpoint.*
5. *Contrasts within a community are often only mentioned briefly, rather than explored to illustrate the variety found in any situation.*
6. *Imprecise statements lead to ridicule e.g. People and Poverty "Elsewhere elephants were used to distribute contraceptives".*
7. *Many texts present information as 'indisputable fact' rather than giving pupils opportunities to think for themselves.*
8. *Whilst blatant stereotyping is easily recognisable, other descriptions can give biased images in a less direct manner.*





The evaluation exercise clearly showed that there are no simple solutions to selecting material. Whilst we ought to be aware of published criteria, such information should be assimilated and adapted to our own needs. Working directly with the materials helped us to clarify our ideas and later to produce the list given below. We hope you will have the opportunity to do the same.



Key questions we think teachers should ask are:

Firstly, do the lesson materials:

a) contain 'bias' – if so of what nature?

b) contain stereotyping without qualification?

Secondly, do the lesson materials:

a) present information from different points of view and "personal geographies"? (i.e. personal reactions to an individual's surroundings).

b) provide enough information about processes of change for underlying reasons to be discussed?

c) offer alternative possibilities/answers with equal emphasis and seriousness?

d) describe geographical patterns with reference to the influence attitudes/values have had in their formation?

e) make clear the importance of attitudes to race, religion, colour, sex, status, caste, to development in the study area.

f) make clear the links between us and the place/issue, now and in the past?

g) ascribe to political decisions their due importance?

h) provide enough information for pupils to be able to achieve an informal evaluation of their own and others' understanding, feelings, attitudes and decisions?

A framework

Many ideas have been promoted in the first two sections of this publication. Most of these can be summed up into three aspects of learning:

1) **giving pupils the opportunity to explore their own ideas about a theme or topic;**

2) **encouraging pupils to use information in a critical way to increase knowledge and understanding;**

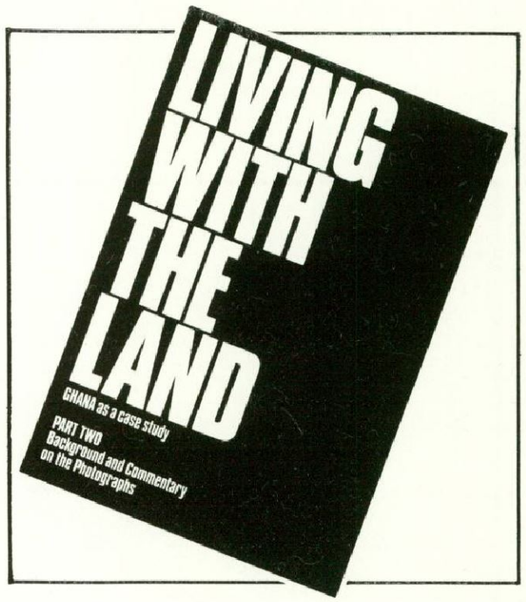
3) **enabling pupils to formulate opinions on the basis of their own understanding and their reactions to the information presented.**

Development educationalists have summed up these ideas in three words – Preparation, Enquiry and Debate.

During a scheme of work, these sections will not be mutually exclusive, but it is likely that at the beginning of a course there will be more emphasis on the Preparation stage, and at the end on the Debate stage. Any particular lesson could include all three stages in varying proportions.

The following is an example of a scheme of work undertaken by a member of our working group. He did not consciously divide the work into the three sections named above, but as a result of his interests in development education, it was found that the series of lessons did divide in this way. The details are therefore reproduced as they may assist others in their planning.

The theme of the work was "Ghana as a developing country", and was part of the geography syllabus for 13-14 year olds in a co-educational comprehensive school in Birmingham.



Main resource: Living with the Land: photopack

The pack contains 36 black and white photographs and shows a wide variety of scenes from everyday life in Ghana. Two booklets give background information about each photograph and about Ghana.

Purpose of scheme of work:

To develop with the pupil a sense of the spatial variation in levels of human welfare.

To question stereotypes of "Third World" people.

To develop some appreciation of contrasts in societies.

To attempt to rationalise pupils' views of underdevelopment.

I. **Preparation**– 2 x 40 minute sessions.

A. This part of the work gave the pupils the opportunity to become familiar with the photographs in the pack and an opportunity for them to start "testing" their preconceptions about developing countries.

Procedure : The photographs were displayed around the room and pupils are asked to answer the following questions, only by observing the photographs.

a) In which country were the pictures taken?

b) Is it a rich or a poor country?

c) Are the people happy or sad?

The pupils were expected to give reasons to back up their answers. After pupils had been given the opportunity to answer these questions for themselves, class discussion followed.

During this discussion the teacher asked questions such as "Where is Ghana? What is it like? What do you know about Ghana?" Pupils tended to disregard the evidence of the photographs and revert to stereotypes e.g. They are all starving; all very poor. However, there was normally someone who noticed the modern "luxury" commodities and raised the question, leading to the idea of contrast within a country.

B. Pupils worked in pairs and chose a photograph which appealed to them, and explained why.

C. Homework: Pupils were asked to find out anything they could about Ghana. Most used encyclopaedias.

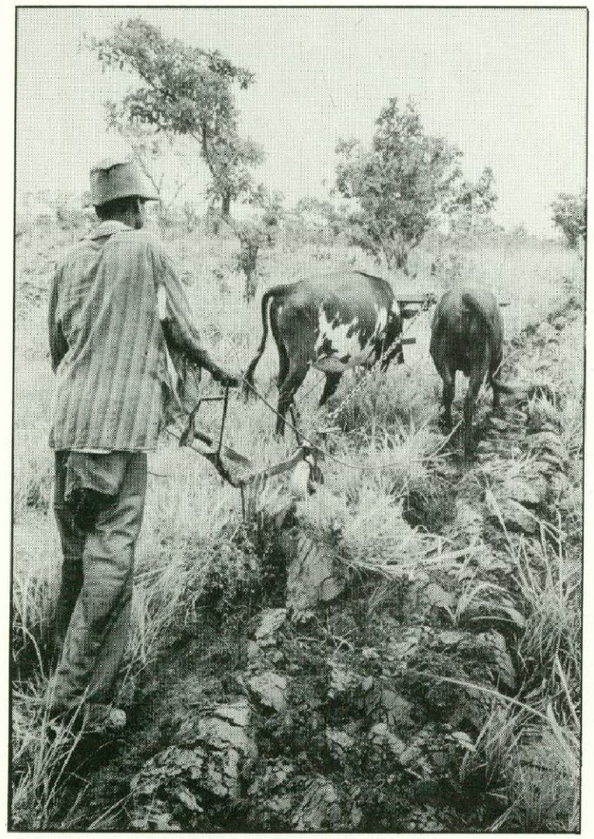


from Living with the Land (actual size A3)

II. Enquiry– 2 x 40 minute sessions.

A. Pupils were asked, on the basis of the photo exercises and homework, "Would you like to live in Ghana?"

B. The introductory exercise was followed by an "in depth" study of two photographs. Pupils worked in groups of 3 to 5. The photographs were divided into two groups, list A which illustrated what the teacher expected the pupils to consider as typically African, i.e. a confirmation of their stereotypes, and list B which confronted these stereotypes.



List A

30. Women selling yams in small open air market.

11. Farmer using bullock drawn plough.

18. Hand winnowing of rice.

24. Family group preparing maize by hand for market.

4. Woman sitting in village making shea butter.

5. Boy watching cattle grazing in the bush.

List B

34. The co-op shop with goods for sale, e.g. Omo, Lux, Brandy.

15. Tractor outside local chief's house.

17. Man working in rice mill.

36. The conveyor belt in the Nestles Milk factory.

32. Women preparing meal in kitchen.

35. Loading cocoa by crane for export in Tema harbour.

Each group of pupils was given three copies of one photograph from List A and asked three questions about their photograph.

a) What are the people doing?

b) Are they rich or poor?

c) Do they look happy or sad?

Again pupils were expected to give reasons for their comments. One member of each group reported back to the rest of the class, explaining as much as possible about their photograph, using the background information on the photograph and the group's own observations.

Each group was then issued with a question grid for their photograph. As can be seen in the example of the grid for photograph 30, many of the questions were speculative encouraging pupils to study or 'read' the photographs, identifying issues and encouraging debate.

The same "exercise" was completed using photographs from list B.

III. Debate 1 x 40 minutes session

The groups were asked to identify the link between their two photographs. Words such as "developed", "primitive", "old fashioned", "Western", "modern" "traditional" were used and discussed.

The pupils compared their ideas of Ghana with those outlined in their homework.

The pupils, having studied the photographs, were asked to write a brief entry for a new encyclopaedia. This showed how their knowledge and attitudes towards Ghana had changed or developed.



Living with the land: continuity and change in a developing country. Ghana as a case study. Edited by Neil Taylor and Robin Richardson. Ikon Productions, 1979. £3.50 + VAT. 36 photographs. 2 booklets.

This pack with large black and white photographs and good background notes gives an excellent introduction to Ghana

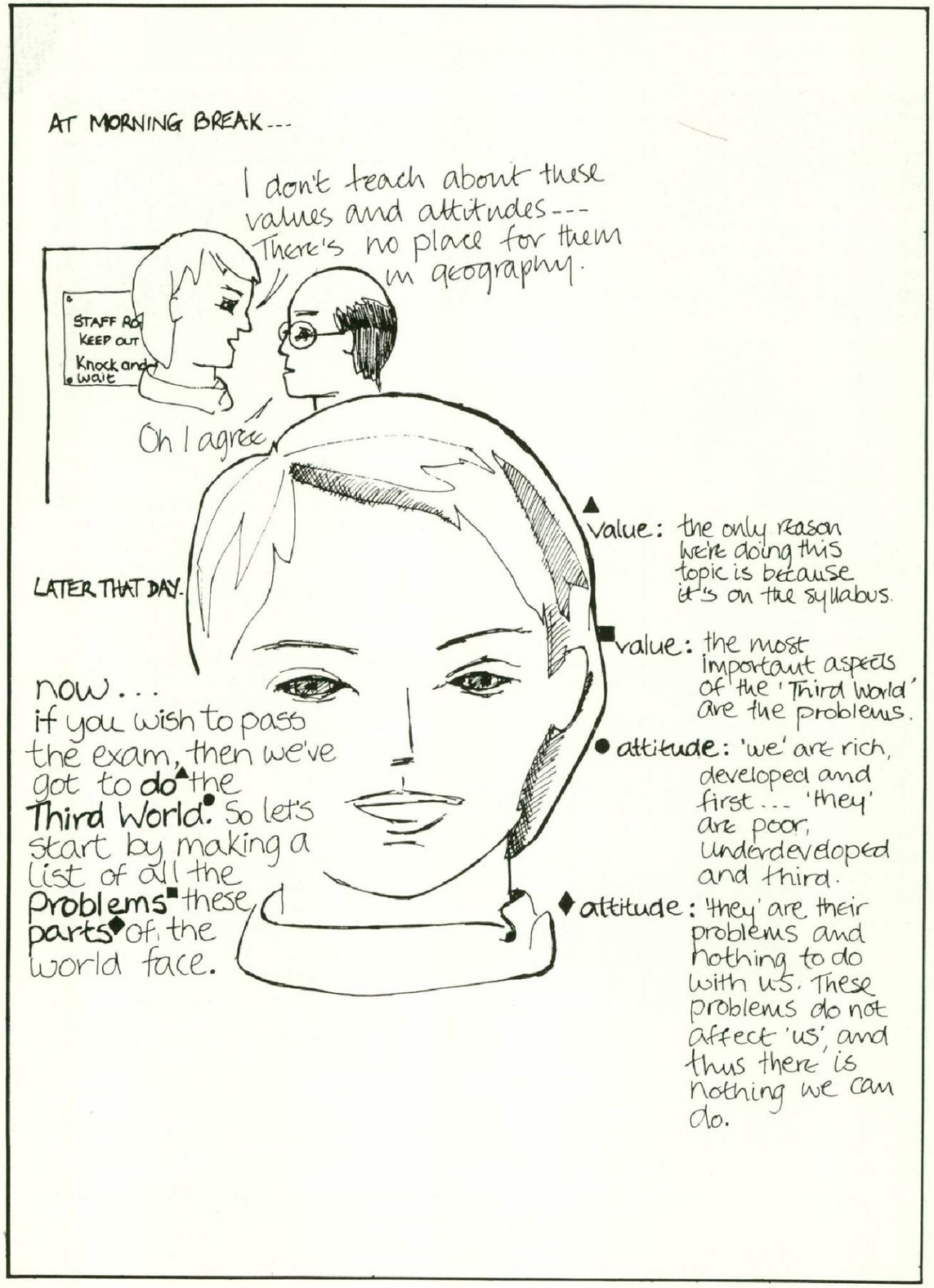
CONCLUSION TO SECTION ONE

Most teachers begin their planning by formulating a list of aims and objectives. Whilst we believe that it is important to do this, we do feel that there is often insignificant emphasis on the benefit that a scheme could have on pupils. Our main concern in the geography project was with what the pupils would gain from a course using a development education approach. Discussion on this point demonstrated that it was difficult to make generalisations. Even words that were commonly used in studies of development had varying meaning according to individuals. This made us realise just how vital it was to give pupils the opportunity to express their own ideas.

If words can be interpreted differently, there is even more scope for variety when issues are discussed. It is difficult for those who are accustomed to treating learning as a matter of accepting information to comprehend that there is no one answer to the meaning of development and no correct way of interpreting information. Teachers and pupils must be allowed to seek options and make their own judgements.

The project team felt that it would be inappropriate to give firm directives regarding course content. However, the key questions were devised and we offer them to you as suggestions which might assist in your planning. They cover ways of approaching course content and the use of materials. Their application to Tea indicates how they might be applied to a section of the syllabus.

It is important for geography teachers to be aware of these considerations. We suggest that you try the activities with your colleagues and apply the key questions to your syllabus and teaching materials.



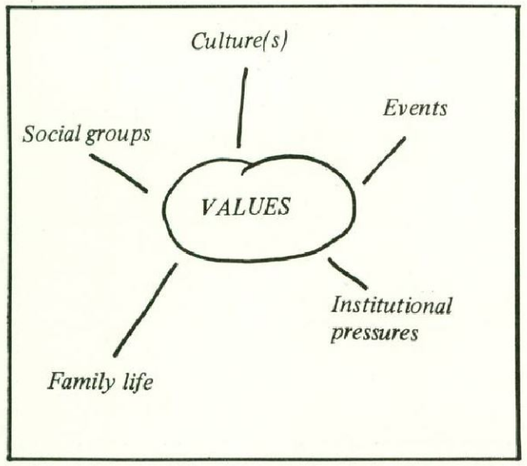
2. *Becoming Aware of Attitudes*

The cartoon opposite suggests that it is impossible to teach about other people and situations without acknowledging the role of values and attitudes. There is no such thing as value-free human geography.

"Geography offers the opportunity of situations where responsible efforts can be made to help pupils understand the nature of values and attitudes and their importance in making decisions".

(DES – Curriculum 11-16 Geography. H.M.I. Geography Working Committee)

Values are formed as a result of our experiences, both personally and as members of groups within society. The culture into which we are born, major events and catastrophies, our family and friends, and institutional pressures all influence the values that we hold and the assumptions we make.



As teachers we need to recognise our own values and attitudes as a preliminary to assisting children to do the same. This is particularly important as many of the social issues and matters of concern, which are included in the geography curriculum, are value laden.

> "... geography teachers should be endeavouring... to encourage worthwhile attitudes towards learning, such as respect for evidence, an awareness of biased reporting and intolerance, a suspicion of simplistic explorations, and a willingness to engage in rational discussion.
>
> ....Pupils can be helped to reflect on their own attitudes and to develop values through the many opportunities given in the subject:
>
> – to acquire relevant knowledge about important issues
> – to diagnose problems
> – to discuss the values and attitudes relevant to the situation
> – to weigh the advantages and disadvantages of alternative responses.

(DES – Curriculum 11-16 Geography, H.M.I. Geography Working Committee).

Whilst we believe that it is possible to help pupils examine assumptions and search for alternatives, we do not believe that it is possible for the teacher to do this without promoting any values of his/her own.

We believe, with Eyles, that "What is needed is the adoption of values that represent our aspirations for social change; in other words, a fundamental reform of the social and spatial systems in favour of the disadvantaged."
(Eyles in R. Walford's Signposts for Geography Teaching – Longman 1981)

In our introduction to this book we made it clear that:

> **Pupils should be encouraged to explore their own values and attitudes.**

We also gave some indications as to the values and attitudes which we would wish to promote, particularly concerning people and society, namely:

- all people are of fundamentally equal value and deserve equal life chances.
- empathy is a human quality which should be encouraged.
- anti-discriminatory policies should be supported.
- exploitation or oppression of persons for any reason should be exposed and criticised.

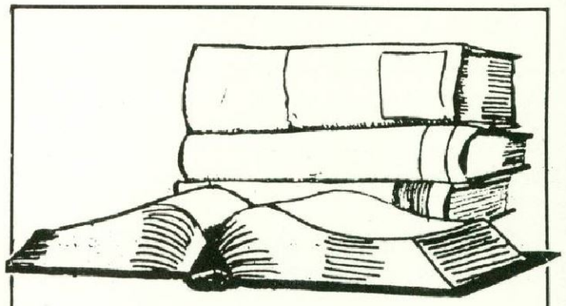
Fostering such values has implications for the teaching strategies we use. This is explored in more detail in Section 4.

Opportunities for pupils to express their attitudes and values are more difficult to provide in a formal classroom. A more flexible arrangement is needed so that pupils can work together in groups of different sizes. As has already been explained in the Introduction, the teacher also ceases to be the 'expert'. His/her role becomes that of a 'listening ear', setting up situations which will help the pupils to express their opinions, enabling a rational consideration of their opinions co-ordinating their responses and guiding them to relevant information.

The first step towards recognising attitudes is to provide a structure in which pupils can express their own attitudes and assumptions. This will help them to become aware of these and the teacher to take account of these assumptions in planning further work. The activities which follow illustrate some of the uses of basic attitude exploration.

Some of the attitudes which pupils express many be diammetrically opposed to those that we wish to promote. How are we to react to this challenge? Whilst having relinquished the position of an expert, we still have control over the situation within our classrooms. If prejudiced views are expressed we must bring out from other pupils, or contribute ourselves some evidence or alternative viewpoints, which will help the pupil to reconsider. We think positive efforts should be made to encourage the attitudes we have outlined.

> "The aim of multi-cultural education is to help pupils develop the knowledge, values and skills which they need to participate effectively and responsibly in a multi-cultural society."
>
> *(Robin Richardson)*



Further reading on Values & Attitudes

Fien, J and Slater F. 'Behavioural geography' in Huckle, J. (Edt) *Geographical Education: reflection and action*, OUP 1983.

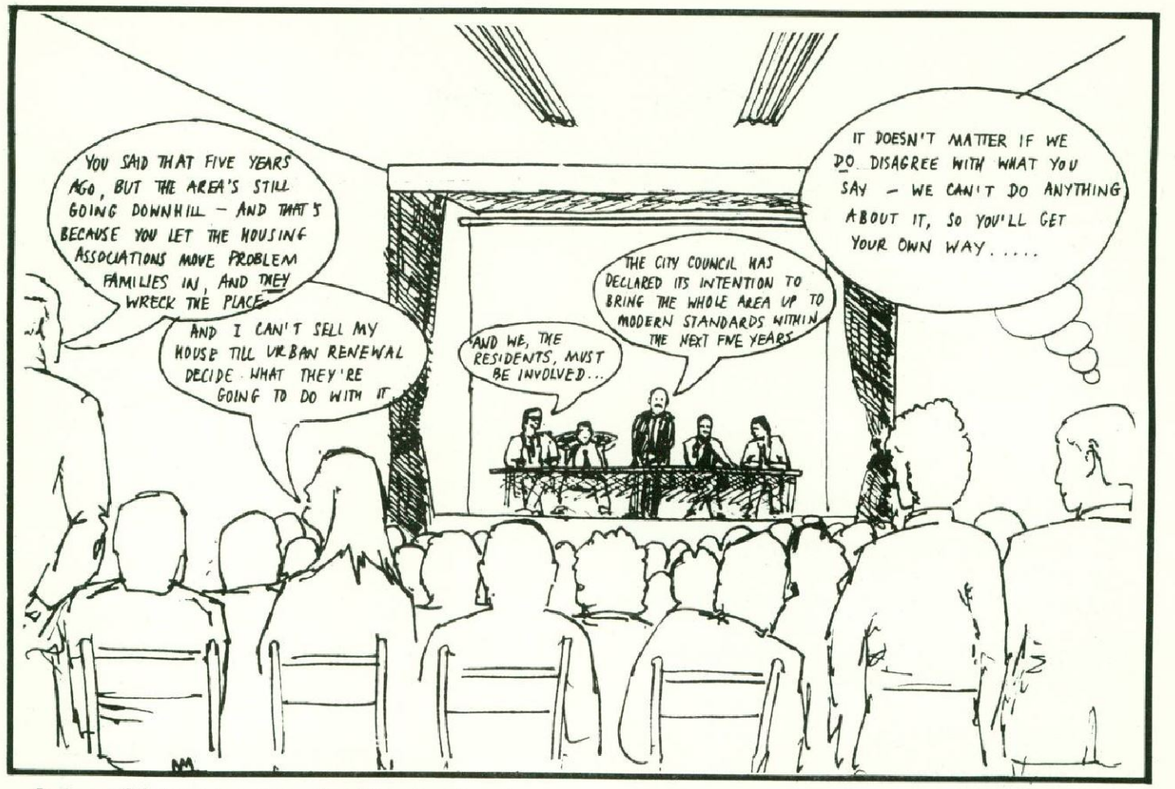
Huckle, J. 'Values Education' in *Geography and Change : Teacher's guide)* Nelson, 1983.

Huckle, J. 'Geography and Values Education' in Walford, R. (Ed). *Signposts for geography teaching*, Longman, 1981.

Slater, F. *'Learning through Geography'*, Heinemann Educational, 1982, chapter 4.

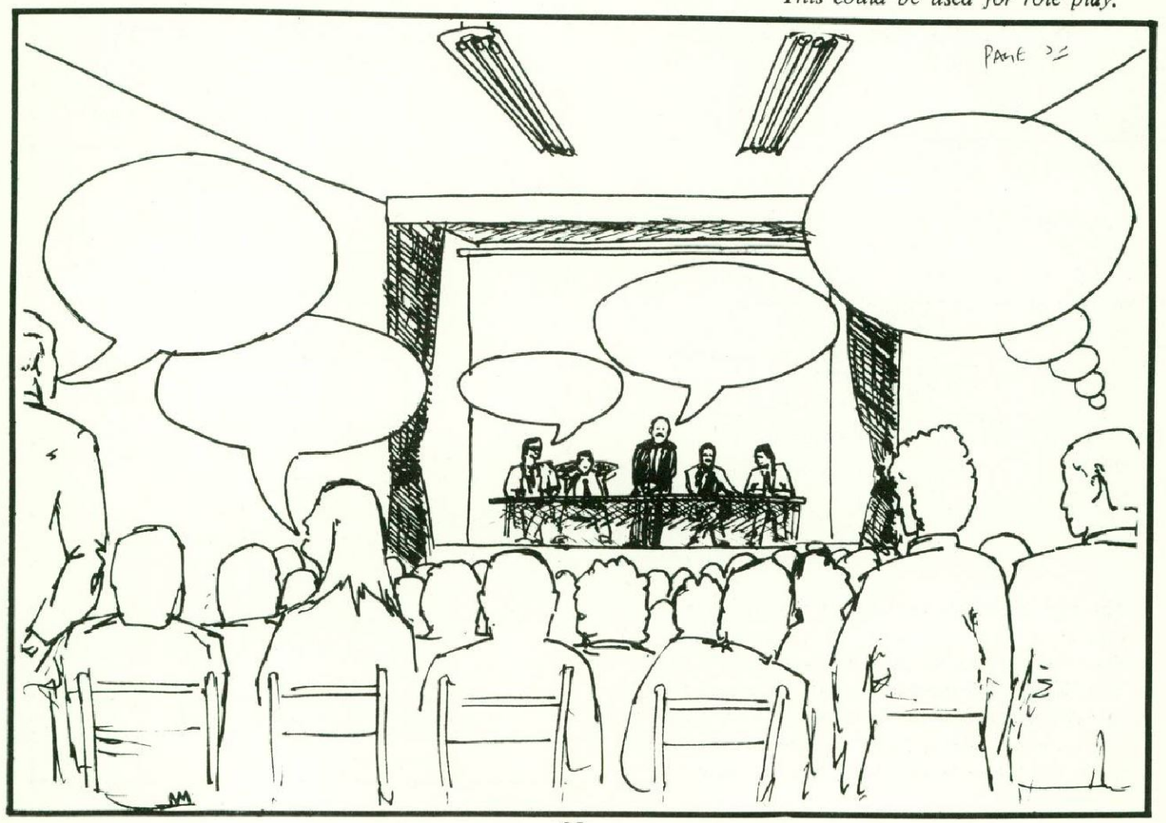
Smith, D. L. 'Values and the teaching of geography' *Geographical Education*, vol.3, 1978, 147-161

Watson, J. W. 'On the teaching of value geography, *Geography*, No.63, 1977, 198-204.



It is useful to use a more familiar situation than a development project overseas to explore the role of attitudes in the first instance.

WHAT WOULD YOUR ATTITUDE BE?
WHAT WOULD YOU SAY?
This could be used for role play.



Expectations

This activity gives pupils an opportunity to express their ideas about an area of the world, e.g. South America, or a topic which is about to be studied. The views that are expressed will give an indication of the attitudes that pupils have towards the subject and also any knowledge they have about it.

"Expectations" enable the teacher

- *to find out what the pupils already know about the subject*
- *to gain some indication of the pupils' attitudes*
- *to introduce discussion techniques*
- *to establish the idea that pupils can learn from each other*

It is useful to introduce the topic by using leading questions. These provide a trigger for the pupils' thoughts. It is important that these questions should enable an open-ended response. The type of questions that might be useful are:

Has South America been in the news?

What countries have been mentioned particularly, and why?

For what is South America famous?

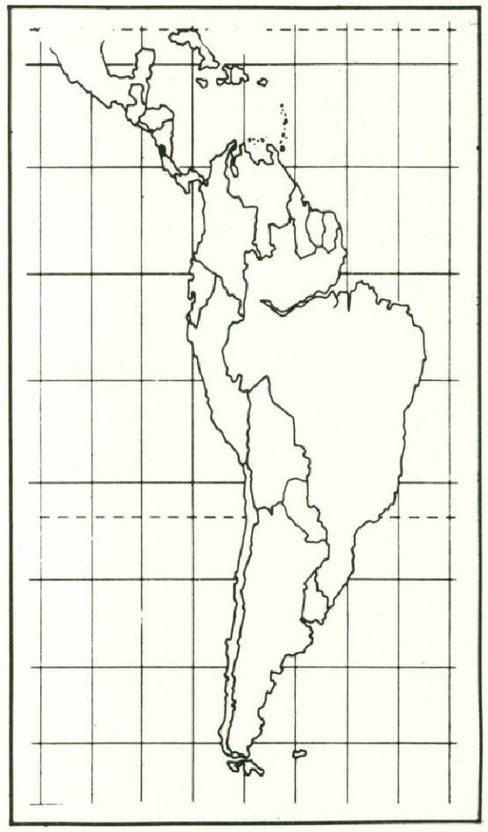
The introduction to the activity involves

- *open-ended questioning*
- *wide-ranging class discussion*

The second stage in the session gives pupils the opportunity to consider their images of South America in more detail and to begin to work co-operatively.

i) Pupils work together in pairs. They share their ideas verbally in a short "brainstorming" session. This requires pupils to put forward as many ideas as possible about the subject, in a short space of time, without comment or discussion. These ideas can then be shared briefly with the rest of the class, the teacher taking note of any major questions/issues that are raised. These should be followed up later in the course.

ii) This short "brainstorming" activity can be used as an introduction to a questioning 'game' or as a precursor to viewing a film or other visual resource.



Do pupils have a stronger image of places in Africa or Asia than of places in South America? Why?

For the questioning game, pupils are told that they have been landed by parachute in South America. They are asked to discuss with a partner the things that they would want to find out and each writes a list of the questions they would like answered. These are useful for finding out the things that are of concern to the pupils and for reference at a future date to see whether pupils' ideas, images and attitudes have altered as a result of the course.

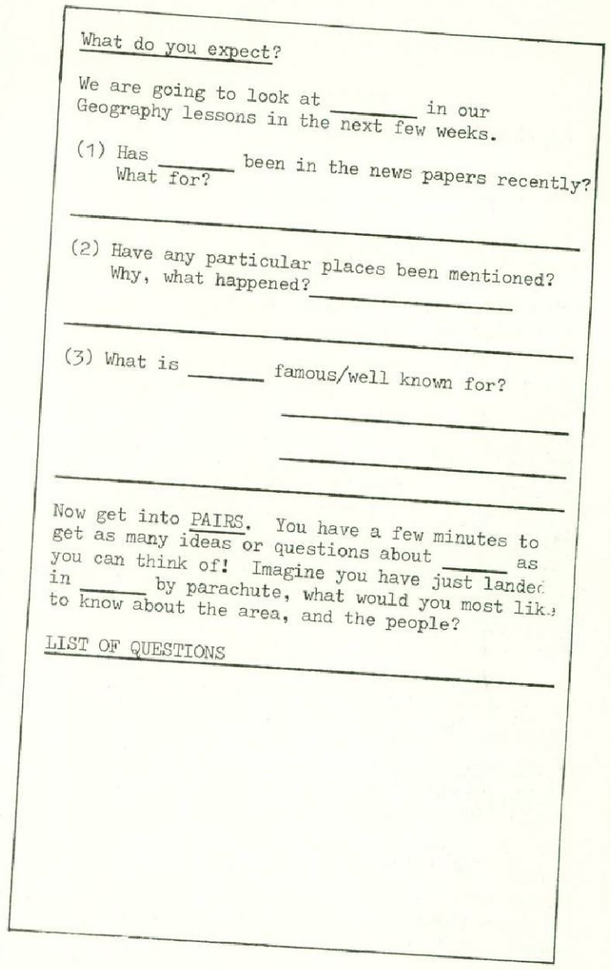
This part of the activity gives pupils the opportunity

- *to share ideas with their peers*
- *to discuss attitudes and opinions informally*
- *to explore images in more detail*

The final part of the session gives pupils a chance to share their ideas, attitudes and images of South America with the rest of the class. Selected lists are read out and pupils are allowed to comment on how their questions agreed or disagreed with those that have been read aloud. Pupils are encouraged to make observations on the comments of their class mates.

The final section of the activity

- *helps participants to discover areas of agreement/disagreement*
- *encourages pupils to listen to each other*
- *gives opportunities for pupils to respond to each others' ideas*
- *clarifies the participants' learning needs*



What do you expect?

We are going to look at _____ in our Geography lessons in the next few weeks.

(1) Has _____ been in the news papers recently? What for?

(2) Have any particular places been mentioned? Why, what happened?

(3) What is _____ famous/well known for?

Now get into PAIRS. You have a few minutes to get as many ideas or questions about _____ as you can think of! Imagine you have just landed in _____ by parachute, what would you most like to know about the area, and the people?

LIST OF QUESTIONS

Where do our images come from?

At a later stage it may be useful to return to these initial images and ask the question – where do our images come from?

A useful way of involving a class in discussion about this is to use activities such as those on this page as an introduction to a film. "I am going to show you a film of life in an African Village." Imagine, in groups, what it will be like.

Each group may assume a different emphasis. These ideas can be shared, without comment before the film. The film will be received with more 'open eyes'. After the film the groups can consider ways in which it differed from their expectations – and ways it was the same. Where do our different expectations come from?

EXPECTATIONS **IMAGES OF PLACE**

GENERAL OBSERVATIONS

Members of the working group tried the Expectations Activity, either as printed or using adaptations to suit their courses. In doing this they found that there was generally a lack of knowledge about other countries. Teachers who used the activity to introduce several countries discovered that the further one moved from richer nations the less response they received from their pupils. Responses about the United States of America and Japan flowed, but few ideas were put forward about West Africa, other than "poverty". This raised questions in the working group about the effect of the media.

It was interesting however to find that many pupils in the 12-14 range had few images of European countries. This was particularly true in a school where there was a high Asian intake. As teachers, we had assumed that pupils would have stereotyped images about countries, and that these could be used as a basis for future learning. The findings caused us to ponder on the ways that images are constructed, and to realise that it could be more difficult to teach about a place if the learner had no preconceptions.

In all cases the pupils needed to be encouraged to focus their thoughts on the places. Many leading questions were needed, those relating to people (eg. how do they live? - entertainment, schools, work, crime....) being more effective than general questions asking about a place, eg. for what is South America famous? Visual input eg. contrasting photographs, helped to stimulate the pupils' thoughts. Teachers also felt that the response was better if individual countries were the focus, rather than continents.

The following is a report on the results of a lesson with a class of 13-14 year olds (lower band), using the instructions for the Expectations Activity.

The leading questions on South America invoked little response - only "Falklands War", football, Brazillian coffee. Even when pupils talked in pairs, ideas were very slow to emerge.

The questioning game began slowly with pupils asking what they considered to be geographical questions and providing the type of questions which they thought the teacher expected:

How big is the continent?

How many people live there?

This was a difficult stage to move beyond, but the teacher stressed the human aspects and suggested that the pupils should think about the ways in which the people lived in South America, or in named countries within the continent. This engendered more response, interest being raised and maintained for 10-15 minutes.

e.g. What sort of music do the people like?
What kind of fish do they catch?
What is it like getting a job?
Is there more crime than there is here? here?
What is it like at soccer matches; is there fighting?
What are their schools like?
What kinds of TV do they have?
How do the people dress there?
What kind of entertainment do they have?
Have they got videos?

The teacher then suggested that the pupils might have some ideas about the answers to their questions.

After brief discussion, a class census was taken to discover which ideas were most prevalent. The result of this formed a basis for subsequent geography lessons.

Most successful use of techniques, such as the Expectations Activity, occur when they are adapted to the needs of specific groups. The following worksheet was produced to encourage pupils, in two particular classes, to express their expectations, as a preliminary to work on India and Africa.

The responses of pupils are summarised opposite.

IMAGES OF INDIA 12 - 13 YEAR OLDS (MIXED ABILITY)

There are some very crowded cities eg Calcutta, Bombay, Delhi.

Many people live in mud huts in villages. Some live in brick houses.

They probably live in tribes.

They wear sandals, saris and the men wear turbans.

The women have red spots on their foreheads.

India is famous for curry and hot spiced food.

The people eat with their hands.

People travel mostly on foot or on donkeys.

There was doubt as to whether the children went to school.

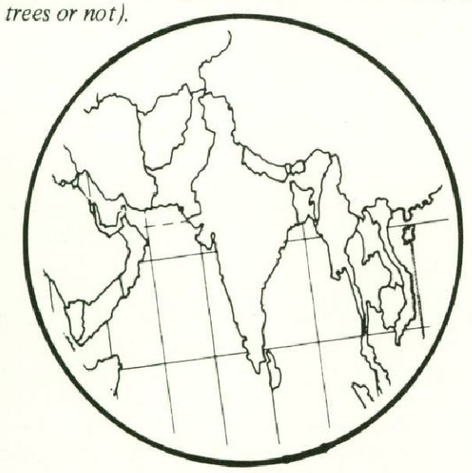
Health standards are poor. The water supply is unreliable or non-existent.

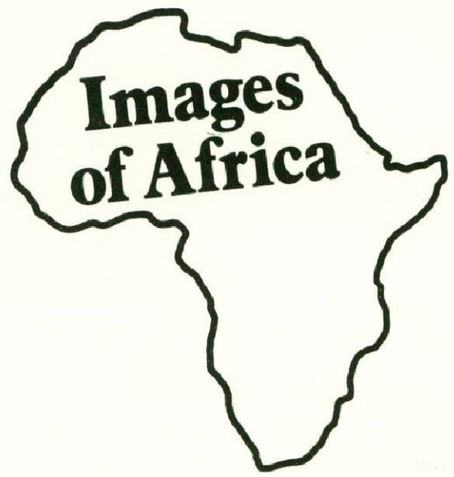
People grow their own food and hunt animals. Many are farmers.

There are several different languages.

Christmas must be celebrated sometime, but the religion in India is different to ours.

The weather is hot, (Pupils were undecided as to whether there was a lot of, or very little rain. They were also unsure as to whether India contained a lot of desert, and whether they grew trees or not).





IMAGES OF AFRICA 13-14 YEAR OLDS (HIGHER BAND)

Nearly half of the population live in cities. Many people live in straw homes and mud huts.

A large number of people wear only skins, robes or grass skirts. Only a few rich people wear suits.

People drink coffee, fruit juice, wine, coconut milk and a little home brewed beer. They eat fruits, meat (which they have hunted), fish, eggs, maize, wheat, oats, a little rice and sugar cane.

Transport is very slow and bumpy. There are less roads and railways than in the U.K.

Health is poor. People suffer from malnutrition, malaria, typhoid, rabies and many other diseases.

Many people grow food, which they eat themselves.

Less than 25% of the people speak English. There is an African national language!

Main religions are Buddhism and Hinduism, not many people are Christians.

About a third of Africa is jungle.

The weather is hotter and wetter than here.

Photo-images

This activity is a technique for becoming aware of how attitudes and expectations affect what we see. It shows how interpretations of visual images can be biased by what we expect to find in the images portrayed.

A slide or photograph can be used. Some teachers feel that a photograph in a set of text books is more manageable than a single photograph, which may not easily be visible by all of the class, or requires the setting up of equipment.

Ideal images are those which show a contrast between modern and traditional aspects of life, or challenge stereotypes. For example:

— 'Photos of India', ref No. 39a Oxfam. Nos. 10, 19, 25.

— 'Western India – city and village life,' CWDE Nos. 14, 15.

— 'Choices in development,' CWDE Nos. 2, 10, 12.

— 'Living with the land,' CWDE Nos. 15, 22, 33.

— 'The World in Birmingham' DEC. No. 23.

This activity enables the teacher

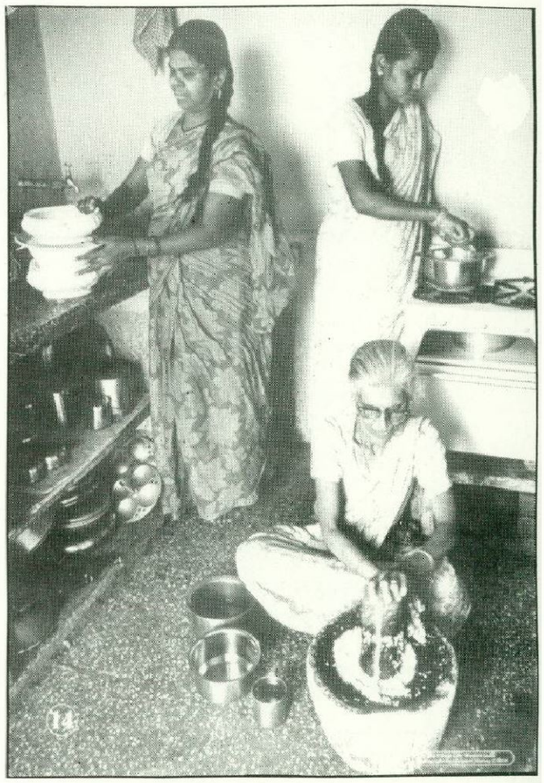
- *to learn more about pupils' reactions to modern and traditional aspects of life*
- *to assess their attitudes towards wealth and poverty*
- *to recognise the stereotyping and prejudices to which the pupils have been exposed.*

PROCEDURE FOR ACTIVITY

Several members of the class (up to about six) are asked to leave the room.

The image is shown to the remainder of the class.

After they have had time to assimilate its content, the image is removed.



One of the pupils is asked to return and the class describe what they have seen.

The second outsider returns and the first describes what s/he has just been told.

This process continues, bringing in one person at a time, until the "image" has been described to all those who had been asked to leave.

Whilst the descriptions are being given, the observers (ie the remainder of the class) note which features have been transmitted accurately, which have been changed and the details that have been omitted.

The whole class is then asked to look carefully at the image. Pupils will probably be amazed by what is actually shown on it. What they have remembered, and what has been described may have little relationship to the original photograph.

The activity concludes with discussion about the changes, "misinterpretations" and differing points that have emerged regarding the original image.

The activity therefore enables pupils

- *to respond in their own terms*
- *to become aware of their own attitudes to the place/issue*
- *to recognise the different viewpoints expressed by their peers.*

Members of the working group found that pupils reacted very favourably to the activity described above. They enjoyed the "game" and became very involved and observant. The activity showed how the attitudes of the pupils were reflected in the details that they selected to pass on. Information which pupils considered important because they could relate to it in some way was remembered and passed on, but many factors were either consciously or inadvertently ignored.

One teacher varied the game by asking the pupils to draw the things that were being described. This led to some very revealing and amusing results.

Overall, it was felt that this activity was one which should be recommended, because it was simple to operate, gave opportunities to practise the principles considered important by the teachers involved in the project and was enjoyed by the pupils.



(Photographs from Western India – City & Village Life)



Labelling

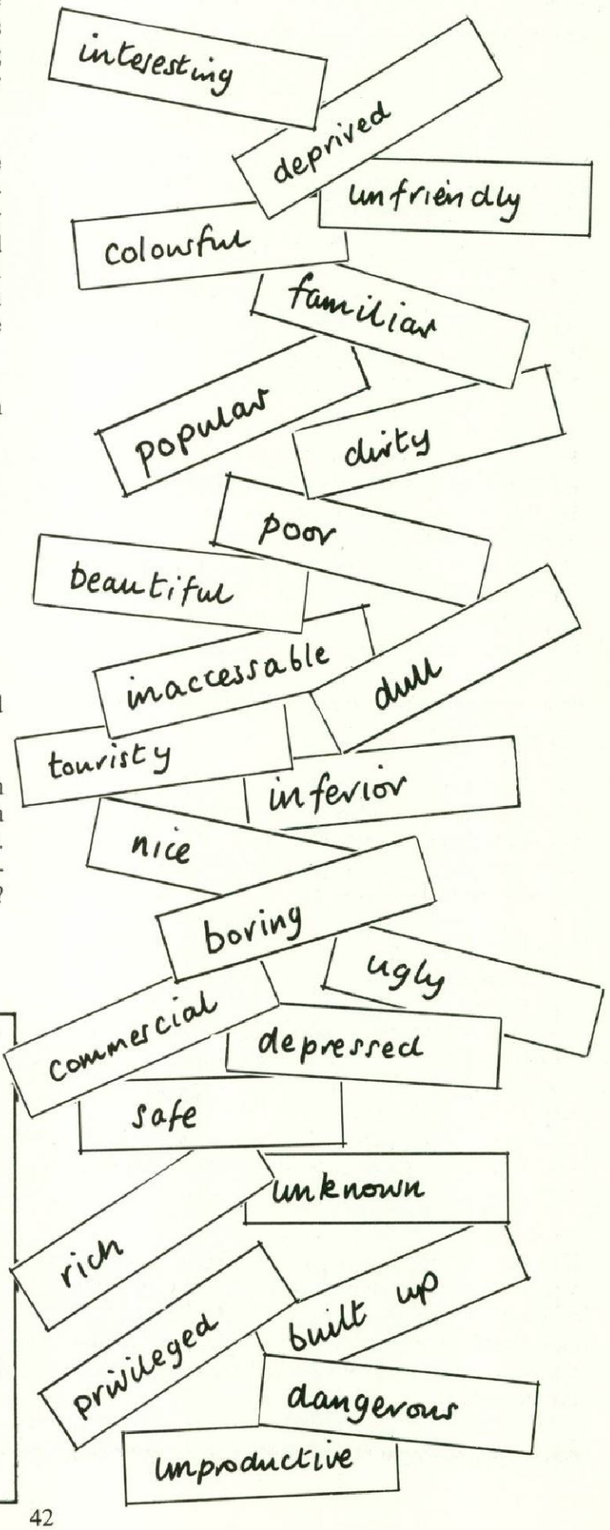
An activity which approaches attitudes and images in the opposite way, involves offering pupils the labels which they then link to places. This also has the advantage of avoiding the problem of giving the pupils the idea that you are seeking a particular answer.

A collection of emotive adjectives (both positive and negative) such as those on this page are prepared. This could be done using this list or by brainstorming a list from the pupils. Each small group could choose ten words which they could write on a scrap of paper and then place on a world map. This could be an outline map or one in an atlas.

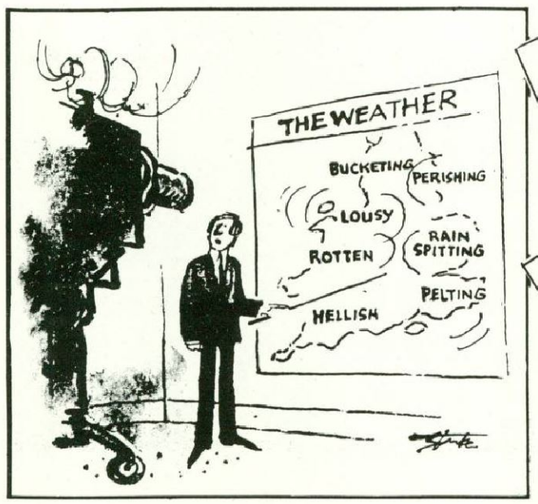
Each group is then asked to discuss their map with a view to reporting back to the class:

- which adjectives have they used?
- where have they placed them?
- which labels were difficult to place?
- which places are difficult to label?
- did they think of new words they would add to the list?

The feedback from groups could be put together on one map to review the main patterns. It would then be useful to discuss the differences and similarities. Do any raise strong opinions? Are the views expressed justified? How? From whose point of view?



Where do our images come from?



CONCLUSION TO SECTION TWO

It is impossible to live without being affected by our surroundings, both physical and emotional. The way a human being views life will be influenced by the people s/he meets, the pleasures and tragedies that enter his/her life, events around the world and many less easily definable factors. There can be no such thing as value-free human geography. Our understanding of the world can be furthered if we recognise our own values and attitudes.

Pupils, as well as teachers, should be encouraged to explore their own values and suggestions for initiating this are given. Whilst allowing pupils to express their views, it is still necessary to encourage a set of values that are consistent with justice, freedom and the worth of the individual, without imposing them. This concept has implications for teaching/learning strategies and involves changes in the traditional role of the teacher. A teacher has to be able to facilitate situations where open-ended responses are possible.

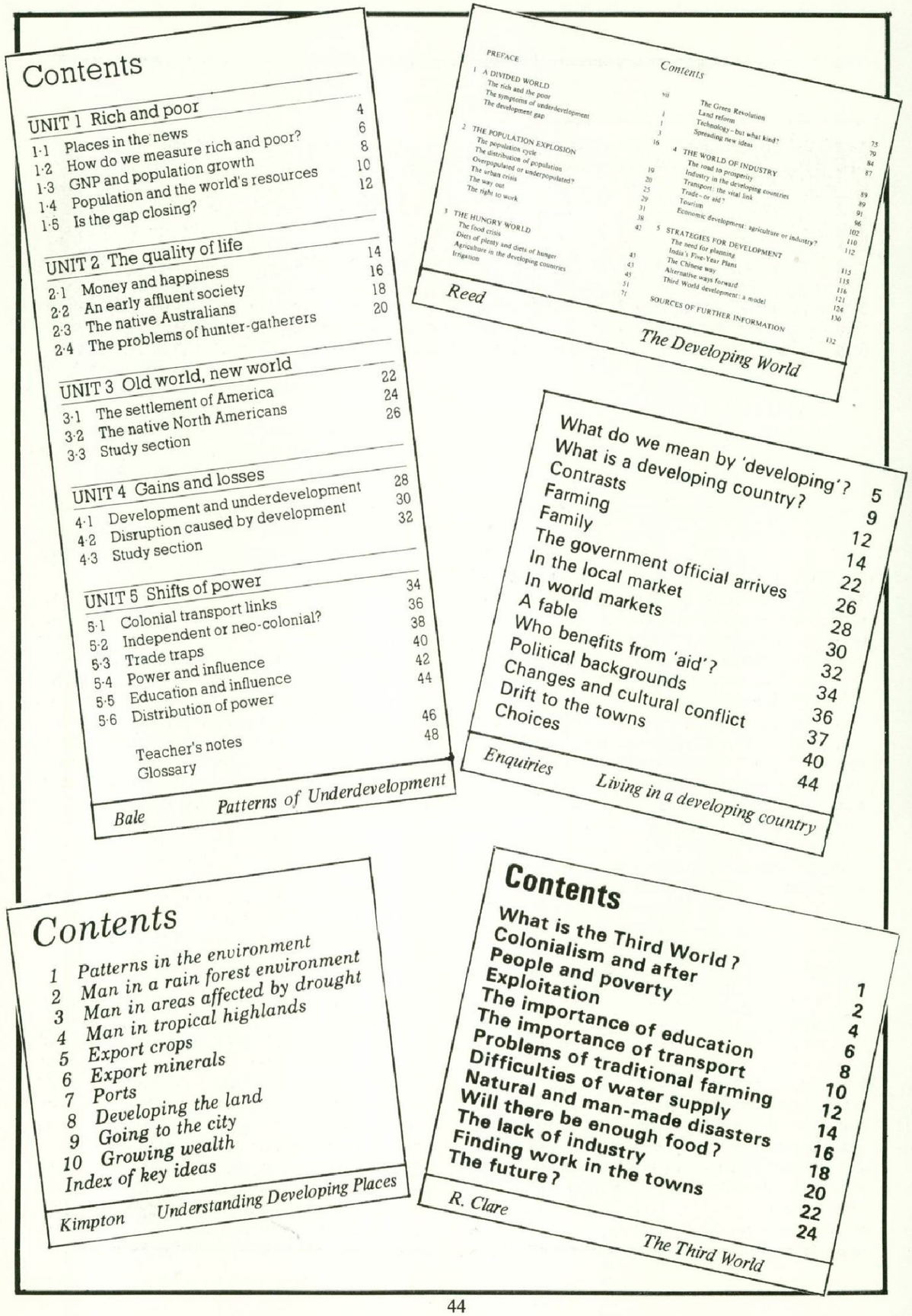
One intention of such activities is to discover the pupils' ideas and opinions so that they can be used in the development of future work. In this way the pupils provide the starting point, thus making the course more learner-centred.

Detailed instructions have been given for an Expectations Activity. The reactions we had, suggest that we must not assume that pupils have much knowledge about developing countries. The activity also proved fairly demanding for the teachers; a lot of input and encouragement was needed to get the pupils to express themselves. Contrary to popular belief, learner-centred education is not an opportunity for the teacher to relax!

The pictorial images that pupils have of places were explored by a drawing activity. This showed the effect of previous work in geography and of the stereotyped images of countries presented by the media, advertising agencies and historical circumstances.

Finally we described a photo-images game. Pupils of all ages and abilities enjoyed this, perhaps because there was no feeling that their knowledge, or lack of it, was being tested in any way.

Exploring attitudes and values as a basis for geographical learning clearly involves the teacher in forethought and preparation, and can be a sensitive area unless there is a good pupil-teacher relationship. Drawing ideas and opinions from pupils without making them feel that they are being tested in some way can be difficult, particularly in schools where pupils are being continually assessed. Further discussion regarding attitudes and assessment is to be found on pages 88 - 91



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R. Clare — The Third World

3. Organising Content

We begin this section with a brief summary of the implications of the pages opposite. They show the range of subject matter that might be included in studies of development and illustrate the different approaches and assumptions made by the authors. The following paragraphs explore some of the questions which are raised by these content pages. Of course no book should be assessed on its contents list alone. Each of us has to formulate his/her own criteria for selecting content and has to recognise that these criteria may change according to the learner's needs and our own knowledge and attitudes. See pages 22-23 for criteria which might be used, and pages 66-71 for work on bias awareness with pupils.

Two of the books (Reed and Clare) reiterate the traditional view that development involves the study of a series of problems and difficulties. By its arrangement Reed's contents list implies that progress is the result of using more advanced technology and industrialisation. Traditional methods will perpetuate poverty. There is also the suggestion that there are remedies which, if followed, would result in development – "Third World development: a model". Only one book (Enquiries) makes it clear by its contents list that there are no set "answers". This book promotes a much more questioning approach and gives the reader more opportunities to consider the choices available.

Several of the books attempt to give a 'statistical analysis' of development or poverty. Bale, for example has a unit – How do we measure rich and poor? This reflects the more scientific approach to geography which was popular in the late seventies. Another (Kimpton) considers the issues from the viewpoint of the physical geographer. He shows how the natural environment affects the conditions of humanity. It is useful to consider other assumptions which may be in evidence – for example Kimpton's use of the word "Man".

Political aspects are also covered by some authors. Bale, in particular considers the effect of power in the widest sense of the term – including colonialism, trade and education.

All of these books offer themselves as an introduction to the study of development issues. Therefore one would not expect any of the individual aspects to be treated in great detail. However Clare attempts to cover far reaching issues in a very limited space: eg. What is the Third World? (1 side). Problems of traditional farming (2 sides). This leads us to consider the value of such a brief commentary. Does the arrangement suggest that issues have been limited to the extent that simple stereotyping is used? Whatever our views on these books, they do give indicators as to the range of subject matter which we might cover in a study of development.

These aspects of content support the statement made by the Geographical Association, (1981):

> "In modern geography pupils gain understanding of issues and problems as well as knowledge of places and people. Included in the problems studied are changes in population, industrial location, foreign trade patterns, pollution and conservation . . . By the age of sixteen a pupil should have been introduced in a systematic way to the principle inter-relationships between man's activities and the physical environment, encompassing studies of population changes, farming systems, transport, industry, settlement, natural resources and landscape evolution ... "
>
> *(Geography in the school curriculum 5-16)*

However this statement still seems to assume a problem - centred approach, though "issues" is used synonymously with "problem".

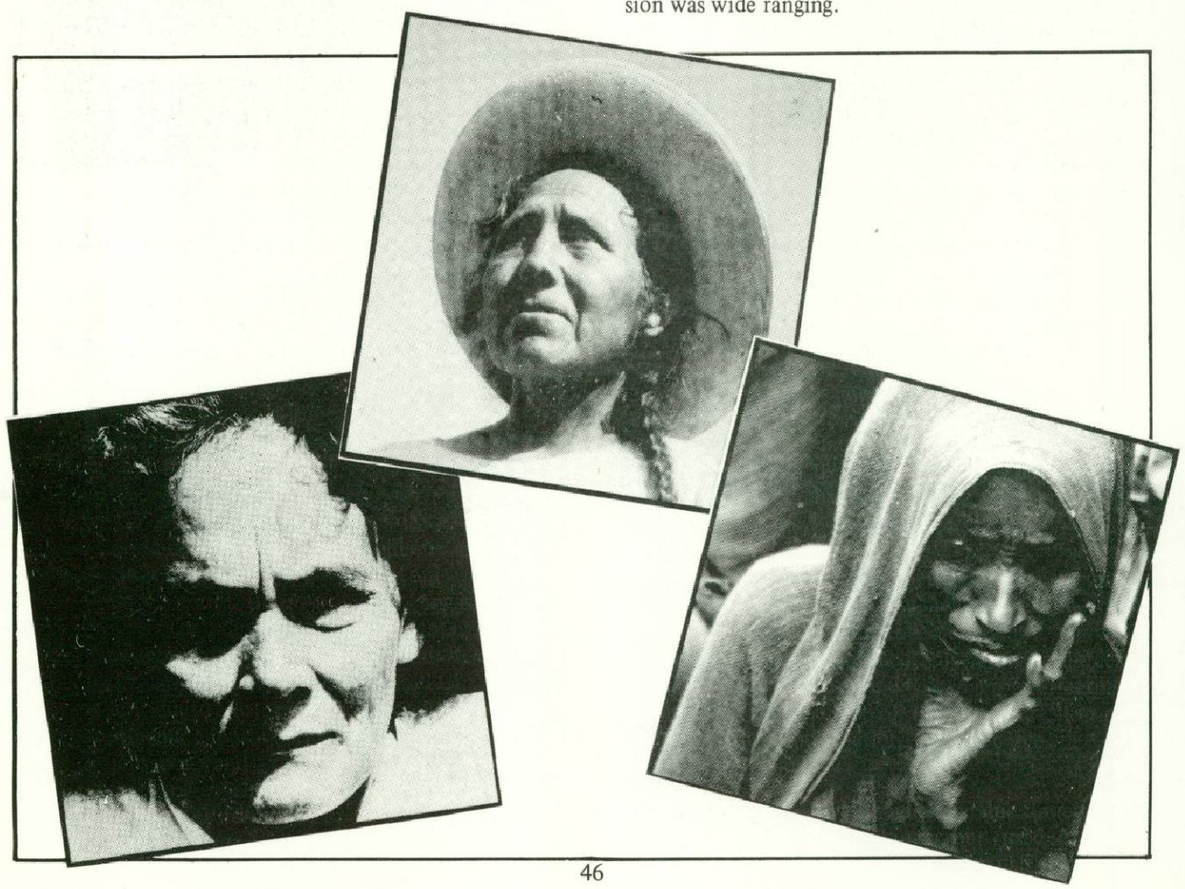
In the late 1960's geography became increasingly quantitative, particularly amongst the more academic geographers. However, over the last few years interest has been revived in humanistic geography, with an emphasis on the way that people create and are affected by patterns and changes.

Besides the more usual geographical concerns listed by the Geographical Association, new approaches include the geography of injustice, peace, violence and conflict.

At an early stage in this project the working group focused on human geography, recognising the importance of the role of people. Whilst human geography is well established, often the resources available concentrate entirely on factors affecting humans or the products of human effort, rather than the feelings and reactions of the people.

In order to focus our thoughts on this dimension, the members of the working group used a New Economic Order poster containing small pictures, many of which showed human faces. Some of the photographs can be seen opposite. The poster was cut up and used as the stimulus for an activity, which both helped the members of the group to understand more of each other's views on this particular aspect of geography, and to discuss the complexity and options of content in this area.

Members worked in threes and grouped the photographs to highlight issues which they considered important to making the geography of development more about human situations. The ensuing discussion was wide ranging.





The following points relating to content were raised:

- **the problems of aiming content at a suitable level.**
  Some 11 - 14 year olds may not have the ability and understanding on which to base a study of human situations.

- **the dangers of covering development badly.**
  We should avoid presenting people in developing countries as a "problem". Attempts should be made to make the complexity accessible to pupils, and to expand from stereotyping.

- **the need for an historical context;** many of the conditions in which people now find themselves, result either directly or indirectly from historical "events" eg. colonialism.

- **maintaining the balance between quantitative and human geography.**
  When emphasizing one aspect of geography there is always a danger of distorting the whole picture.

- **concern that the "more difficult" issues might be avoided.**
  Some geography teachers may feel that they do not have enough knowledge or understanding to deal with certain issues eg. those concerning political power.

- **"faces" are important in human geography,** as well as buildings, places of work...

- **the difficulties of concepts and definitions.**
  Children "define" concepts differently to adults, and some concepts and terms have varying meanings according to the context eg. progress.

- **the inter-related nature of the issues.**
  Any study of human situations cannot be restricted to a particular discipline. As already suggested historical and political aspects are implied. Economic, social, moral and other concerns are likely to be encountered.

Starting local

Many of the concerns relating to development issues are very complex and it is not easy to present them to younger teenagers in a way that avoids confusion. However, we do give some suggestions for activities which will help pupils to group ideas meaningfully and to come to terms with the complexity involved.

Such activities are best introduced in topics about which the pupils already have some knowledge e.g. a local development project. The activity which we describe first gives pupils experience of recognising the many different points and grouping them according to their own criteria.

The procedure we have used for this activity is as follows:

1. List all points relating to the topic. This can be done by "brainstorming". Pupils are asked to list all the points they can think of in relation to the subject as quickly as possible. This can be done in small groups, or with the teacher taking suggestions from the whole class and writing them on the blackboard.

2. Pupils group the points. Where possible they should choose their own major subdivisions, but if needed the teacher can assist by making suggestions. This is most easily done by asking pupils to work in small groups.

3. The groups then make a poster to illustrate their groupings, putting in arrows or linking words to show how the aspects relate.

4. Groups can be asked to explain their web/ flow diagram to the rest of the class. This gives them the opportunity to say why they have grouped or linked the various aspects in certain ways.

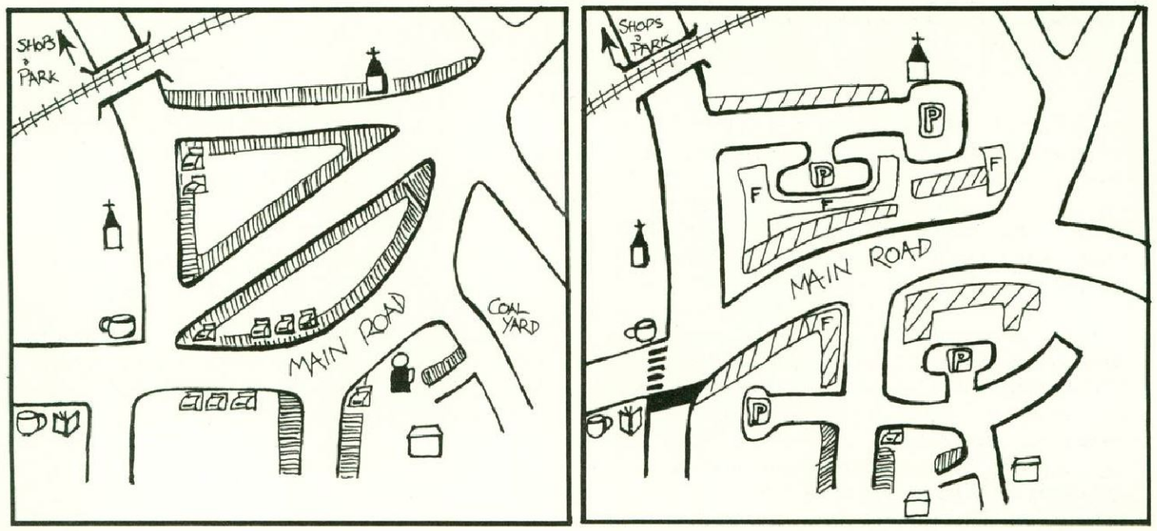
The following example relates to a new housing/ road development scheme which has recently been completed in the vicinity of the school. A few of the pupils live in the area.

The following plans give outline details of the area, before and after the development project.

Before the project, the area consisted mainly of 19th century terraced houses without bathrooms or indoor toilet facilities. The main road (a 'B' class road) was narrow with a dangerous bend. A row of terraced shops fronted by a narrow pavement flanked the road. The shops, including grocers, greengrocers, butchers, confectioners, chemist, shoeshop and clothes shop were run by local inhabitants, many of whom lived on the premises. The coal yard and garage were nearby, thus all the immediate needs of the inhabitants could be readily satisfied. Most of the inhabitants were elderly and had lived in the area throughout their lives. Many remembered it as a village community.

The development project involved bulldozing the terraces, widening and re-routing the main road and building new living accommodation. This included modern terraced houses and two storey flats for the elderly, some with warden accommodation. Parking areas have been provided, and most of the frontages are open-plan so that they can be maintained by the council. Only one shop, a small general stores, remains. Residents now have a ten-minute walk to the larger shopping centre which has been developed beyond the railway.

Pupils grouped the comments according to varied criteria. Some separated what they considered to be the good and bad things, others separated things to do with housing from those directly related to the road and others noticed changes in amenities – shops, youth club facilities, garage, parking areas. In this way they were able to recognise the many issues involved and to make sense of them in their own terms.



Before and After (Maps of Warley)

The list of points raised by the pupils included the following:

The terraced houses were old and "crumbling".

The rooms were big – my 'nan' lived in one.

There were no bathrooms.

The rooves leaked; houses were damp.

The old people didn't want to move.

The people had lived there a long time and had many friends.

The little shops were near and were friendly places.

There were several accidents at the sharp bend in the main road.

The old main road was too narrow for the buses/ lorries etc.

Cars had to travel slowly on the old road, now they go too quickly.

The new houses are further away from the road, so it is easier to see what is coming.

Now its too far to the shops for the elderly people to walk.

Some of the old people don't like the children playing on the grassed areas and in the parking spaces.

Most of the people that lived in the terraces were old.

Now there are more young people which means it is better at the church youth club.

The area is much tidier, because the council look after most of the grass. The people only have small gardens, so they don't get so untidy.

People can't find where to go, because so many of the roads are dead ends now.

Finding the issues

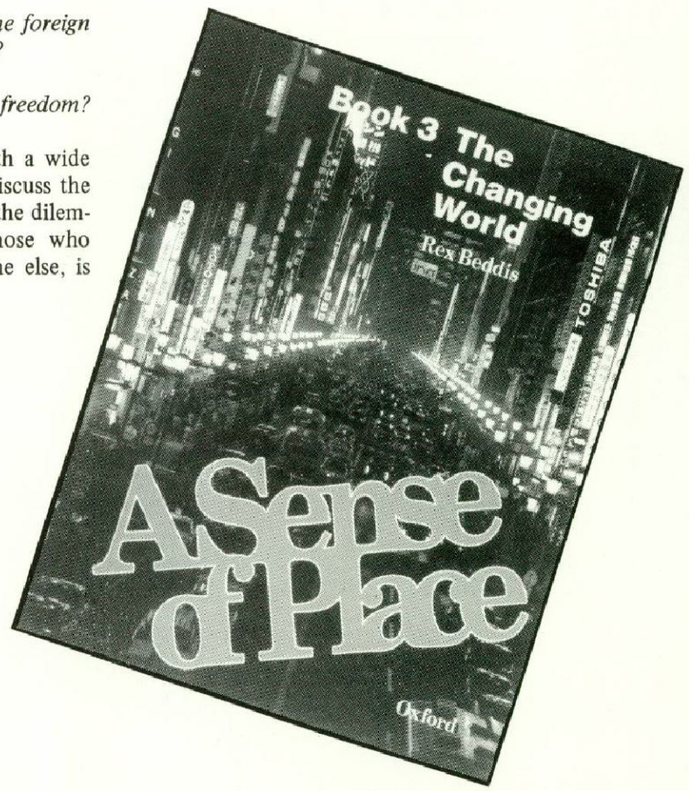
The text on this page is taken from 'A Sense of Place' by Rex Beddis. (It is part of Oxford's Changing World Series, 1982).

This book, designed for third year pupils, introduces a wide range of issues. In this example many questions arise about the nature of Brazil's economic development. It is important to use some activities to clarify what the main issues are and to enable pupils to bring out the underlying questions.

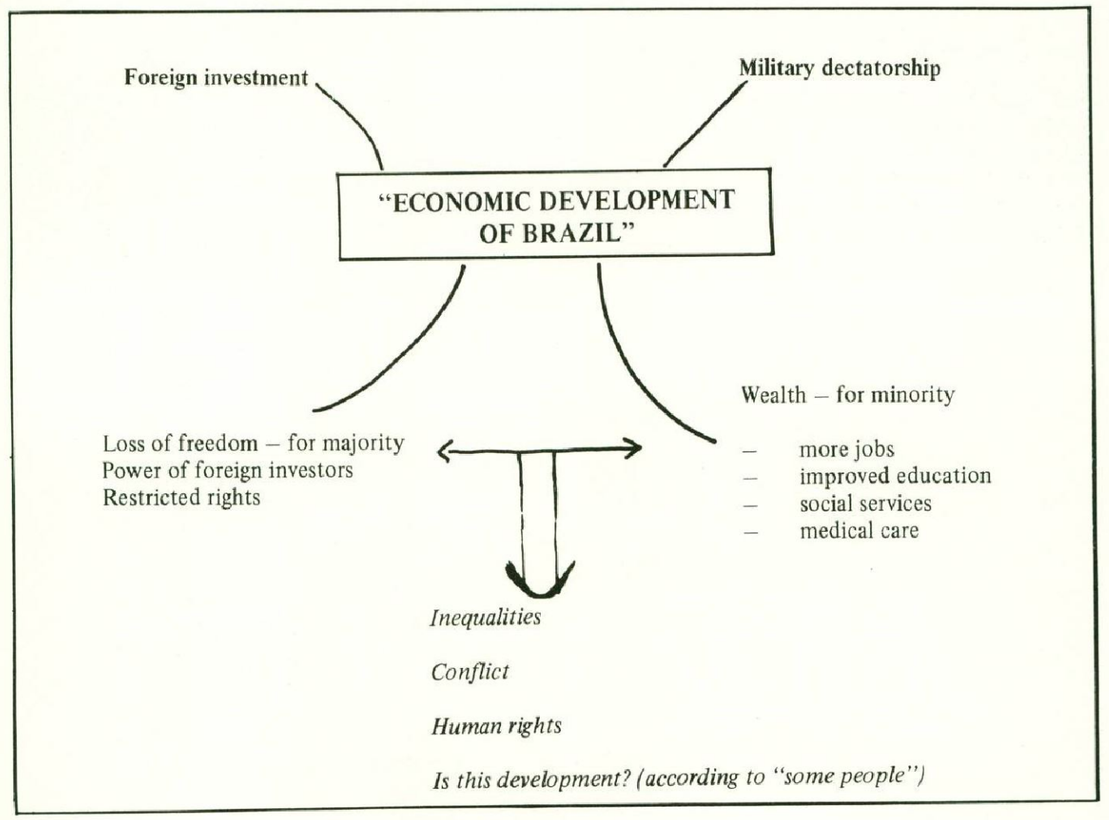
A considerable amount of work could be done on this one paragraph. Pupils could be asked to identify the main words in the text and explain in their own words what it is saying. Alternatively they could make a simple web like the one on this page. This could then be used as aid to discussion.

- *Who is gaining most from Brazil's economic development?*
- *What is the relationship between the foreign investment and military dictatorship?*
- *What does he mean by loss of freedom?*

Development Education is concerned with a wide range of issues. Pupils who are able to discuss the different points of view – to grapple with the dilemmas, have a far greater insight than those who simply learn what Rex Beddis, or anyone else, is saying.



It is fairly obvious that while many have benefited from the new jobs and wealth, many more have hardly noticed it, at least for themselves and their families. There has been a loss of freedom. Some individuals or bodies like trades unions have had to accept laws passed by the military dictatorship. The generals and their supporters argue that this is worth accepting and that in the end everyone will benefit from the improved education, social services, medical care and employment that increased wealth brings. Another change is that the foreign banks and firms that have put money into Brazil not only take a lot of the wealth it earns, but also have a lot of power to decide what will happen in Brazil in the future. The government needs their money, so has to listen to their needs in return. There is no doubt that there has been spectacular economic development in Brazil, but it is equally clear that many millions of Brazilians have not yet gained very much from it. Some people argue that real development means more than economic growth, and should include the fairer distribution of a country's increased wealth.



From whose point of view?

It is clear that most of the content we are dealing with when learning about development cannot be simply approached from one point of view. Indeed any level of understanding involves recognising that there are numerous points of view.

Many pupils under the age of fourteen find it difficult to synthesize, or even accept, several alternative viewpoints. It is therefore, very important for the teacher to use techniques which will help pupils to develop this skill.

To introduce the idea of different viewpoints the pupils could be presented with a staged debate. The teacher could provide a short presentation with a biased but plausible commentary on a local issue about which the pupils hold a range of opinions. Another technique is to select a sequence of slides and provide two commentaries from different points of view. Working in pairs pupils could be given a photograph and asked to prepare a description from the point of view of the different characters which they make up.

It has already been suggested that a development module within a geography course has implications for what is taught in the rest of the course – about local studies for example. If pupils are to grasp the range of pros and cons of a large development project in a developing country it is useful to explore those of a development project in our own locality.

If there is not time for a full study of a local case then a diagram like this one below could be used as a stimulus to discussion.

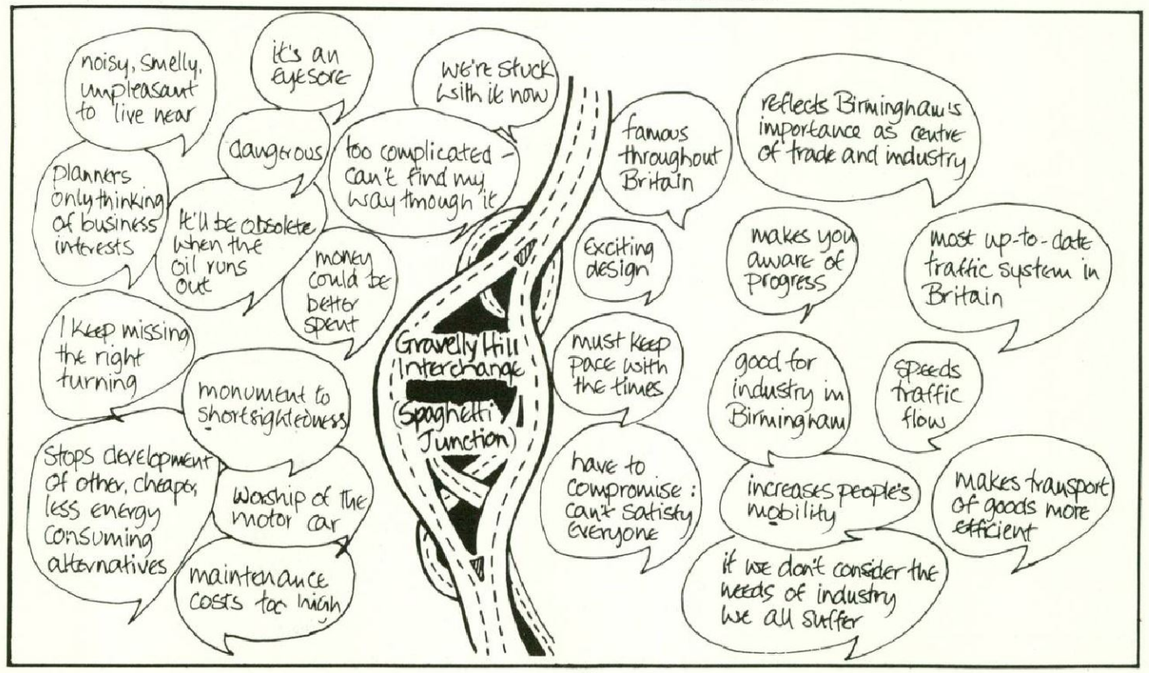
– *Who is most likely to hold which point of view?*

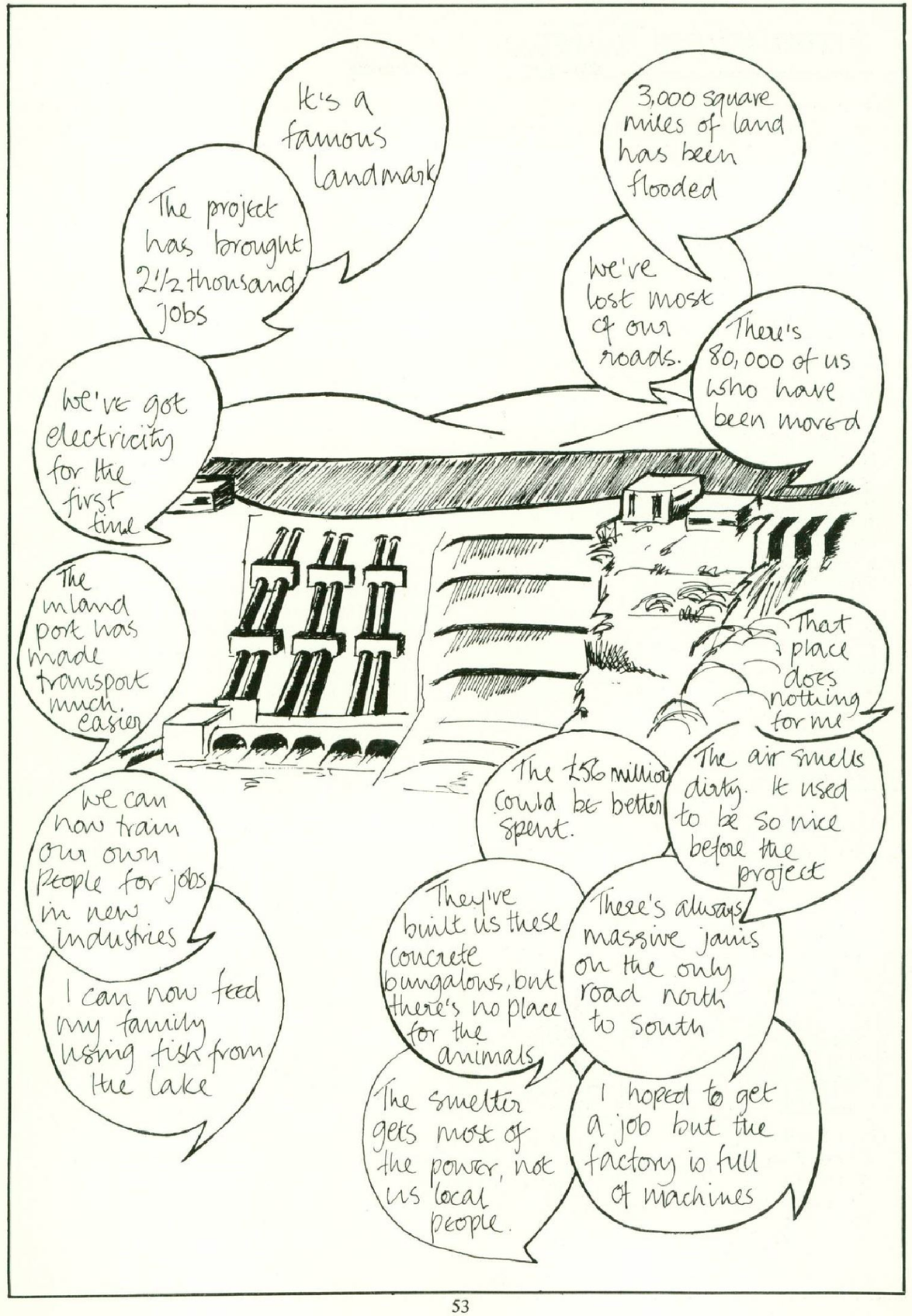
– *What reasons might influence their view?*

This technique could then be reversed to draw a class diagram for a development project from a 'developing country.'

This idea was used with a group of third year pupils, following a series of lessons about the Volta Dam in Ghana.

During the lessons pupils had read and discussed extracts from a variety of sources, which showed how developers, traders, industrialists, local farmers and fishermen viewed the project. The points that had been raised were written down, then divided into those which supported the development and those which showed reservations about it. The result was the diagram shown opposite which was drawn up by the pupils with the help of the teacher. This helped the pupils to see the issues more clearly and link the points that had been raised during the course of work.





Simulation Games

One of the central problems which much of the content involved in learning about development issues is its complexity. A major theme in this is how to make some of that complexity more accessible to pupils without deskilling them. Various forms of role play and simulation are discussed in most sections of this book; it is also worth considering some **simulation games.**

It is important to be clear what you are using the game for – to consider it in the context of organising content for example – and then to play the game to support those objectives. There is a danger of seeing the game as a set procedure, a bit like a "party game" with the teacher's role being one of seeing fair play to the rules. It is more useful to see simulation games as another teaching technique. It is also important to recognise that a good game which is in essence a simple one, needs to be backed up with other work to provide a context for the principle concepts that can be learnt from the game. Simulation is not an alternative to this.

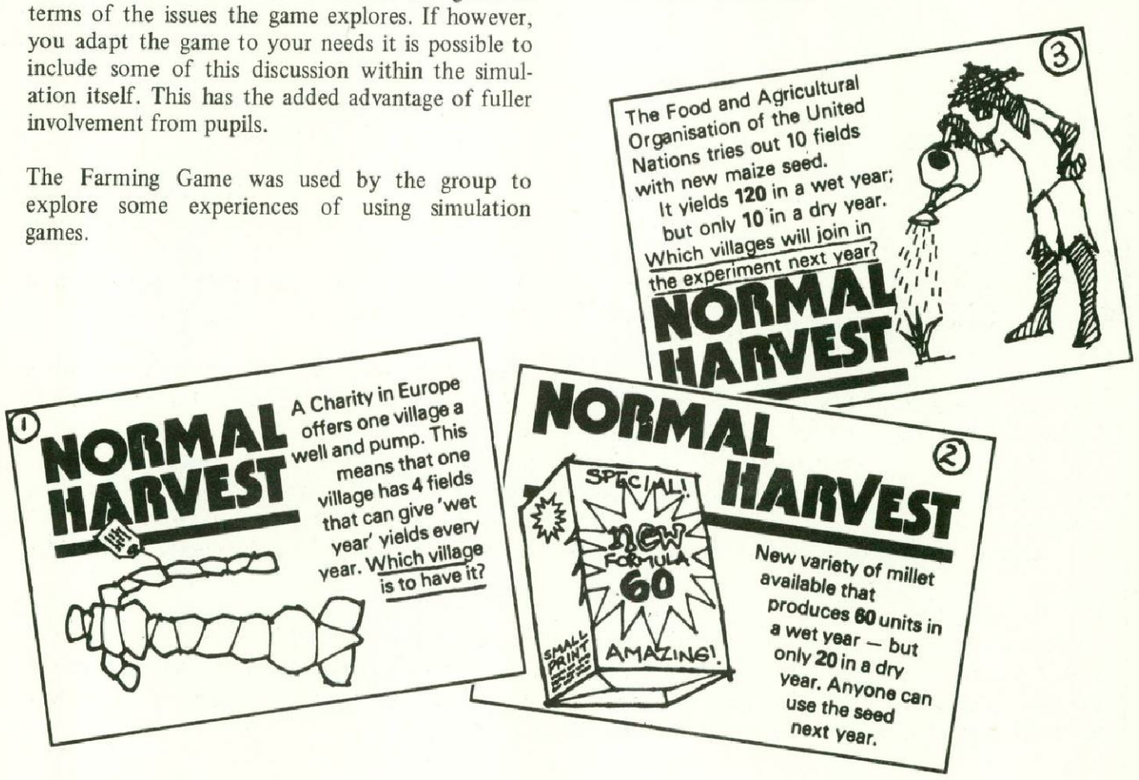
Debriefing of the game is important to provide such a context and to encourage the pupils to reflect on their interactions within the game in terms of the issues the game explores. If however, you adapt the game to your needs it is possible to include some of this discussion within the simulation itself. This has the added advantage of fuller involvement from pupils.

The Farming Game was used by the group to explore some experiences of using simulation games.

The Farming Game

Pupils work in group each simulating a village unit (it would be more useful to see it as a compound, for an extended family). This is located "somewhere" in West Africa. Each group plants crops to provide a balanced diet and enough units of food. A dice determines the weather (dry or wet) and food units can be calculated. The total number of units may also be affected by a range of possible disasters. The amount of food produced sets the level of risk of illness and whether the compound gets a disease card. The game is about the relationships between land, agriculture, food production, potential malnutrition and illness.

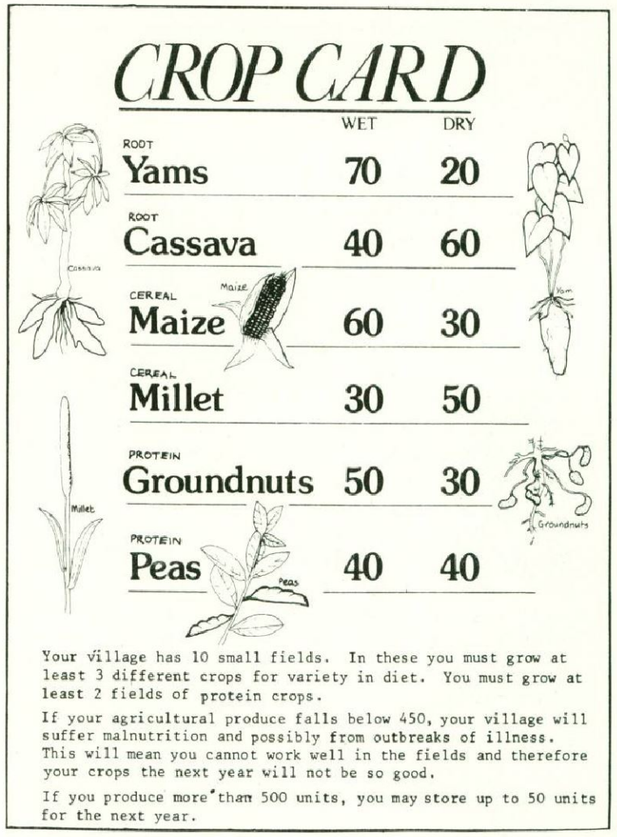
To make use of the game it is important to provide some sense of location or even show examples of different West Africa locations. The idea of fields may be confusing when you have been teaching about intercropping and some of the combinations of crops will not be very realistic. However, the game does increase familiarity with the names of the crops and the types of food they provide. In many locations in West Africa the influence of cash crops will also be very important. The game does not include this.

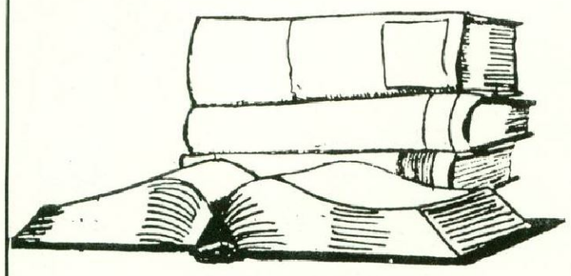


It may also be useful to look at some actual weather patterns, for example to consider the effects of the progressive failure of rain, which may not be simulated by the dice. It is useful to make sure some particular cards come up to suit your needs. For example:

(1) Offers the opportunity to explore the implications of irrigation for one compound. You could take time out to allow full discussion of this in the compound groups and as a whole class. With encouragement, many issues about co-operation vs competition can be introduced to the decision about which compound gets the pump. You may want to consider this in the context of the local implications of Charity aid from Europe; however, if this is not going to be followed up it might be useful to rewrite the card, "The Dept. of Community Development is offering a pump to one village." There is a danger of assuming that all change for the better is a result of outside influences.

(2) & (3) Offer the opportunity to revise work on the 'green revolution'. do you go for the new seeds and all the potential they bring or are the risks not worth it?





Deadlines: Media bias about the Third World A simulation for understanding how newspapers cover stories from other countries. Participants are journalists who are sent to interview people concerned with the failure of the sugar crop in the little known African country of Batonga.

The Trading Game published by Christian Aid, which attempts to show who benefits and who loses by trade. It gives a simple outline of very complex relationships and aims to make clear the basic issues that determine these relationships.

Brandes, D and H Phillips (1979) **Gamemasters' Handbook**, London, Hutchinson.

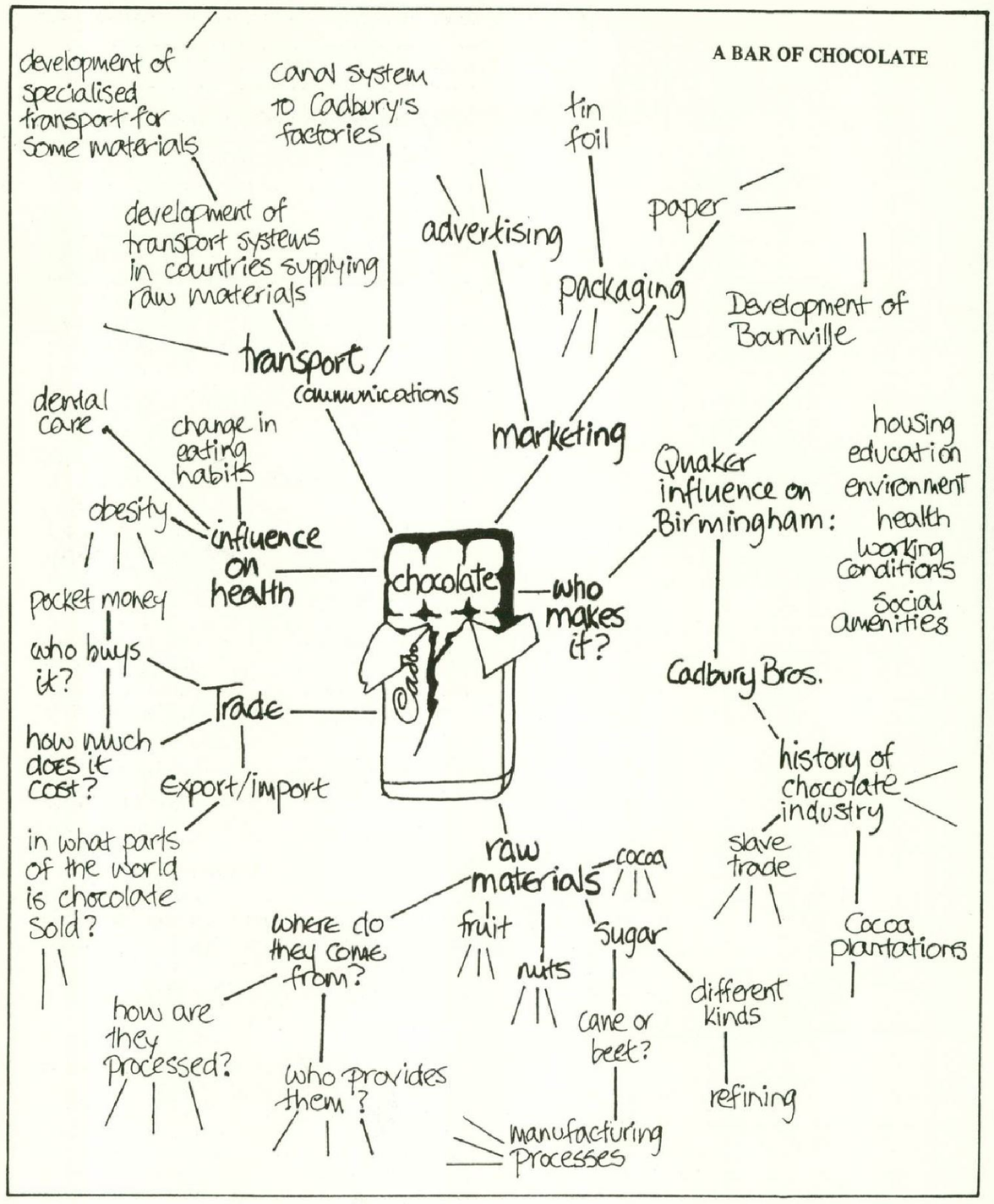
Tansey and Unwin (1969) **Simulating and Gaming in Education** London, Methuen Educational.

Walford, R. and S. Taylor (1972) **Simulation in the Classroom**, Harmondsworth, Penguin.

Wight, V. R. Norris and F. Worsley (1972) **Concept 7-9, Unit 3, Communication, Teachers Manual**, London, Arnold.

The rubber plantation game, p.60 **Understanding developing places,** which shows the factors which encourage or hinder the development of rubber production.

Industrial simulation Unit 24 **Basic Geography 3** which shows why "encouraging industrial growth in the developing world is not as simple as it sounds".



How should we select the priorities

What content/themes?
What focus points?
What skills/concepts?

CONCLUSION TO SECTION THREE

In this section we have shown that it is impossible to present information without imparting a particular set of attitudes or values. The difficulties of presenting several varying aspects of an issue have been explored.

When working with pupils there is the need to simplify information to assist their comprehension without reverting to stereotyping and labelling. This is a very real problem even for the most aware presenter. No individual can possibly take into consideration every viewpoint. Even if this were possible it would be very difficult to present so many aspects without totally confusing the learner. The danger occurs when only one side of an argument is given, thus distorting the facts, or when one reverts to the "problem – centred" approach. Teachers need to be especially aware of this when selecting text books and when using information presented by organisations with particular interests, e.g. Aid Agencies, Multi-National Companies, Government Departments.

Whilst there are problems relating to the selection of information for geography courses, this does not mean that complicated or controversial issues cannot be presented. There are techniques which can be used to help pupils to distinguish points relating to particular issues, and to group them in ways which will clarify the total "picture". Topic webs, diagrams and simulation games, as described in this section, can be used to achieve this end.

The manner in which information is presented is as important as the subject matter. Therefore we are not necessarily suggesting that teachers should begin a drastic revision of their syllabi, but that they should consider how the content can be presented in a more open-ended manner.

A useful planning activity which allows a group to share ideas about content is to make a group web and then to review it in terms of their other objectives. The example shown here is based on one drawn working on a theme of chocolate – a theme which was adopted because of its local and international dimensions.

The creativity of a group making such a web can be too satisfying especially if someone makes a nice poster of it for the next meeting. This is clearly only the first stage. A card game like the one on page 14 may be useful in sorting out a concencus about what to give priority – what it is that you hope the pupils will gain from learning about chocolate ...or whatever.





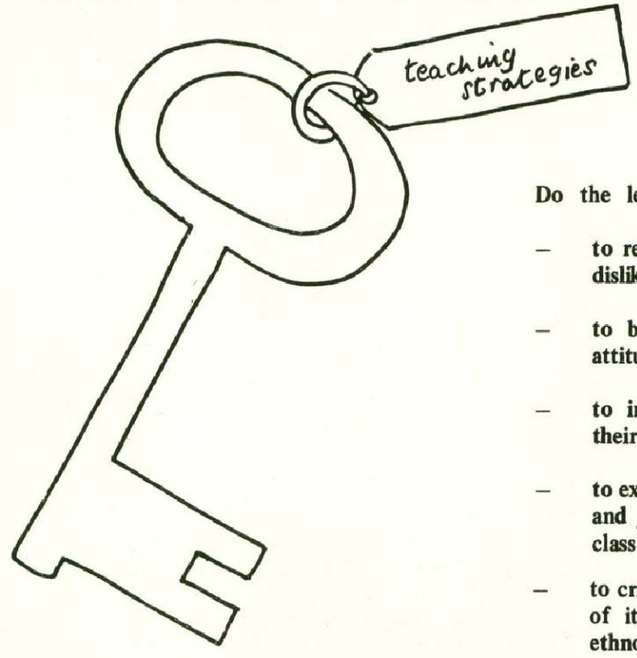


4. Developing Skills

The development of skills is also a central element of a development education approach. In this section we have chosen to highlight areas of skill which are particularly useful to lower school geography. They represent examples of learner-centred educational practice, which will help pupils to become aware of attitudes as well as furthering their knowledge and understanding of situations.

As explained in Section One, the working group devised Key Questions to provide guidelines. Those regarding teaching strategies are relevant to considerations about the development of skills and are listed below.

The activities described in this section are divided into four areas—Discussion, Visual Skills, Evaluation of Information and Mapping. Each part has a similar format, beginning with a general introduction to the skills involved, and followed by examples of classroom application. A discussion on the difficulties of assessing learner-centred activities concludes the section.



Do the lessons give the pupils an opportunity:

- **to respond freely in their own terms - likes/dislikes, opinions, interests, evaluations?**
- **to become aware of and clarify their own attitudes to the place/issue?**
- **to informally discuss issues and ideas with their peers at an early stage of the work?**
- **to express their considered views and opinions, and justify them openly to the rest of the class and to the teacher?**
- **to critically examine the lesson itself in terms of its assumptions, bias, validity, accuracy, ethnocentricism, racism... ?**

Discussion

Discussion provides an ideal opportunity for pupils to be actively involved in the learning process, to think out their own views and to find out how others feel. However, they cannot do this without adequate preparation and some basic understanding of the issues. It is helpful if they are able to use their own background knowledge and experiences in their early attempts at discussion, rather than having to use secondary sources. As with any skill, it is necessary to build up the participants' confidence, especially if they are reticent, and have little opportunity to express themselves orally in the structure of classroom work.

Through discussion, pupils can learn:

- to use experience or knowledge as a basis from which to express an opinion
- to express views orally
- to speak confidently to an audience
- to concentrate on the subject under consideration
- to listen carefully to the views of peers
- to respond to the views of another. This could involve supporting or rejecting views, or lead to a modification of one's own ideas.

The value of discussion activities in relation to a development approach is that they:

- allow pupils to respond freely in their own terms
- give the pupils an opportunity to become aware of and clarify their own attitudes
- enable pupils to discuss issues and ideas with their peers
- allow pupils to express their considered views and opinions and justify them openly to the rest of the class and the teacher.

When planning to use discussion in your lessons we would suggest that the following points should be noted:

- Discussion should be an integral part of a course. If this type of activity is only used on rare occasions it will be seen as a special event which has no relevance to the remainder of the course.
- The stimuli or strategy for raising issues should be selected and any evidence that you can foresee being required during the course of the discussion should be readily available.
- Arrangement of the classroom should normally be such that pupils can face each other.
- If discussion is to occur in pairs or small groups, the teacher will need to select a position that will enable him/her to respond appropriately.
- Before a discussion activity begins the teacher should decide whether it is to be evaluated, and, if so, what is to be evaluated... eg. number of pupils contributing, extent and relevance of contributions, flow of discussion... It may be appropriate to tape record the lesson.
- Contentious issues may lead to pupils expressing opinions which the teacher considers "dangerous or immoral." It is helpful if the teacher knows what "stand" s/he wishes to take and how to intervene in such circumstances.

Any approach which involves active pupil participation has implications for the role of the teacher and the amount of control a teacher has at a given moment.

If classes are divided into small groups it is not easy to know what is happening within the groups. A solution which some teachers have found is to restrict groups to pairs – but again some pairs may not keep to the issue – or to ensure that each small group reports back to the whole class. This latter technique ensures that the focus of the discussion is retained, however it can be more time consuming.

Group dynamics need to be observed carefully to ensure that there is real debate. It is possible that you may encounter some of the following "conditions":

- *pupils who dominate*
- *dependence on the teacher*
- *pupils who remain silent*
- *tensions within the group*
- *lack of flow in the discussion*
- *pupils manipulating the discussion for their own ends*
- *avoidance of controversial issues eg. coming to a quick agreement to report back, rather than exploring the issues fully.*

It is helpful if the teacher considers such possibilities, so that s/he can respond to them. We found the chart opposite very useful. It is based on *'Learning to teach through discussion'*, edited by Jean Rudduck, (Centre for Applied Research in Education, University of East Anglia, 1979) p.60-62

Evaluation or assessment of discussion is not possible along traditional lines. In the following examples, no serious attempt was made to do this. However, if you wish to evaluate your discussion you are referred for suggestions to *'Learning to teach through discussion'* pages 50-51.

Pictorial Discussion Sheets, Oxfam, 1980/82. 25p each.

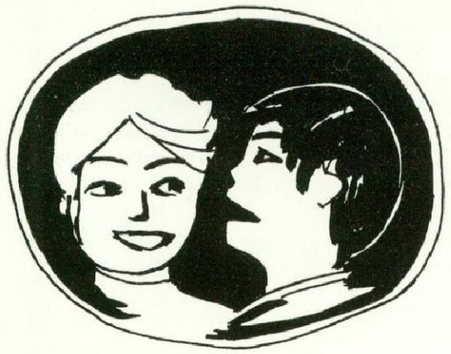
These sheets present pertinent issues in a lively manner appreciated by young teenagers. Seven sheets are published, each forming an independent unit, but the same basic themes occur in each unit so the sheets can be used as a set. The themes covered include: food, population, farming, land, water, health and work.

Cartoon sheet discussion starters, CWDE, 20p each.

Each sheet contains basic facts, statistics and explanations of the issue presented. The cartoons on the front are attractive to pupils and the discussion points at the end can be used with groups of teenagers. Issues presented include: trade, unemployment, UN water decade, food and agriculture, least developed countries, energy, population, health, aid, education, environment, disarmament, children and women.

The *New Internationalist* is a useful source of case studies, see especially June 1979, and a fairly recent text book *Life in Developing Countries,* Longman, 1981.

A stimulus like this one can be used to warm up discussion skills.



Behaviour in the discussion group

Common problems | **Suggested strategies**

Dependence on teacher
- eyes on teacher all the time
- statements addressed to the teacher
- "What do you think, Sir?"
- attempts to engage teacher in dialogue

- *rearrange the furniture*
- *encourage pupils to question each other*
- *avoid eye to eye contact with person contributing*
- *clarify teacher's role*



Dominant pupil(s)
- one or two pupils do most of the talking
- interaction revolves round one or two pupils
- one or two pupils are disruptive

- *encourage others to contribute*
- *deliberately invite others to enlarge upon their statements*
- *summarise to re-establish the balance of offerings*
- *select new material*
- *appoint members of group, including the dominant ones, to observe and comment upon the discussion*

In-group/out-group tension
- identifiable sub-group controls the talking
- mood of 'cosy reinforcement' rather than engagement with the issue
- out group silent or engaged in mildly defiant activity

- *encourage out-group to make contributions*
- *if disruptive, try the question "Some people seem to be finding the discussion more than usually difficult. Why?"*
- *split group into sub-groups*

Scapegoat
- one pupil becomes the recipient of critical questioning, laughter or ridicule
- teacher picks on one pupil

- *if appropriate, give pupil time to justify himself more fully.*
- *find 'respectable' material to support scapegoat's view*

Isolate
- silent pupil (passive)
- silent pupil (hostile)
- reflective pupil

- *reduce any peer group constraints (e.g. ridicule) to a minimum*
- *use smaller groups or pairs*
- *if evidence of understanding is shown in the pupil's other work, let him have the right to participate through listening*



Consensus
- no interaction
- avoidance of disagreement
- general caution
- contributions add to previous statements, producing a cumulative agreement

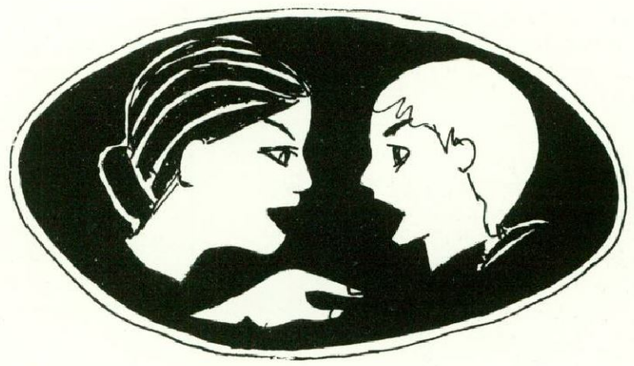
- *introduce the possibility of disagreement*
- *introduce material to challenge the consensus*
- *try to explore the issue through simulation*

Ignoring peers
- each speaker ignores previous pupil's contribution

- *invite pupils to comment upon previous statements*

Conflict/Polarisation
- angry pairing
- very fast discussion
- immediate response, no reflection

- *slow down pace by asking for clarification in a non-critical, interested manner*
- *introduce some reading material related to the issue*



Client
- a pupil seeks personal attention
- a pupil elaborates on personal experience, including personal problems
- signs of boredom amongst the rest of the group

- *avoid questions which would facilitate the exploration of personal problems*
- *relate 'personal' contribution to general issue and follow this by asking for other viewpoints*

Discussion using local knowledge

The following is an example of a discussion activity using a set of photographs taken in the pupil's local area. Consideration of issues at a local level helps pupils to understand similar issues in another context.

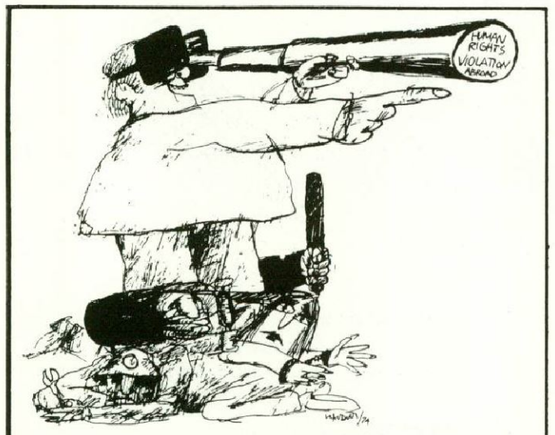
We found activities such as these useful because they enabled the pupils:

- to use their knowledge of their local area, plus that portrayed in the photographs as a basis from which to form opinions,
- to formulate and express opinions orally,
- to listen to the views of peers,
- to respond to the views and opinions of others.

The photopack – *'The World in Birmingham'* (DEC, 1982), consists of 33 photographs which show contrasts in Birmingham. Aspects covered include schools, religious practices, shopping, landscapes, transport, different races, "urban renewal" and a major development project (National Exhibition Centre).

The activity described was planned for a double lesson with 3rd year pupils and occurred during a course of work on urban geography and land use.

(Preliminary exercises, such as those suggested in the later section on photo-skills, page 56, had been used to familiarise the pupils with the photographs in the pack).



Why are we less interested in teaching about development issues in a local context?

The Lesson

During the lesson pupils were asked to consider questions in relation to the photographs which were displayed around the room.

The questions included:

What impressions would the photographs give of Birmingham to an outsider?
Do they give a true picture of life in the city?
From your experiences of living in Birmingham what would you wish to include that is not represented?
Would you wish to exclude any of the photographs?

At first the pupils shared their ideas with a partner, then they joined with another pair to further discuss the questions. Finally there was an open discussion to which any member of the class could contribute.

As would be expected there was enthusiastic involvement whilst pupils were talking to their partners but the level of participation was lower as the size of the group enlarged. About a third of the pupils became involved in the final discussion which centred around:

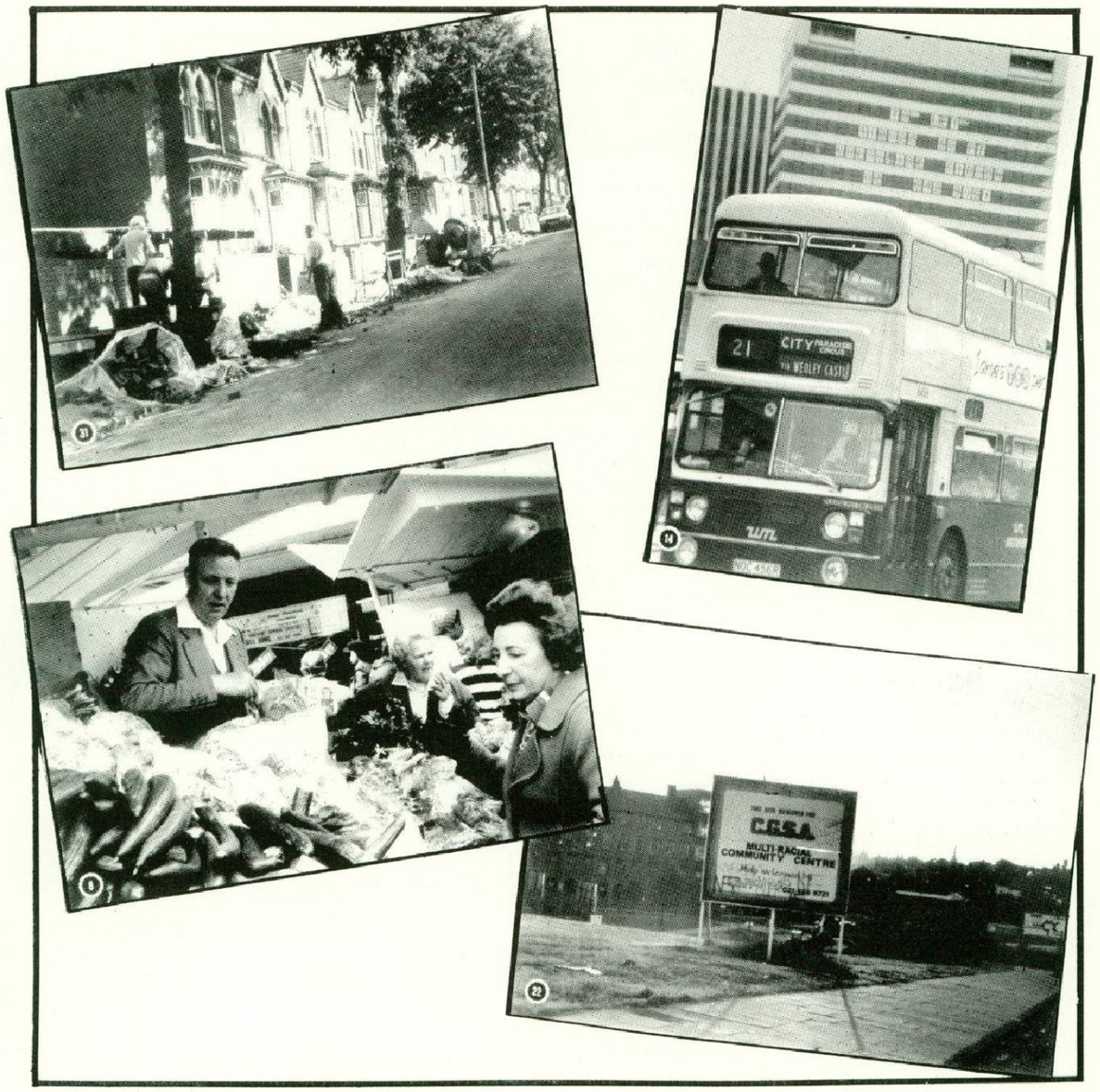
- differing views on what the city was really like
- representation of the multi-cultural and multiracial aspects
- the image of the city centre
- the implications of congestion - people and traffic.

Some of the most memorable comments were:

"There are too many photographs of messy streets."
"The photographer was biased towards coloured people."
"More attractive places – parks and trees should have been included."
"Birmingham is a very crowded city."

Although there was some evidence of stereotyping with regard to other cultures particularly from single sex schools, in the 'middle class' suburbs, this was not so marked as had been expected.

The most valuable aspect of this activity was that it gave pupils opportunities to exchange their views orally, develop their ideas and co-operate in the decision-making aspects of the task.



Role play as a basis for discussion

Role play/simulation requires the participants to put themselves in a position alien to their own. It can form a useful basis for more advanced discussion activities. Pupils can either imagine they are someone else or imagine themselves in a situation which they would not normally encounter. Role play is seen as a development of a child's everyday life in which s/he is constantly learning to act in different ways according to the situation. Role play advances discussion skills to the level where pupils are able to question information, sustain an argument and make decisions.

The following activity was undertaken with a group of 3rd year pupils who regularly discussed issues in geography lessons.

This activity was useful because it enabled the pupils:

- to use information previously unknown to them
- to develop an argument and use logical reasoning
- to express opinions to an audience
- to respond to the views of others
- to adjudicate on an issue.

Background information and role cards were duplicated in advance. In the lesson preceding the activity the sheet of introductory information was presented and the map explained.

Pupils were told to read the role play cards for homework and to assimilate the information so that they could argue "their" case.

THE LESSON The class was divided into six groups.

Six "neutral" members of the class formed the town council. The remainder were put into five groups, each representing different pressure groups.

Once the groups had been divided the teacher did not seek to influence the discussion. This occurred only indirectly through the provision of the introductory information and the role cards previously distributed to the participants.

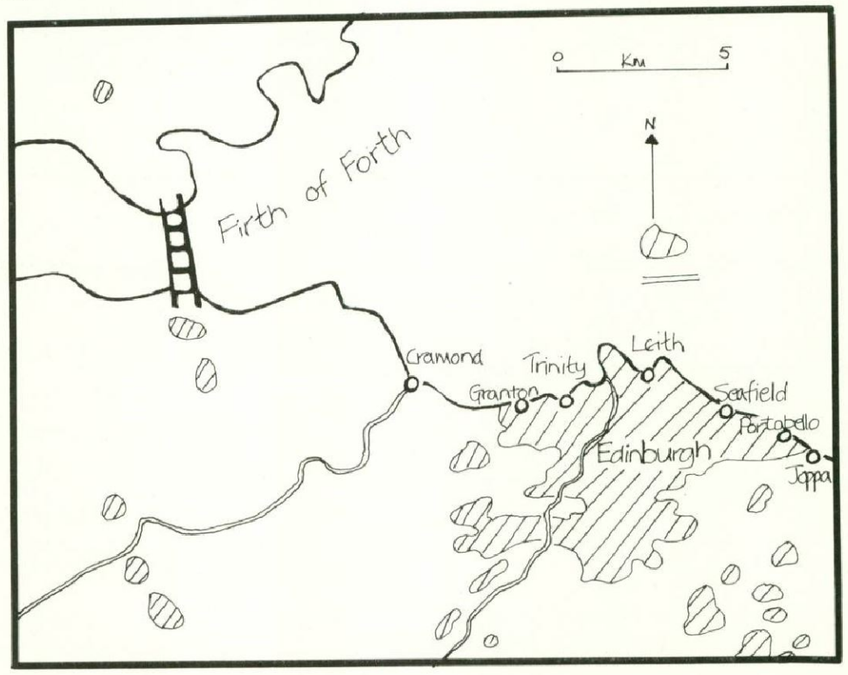
The groups were very interested and involved. No discipline problems were encountered and the Town Council controlled the meeting!

In playing their roles, all of the groups adopted stereotypes. Most pupils participated and several argued their case well and with conviction. The majority of pupils gained insight into how decisions should be reached in a democratic society.

The activity gave the pupils an opportunity to both develop discussion skills and begin to empathise with other people – a very important aspect of development education.

On a dry day, these 8 pipes pour 50 million gallons into the sea. On a wet day, the sewage is diluted, and the pipes flush out 300 million gallons. Edinburgh has a plan for changing the system. It was put forward in 1967 and would now cost well over £25 million. The plan proposes that all the sewerage should be collected and treated at Seafield and then taken by pipe for more than a mile into the Forth estuary.

Edinburgh guide books say the city is historical: its sewerage system certainly seems mediaeval. At Cramond, the old Roman port and now a spot for yachts and open-air summer restaurants, there is a sewerage pipe 1.8 metres in diameter. Two miles east near the harbour of Granton is another pipe of the same size. The Trinity Outfall pipe is just over 1 metre wide, while at Leith there are 2 pipes – one 0.9 metres, the other 1.5 metres. The biggest pipe is at Seafield, being nearly 2.1 metres in diameter. At Portabello is a 0.6 m pipe and at Joppa a 0.4 m pipe.



Macdonald Incorporated

Your firm of property developers own the Seafield site. At present the land is derelict, and earning you no income. You quite like the idea of the sewerage plant being built on your land, but –

1. Other types of developments have spin-off effects eg. if shops were built, then car parks would be needed. A sewerage plant has very few spin-offs.
2. You own other property in the area and the effect of the sewerage plant would be to lower their value.
3. If the Council wish to buy the land for the plant, they could use a Compulsory Purchase Order and buy the land off you at a lower price than say, the Arts Council.
4. If shops or offices were built you would get rent.

Edinburgh Chamber of Commerce

You represent the local shopkeepers and traders.

1. Any development would bring work to the local building trade.
2. Any scheme that would clean up the local beaches and harbours would increase the number of tourists, except at Seafield.
3. A new concert hall would bring tourists and fill hotels. Your busiest time is during the Edinburgh Festival.
4. Any development (except a private one) would mean an increase in rents and rates.
5. Any private development, like shops, would take trade away from you – unless you moved and that would be very costly.

Seafield Residents

You, like all Edinburgh residents, have campaigned for a scheme but now it may be built "on your doorstep". How would you feel? Think about:

1. At present all your sewage is washed back – in the future it could be everyones.
2. What effect would the plant have on house prices?
3. Is Seafield the best site anyway? Is it too close to the harbour? Is it too far from Cramond? Why not build it outside the city altogether where the land prices are lower and so the cost of the plant would be less? The cost of the plant is going to be paid using your rents and rates.

The Arts Council

The world famous Edinburgh Festival is an annual event, and you wish to improve the cultural facilities of the city. Thus you are willing to give a grant to help pay for a new concert hall to be built on the Seafield site. Your grant will cover 25% of the cost of the hall; the local council will have to pay the rest (using local rates and rents).

Local Residents of Edinburgh

You have lived with the problem and have been campaigning for some time for something to be done.

This scheme could be the answer, but –

1. If the sewerage is taken out 1 mile, will the tide wash it back?
2. The cost of the scheme will have to be at least partly covered by increases in rents and rates.
3. Would it be cheaper to build it somewhere else?
4. You feel so strongly about the threat to health, the smell, the effect on wildlife, the chance of disease, that you will organise a "Rent-strike" if something is not done quickly.

Visual skills

Visual presentations of information have an immediate appeal and invoke a quicker reaction than the written word. It is important, therefore, that we should make full and effective use of such material. Pupils' reactions, whether immediate or reflected, should be explored and opportunities given for them to share ideas. Use of visual material should not be random, but carefully planned, with skills and techniques determined in advance.

The use of photographic material in teaching involves the development of several learning skills.

These include:

- making careful observations
- acquiring information from a visual source
- analysing and evaluating information
- relating one's own views to the image
- recognising the value of different interpretations
- producing a written or oral interpretation of a visual image
- empathising with the people or situations portrayed
- forming links between photographs

Skills such as the above should be built up gradually. Before pupils can learn from photographs, they must be given opportunities to look carefully at what is presented. Both general impressions and detailed analyses are necessary. Until pupils have learnt to assimilate the content of a picture, they will not be able to relate their own experiences and views to the images presented or empathise with the situation portrayed.

Using visual materials gives pupils the opportunity:

- to respond freely regarding likes/dislikes, opinions, interests, evaluations
- to clarify their own attitudes towards the image portrayed
- to examine the lesson material in terms of its assumptions, bias and validity.

Work with visual materials usually involves the use of a published photo pack or series of slides though peoples personal collections are also very valuable.

Display boards are an asset for photographs, particularly if the whole set needs to be visible.

Desks and chairs need to be moved to allow pupils to walk around to view the display.

Depending on the activities, other materials may also be necessary, eg. lists of key words for labelling exercises, question grids for detailed photo-analysis.

Photograph exercises often involve different groupings within a single lesson. This has implications for the arrangement of furniture and movement of pupils.

It is important to recognise that often pupils find it difficult to accept that there is no one answer to a question. Teachers will need to help pupils to explore the diversity of opinions, rather than allow them to come to a quick consensus.

Any assessment procedures must test the way the pupil has approached the task, rather than the accuracy of the "facts" gleaned.

Activities for introducing photograph skills.

Before studying a set of photographs in depth it is important to provide opportunities for the pupils to become familiar with the collection as a whole. These activities can also be used to introduce the main content of your scheme of work.

It is important, especially if the group is not used to 'reading' photographs, that some preliminary exercises are used to begin to build up an appreciation of the value of the photographs as a resource.

A Preview

The photographs should be displayed around the room and the pupils should walk around taking a quick look at each photograph.

It is useful to explain that this is a preliminary look at the pictures, during which you would like them to put together the bits of evidence – (their first reactions to the different photographs) to find out about the collection. This detective work can build up different ideas about the photographs. This discussion in groups, can be reported back to the class after asking each individual to decide on one picture which sticks out in his/her mind. Class discussion can then be focused on the picutres that are chosen.

- *Why do they stand out?*
- *Did two people, or more, choose the same picture?*
- *Do they have similar reasons for choosing them?*

Now you see it – now you don't

There are a range of activities which are based on the same basic idea of describing a photograph, or set of photographs, which have been seen but are then turned over. These activities encourage a more detailed look at the make up of the picture, and require pupils to find their own words for describing them.

Working in pairs with one picture each pupils could be asked to look at their picture for one minute without showing it to their partner. The pictures are then turned over. They take turns in describing their picture to their partner. They could even write down the description. They then compare each description with the picture.

- *What was left out?*
- *How is the picture different from the partners image hased on the description?*
- *What things were made up?*

A set of photographs are laid out on a table top so that a group can see them. The pupils are asked to look at he pictures for one minute, they are then turned over. Working together as a group the pupils list all the photographs they can remember.

A set of photographs are laid out in a similar way. After the minute all the pupils except one close their eyes. The one with eyes open turns one of the photographs over and then calls "Ready". The rest then try to work out which one is missing. The first to guess has the next go, after the pictures have been rearranged.

Twenty Questions

A form of twenty questions can also stimulate a closer examination of the photographs. One pupil chooses a photograph. The others in the group have to ask questions until they can locate the correct picture. This is also a useful activity as a lead up to grouping the pictures, as questions will evolve round the main themes and features.

What are they doing?

Working in pairs, part of the photographs should be covered up by the partner. The pupils are asked to guess at the complete picture using evidence such as facial expressions, body positions, dress and the background. They can then use the complete picture and consider things such as:

- *their first reaction to complete picture - how it differed from their expectations?*
- *what led them to their expectations?*
- *all pictures are in a sense partial - what sort of questions should we bear in mind when trying to find out about a place through pictures?*

Captions

Pupils can be asked to invent newspaper type captions for the photographs. It is also interesting to attempt to write very different captions for the same photograph. What effect do words have on the visual impression? The impact of words and pictures as found in adverts is also a useful study and a plentiful resource.

Give each group 10/12 photographs and ask them to sort the photographs into groups in whatever way they like.

They may for example choose to link photographs in a story or link situations which have something in common. They could group them on the basis of the kind of questions they raise about development priorities.

WHAT? WHY? HOW?

Questioning photographs

This detailed photo-questioning exercise followed preliminary work on the photopack *Living with the Land*. This particular activity concentrated on photographs showing the human aspects of geography. It enabled:

- a critical appraisal of the information
- a consideration of development issues in a Third World setting
- a debate recognising the value of different interpretations
- empathy with the situations shown.

By this stage in the course the pupils had already been given many opportunities to express their opinions of the images presented in photopack.

All show the juxtaposition of modern and traditional aspects of Ghanaian life.

The activity was planned for a forty minute lesson with middle/upper band third year pupils.

The teacher's preparation included devising question grids for each of the photographs of the type shown opposite. Included in the grids were questions relating to the contrasts within the photographs (eg. clothing, use of products, traditional versus modern ways), and questions requesting the pupils' own ideas on situations eg. What might people be thinking? discussing?

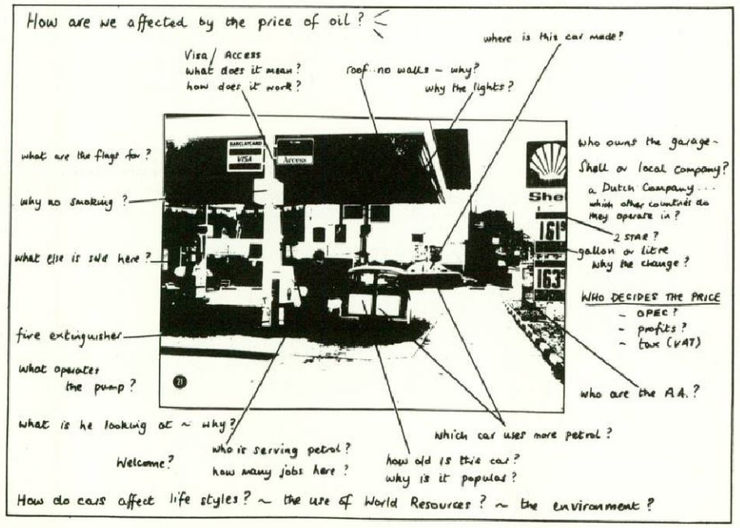
The Lesson

Desks were arranged in blocks of 4 to 6 so that pupils could easily work in groups. Photographs and question grids were handed to the groups at the start of the lesson.

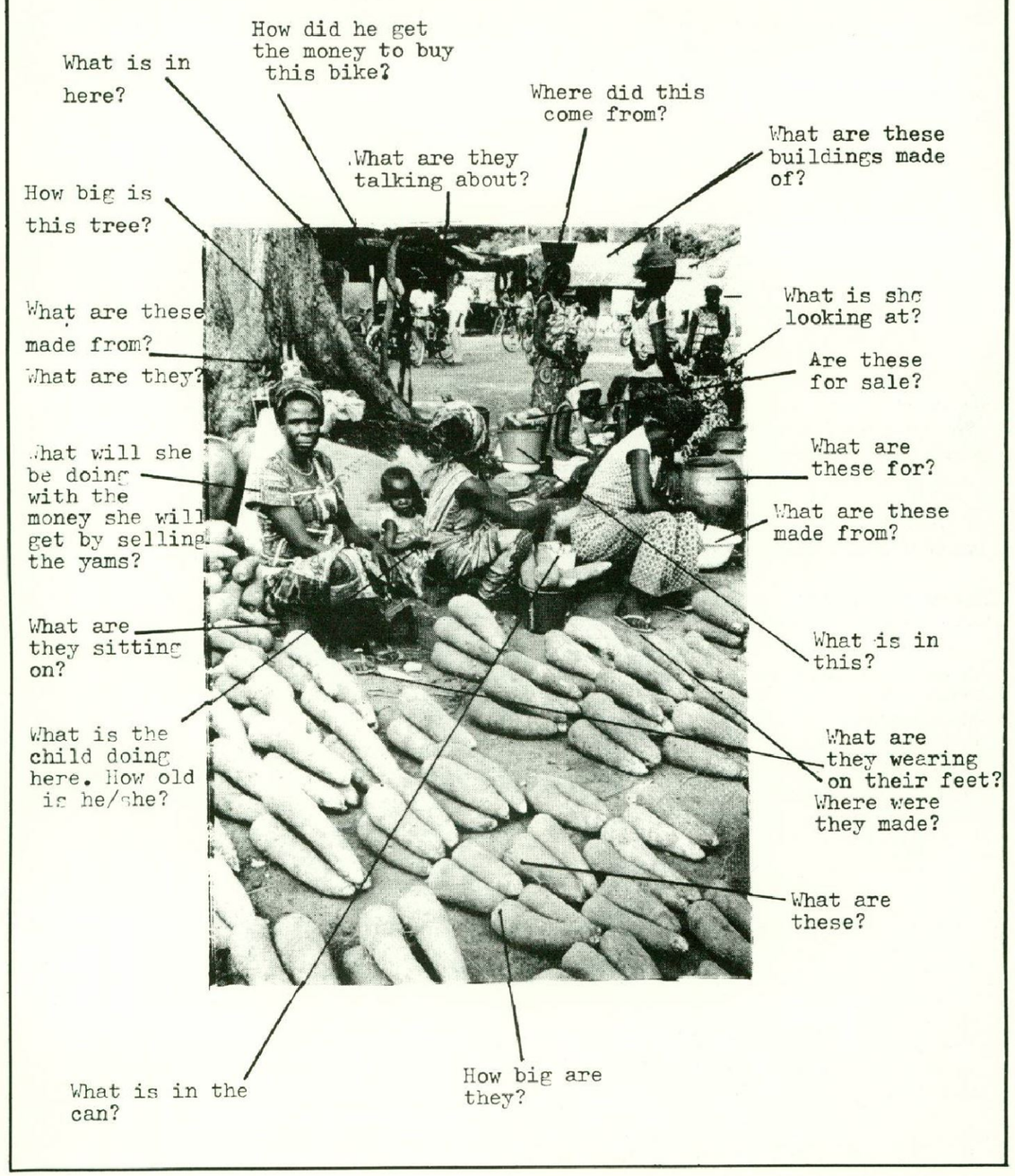
Pupils answered the questions in their groups. Some groups worked initially as individuals, then discussed possible answers, whilst others discussed first and then formed a group consensus. There was heated discussion about questions relating to what people in the photographs might be thinking, feeling or discussing. Some pupils found difficulties in accepting that there could be several interpretations of the same image, and that there could be elements of truth in many of the impressions/interpretations.

In addition the activity raised questions regarding:

- stereotyping
- the interdependence within a country and with other countries
- the appropriateness or otherwise of Western style developments in a Third World country
- contrasts within countries
- forms of energy
- the difficulty of presenting 'true' information.



The Question Grid for Photograph 30.



Once the pupils have done this sort of activity using your questions they will get a lot out of working in pairs to develop a question grid of their own.

THE POWER OF IMAGE

The following activity was undertaken with a group of third year pupils. Slides were used on this occasion, but the activity could be adapted for use with any kind of visual material.

The activity helps pupils to:

- observe
- evaluate the impact of particular images
- recognise different reactions to the same image
- evaluate the selection of slides.

The stimulus was a series of nine slides showing scenes of shanty towns in India. These had been taken by the teacher whilst living in India.

Preparation for the lesson included selecting the slides to complement the subject being studied, preparing a grid for pupils to complete whilst watching the slides and deciding on the arrangement of the room – this needed careful thought as pupils were to view the slides and write down their assessments at the same time. Also the arrangement needed to be such as to allow for discussion after the grids had been completed.

The Lesson

The 'grids' were distributed to the pupils, who were asked to look carefully at each slide and then decide which of the images listed they could see. They were told that other images could be added at the bottom of the grid if required. A tick was to be placed for each of the images seen.

More able classes were asked to give a rating for each of the images using a 1-10 scale.

The same process was repeated for each slide.

When all of the slides had been viewed the ticks were totalled horizontally. A count was made to discover which were the most powerful and the least powerful images overall. Where a rating had been given the numbers were added vertically and the three most and three least powerful slides were found.

The overall result was discussed and the reasons for particular images/slides being more powerful than others. The variations between the pupils' views were also discussed.

There was wide variation as to which slides the pupils considered powerful, but more agreement on the most vivid images This formed a good basis from which to discuss different impressions, the images given of shanty towns and the selections of subjects for photographs.

SHANTY TOWNS IN INDIA

SOME THINGS YOU MAY SEE ON THE SLIDE ↓ NUMBER OF EACH SLIDE →		1	2	3	4	5	6	7	8	9	TOTALS
A	SEWERS										
B	FACTORIES/WORKSHOPS										
C	OFFICES										
D	SHOPS										
E	OPEN SPACES										
F	RIVERS OR CANALS										
G	WATER BEING USED										
H	ELECTRIC POWER										
I	TALL BUILDINGS										
J	TRANSPORT (ANY KIND)										
K	COOKING EQUIPMENT										
L	BEDS / FURNITURE										
M	ENTERTAINMENT										
N	PEOPLE'S CLOTHES										
O	WOOD IN THE HOME										
P	PLASTIC IN THE HOME										
Q	BRICK/CONCRETE IN HOMES										
R	METAL IN HOMES										
S	WIDE PAVEMENTS										
T	RELIGIOUS BUILDINGS										
U	PEOPLE WORKING										
V	PEOPLE RESTING										
W	PEOPLE EATING/PREPARING FOOD										
X											
	TOTALS										

PERSONAL REACTIONS TO PHOTOGRAPHS

This example shows how pupils can be encouraged to look carefully at pictorial information and react to it in a personal way.

The skills developed include:

- observing
- analysing information
- relating one's own opinion to the information
- producing a written interpretation of a visual image.

In this instance the teacher's planning included the production of worksheets to focus the pupils' attention. This was done because individual written reactions were required. The classroom was arranged so that pupils could see most of the displayed photographs from their seats, although some movement was necessary to enable pupils to look at the detail of their chosen photograph.

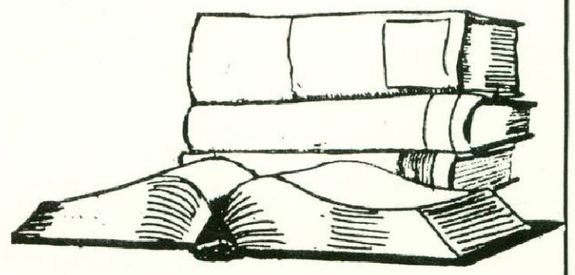


The Lesson

Pupils were given an opportunity to look at the photographs and to decide which one appealed most to them. They then wrote down what they could see in their chosen photograph, and also items that were implied. This ensured that they looked carefully at the photographs.

After this pupils wrote slogans or titles for each of the photographs. These clearly showed the differing attitudes and opinions of the pupils, as can be seen from the examples given below.

These fairly basic "photo-exercises" were enjoyed by the pupils and encouraged them to look carefully at the images. They gave the teacher an insight into the pupils' attitudes towards the subject and formed a valuable foundation from which more complex analysis and opinions could be fostered.



Photopacks for use in the classroom

Choices in Development published by CWDE Set of 36 Black & White (A3 size) photographs. Designed to explore the choices of development made by Kenya and Tanzania.

Living with the Land (already referred to at several stages during this book). Published by CWDE. Set of 36 black & White photographs of Ghana. The background articles in the teachers notes are also highly recommended.

Western India City and Village Life also published by CWDE. (see page 40). Similar to other packs above.

The World in Birmingham published by DEC Birmingham. Aims to introduce development concepts in the context of the local Birmingham environment. (Referred to at several stages in this book. See page 65).

Nigeria in Change published by CWDE is also useful. **A Picture of Health** is one of a number of sets of photographs available from Oxfam which we have found useful. These are set in Haiti. (24 black & white A4 size).

CWDE (see page 136) produce a small range of good **slide sets** which it is worth reviewing.

Evaluating Information

It is important for pupils to recognise that information which is printed does not necessarily give a true representation of the facts. Information is normally selected to promote a particular viewpoint and designed for a specific purpose/audience. Pupils should be given opportunities to evaluate information relating to geographical situations, particularly those influenced by, or affecting human actions.

The skills of evaluation involve:

- careful reading and comprehension
- summarising content
- recognition of the viewpoint from which the information is presented
- recognition of the audience for whom the information is intended
- consideration of the positive and negative implications of the material

It is useful to relate back to our Key Questions. Evaluation provides an opportunity for:

- critically examining the material in terms of its assumptions, bias, validity, accuracy, ethnocentricity
- pupils to respond in their own terms
- becoming aware of attitudes to a place/issue.

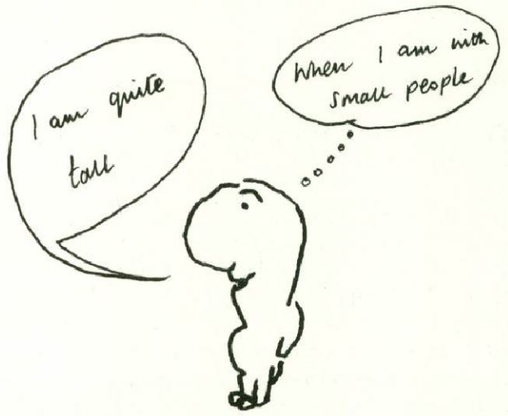
Activities involving information appraisal by a whole class require careful preparation.

The material must be collected in advance and, if necessary, multiple copies provided. This applies particularly to articles and extracts.

Space for displaying leaflets, viewing them and discussion may need to be predetermined.

The teacher should know the background to the information s/he is presenting in order to answer questions by pupils.

It is useful to build up skills in the evaluation of information by introducing activities which draw upon the pupils own experiences. By relating to more personal knowledge pupils can be encouraged to develop an awareness of the extent to which 'facts' are not neutral. They are used within a framework to make a point. Sometimes the same facts, in a different framework, can be used to say very different things.



Facts in the classroom

Pupils can be asked to write down, quite quickly, ten facts, either about themselves – weight, sex, age, etc., or their school, their favourite football team, their neighbourhood ..... When this has been done, groups of pupils can compare their lists:

- are all the statements accepted as factual?
- are there differences of opinion over what is, and what is not, a fact?
- does a consensus of opinion make a statement fact?
- how easy was it to find ten facts?

Rather than make a list on one topic the pupils could be asked to make lists on wider and wider themes: themselves, friends, family, their neighbourhood, their town, their country, the world .... and discuss these as above. This activity could also be used to highlight the range of known facts existing in the class. Do their combined statements extend the students' knowledge of each other, their neighbourhood and so on. Do the number and variety of facts vary between topics?



Making a point

One way of exploring the ways in which facts can be used to make a point is to try doing just that.

Working in pairs pupils take a newspaper headline, and write stories to accompany it from different points of view – seeing those affected by a disaster as people reaping the consequences of their own thoughtlessness, or as innocent casualties; praising the heroism of rescuers, or commenting on the cost of the rescue operation. How many different stories can they create without inventing new 'facts'?

This could be followed up by looking for example at the same news story in different newspapers.

- what facts do they seem to agree on?
- what different assumptions do they make?
- what information do they seem to leave out?
- which seems (to you) to be the most plausible?



STATISTICS

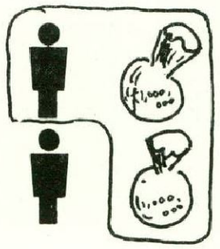
Statistically
it was a rich island
income per capita
one million
per annum

Naturally
it was a shock to hear
half of population
had been carried off
by starvation
Statistically
it was a rich island

A UN Delegation
(hurridly despatched)
discovered however
a smallish island
with a total population
of – 2
Both inhabitants
regretably
not each a millionaire
as we'd presumed
But one the island owner
Income per annum:
Two million
The other
his cook/chauffeur
shoeshine boy/butler
gardener/retainer
handyman/labourer
field nigger etc. etc.
The very same
recently remaindered
by malnutrition

Statistically
it was a rich island
Income per capita
per annum
one million

(C. Rajendra, Malaysian poet)



If there were 100 people in the world 75 would be from developing countries. If there were 100 bank notes in the world then only 17 would belong to those 75 people. The other 82 notes would belong to 25 people.

One of the problems with statistics is expressing them in terms which we can relate to, another is being able to question them to seek out what they can – and what they cannot – tell us.

In 'Learning for Change' an activity using a grid of 100 people is suggested as one way of breaking down global statistics and helping pupils to visualise them. This may also help pupils to gain more confidence in using such figures in their own work or discussion.

The grid like the one on page 96 (or a simple dot grid) can be cut up or coloured in to illustrate a wide variety of global statistics. The World Bank Atlas is a useful – and free – source of such figures. The chart opposite show some very basic figures about inequalities in the world.



A world divided

The developing world has 75% of the world's people but only. . .

15% of the world's energy consumption

17% of the world's GNP

30% of the world's food grains

18% of world export earnings

11% of world education spending

6% of the world's health expenditure

5% of world science and technology

8% of world industry



"The figures look better if you squint at them"

Questioning a measure of development

GNP (Gross National Product) is often used in geography books as a measure of 'development'. It is shown in both maps and chart form. GNP equals the total value of goods and services produced within a country, together with payments received from other countries minus similar payments made to other countries. GNP is normally measured per head of population.

In order to explore what GNP means in human terms it may be useful to work it through. The class is informed that they are the population of a country with a GNP of £n. million; how much would they each have to spend if it was distributed equally? That is, what is their per-capita income, given that they have to provide for necessities such as food and shelter?

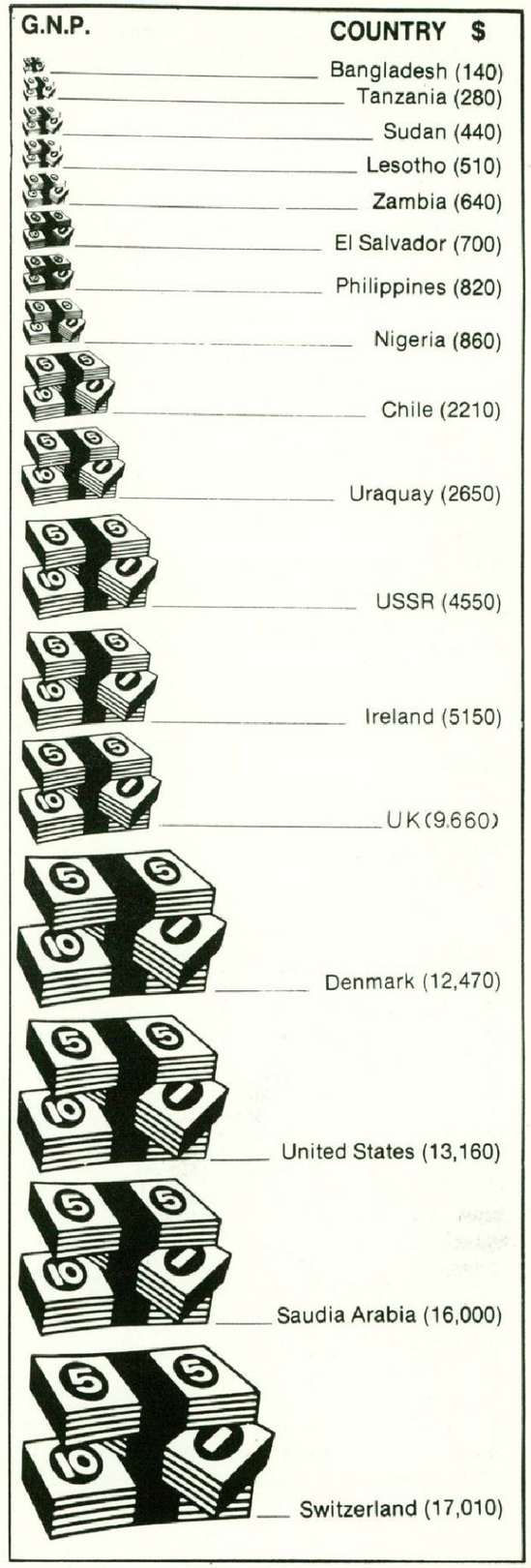
When they have completed this part of the exercise, illustrating the mathematician's ideal world, they could be asked to speculate on what might happen to real income if one third of the population earnt nothing (eg. lived on what they could produce from the land ...)... In each case the GNP and percapita income would remain the same.

The poem 'statistics' highlights a similar question. It is useful to brainstorm some of the things which GNP figures do not reveal. This could be taken further by making a collection of pictures or diagrams which illustrate these things.

It is useful to do an introductory activity before using a chart such as the one on this page which shows GNP per capita for selected countries (1982). The pupils are given two sets of small cards one with country names and the other with GNP figures. First they try and match figures to country and then rank them in order. It is important not to spend too much time on this or to emphasise getting it right. The activity leads to useful discussion about the assumptions about different countries. It will also provide much more interest in a discussion of the completed chart.

What are the biggest surprises? Can we explain possible influences as the GNP of that country? Why do some countries eg. Nigeria, Saudi Arabia appear to be outside the grouping of nearby countries?

Britain is a "wealthy" country. What does this mean to different people in Britain?



Which Resort?

"The glossy image"

The use of commercially produced holiday brochures has been a widely accepted classroom activity for some time; offering the opportunity to practise, not only such geographical skills as atlas work, map drawing and route planning, but also more general life skills about choice

The following activity uses holiday brochures:

- to gain an overall impression of a place from the information presented
- to recognise the aim of the publicity – who is it for? What kind of image does it present?
- to bring out pupils' own experiences of the information presented.
- to form an opinion on the value of the"facts".

The holiday brochures used centred on five English seaside resorts. These were selected to include resorts which the pupils were likely to have visited

The resorts were selected well in advance. For this example the teacher collected the brochures, but if there are amenable travel agents in the area the pupils could gather suitable material.

Other preliminary planning involved deciding on the groupings that the pupils were to make, and checking that the arrangement of furniture in the classroom was suitable.

The Lesson

The brochures were given to groups at the commencement of the lesson. Pupils were asked to make a quick summary of the place as presented by the brochures. They were then asked to consider the purpose of the brochures, and compare their own experiences with those in the description.

Finally, pupils were asked to "present a picture" (written or visual) of a place they had visited, using both their experiences and the brochure.

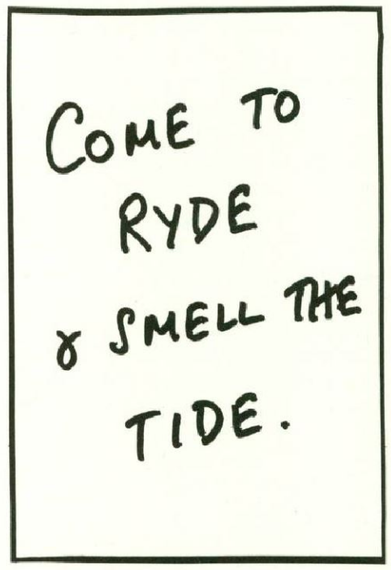
In one school, this activity was extended by asking pupils to listen to a tape recording that dealt with sewerage pollution on British beaches. Many resorts, including those described in the brochures, were listed as having problems with sewerage washing back and fouling beaches, faulty purification machinery and other similar problems. On the tape were a number of interviews with local councillors and other interested parties, plus the comments of two local lifeguards, who described the ill effects of swimming in fouled water.

The tape provided a wealth of stimuli for follow-up work including:

- a written description of a swim in the sea,
- a letter to a newspaper or local council,
- designing an advertising poster for one of the towns, showing it as the public may find it.

Pupils readily accepted that the aim of the brochures was to "sell the resort", and therefore described it in the best possible light. They realised that certain 'facts' had been omitted to maintain the 'glossy image', and were able to relate and compare their experiences to the image presented.

The group who did the work on the tape designed advertising posters. This resulted in original, enjoyable and perceptive work, for example a third year boy presented an idyllic scene with a cloud free sky, golden sands, but a slightly off blue sea. The caption read "Come to Ryde.....And smell the tide."





"Easily misled"

This particular activity followed work using *Living with the Land,* a photopack about life in Ghana. Third year pupils were asked if they thought that the photographs had given an accurate impression of life in Ghana and also, how they thought a Ghanaian might respond to the selection. The pupils realised that they still knew very little about Ghana. The teacher then introduced the idea of bias in information, and the need to be careful when judging photographs unless they knew the photographer's intentions.

Slides of the pupils' local area and of a Third World city plus extracts from textbooks, were then used to illustrate the point further.

This activity enabled pupils:

- to relate knowledge of a local area to that presented
- to assess the impression presented by a group of slides
- to recognise how 'information' can be misleading
- to realise that material is biased
- to become aware of attitudes to a place.

Twelve slides taken by the teacher were used. These were divided into two groups.

Six slides showing Birmingham city centre, office blocks, parks, flats and a stately home.

Six slides taken in Birmingham's inner city showing derelict factories, terraces, half demolished houses.

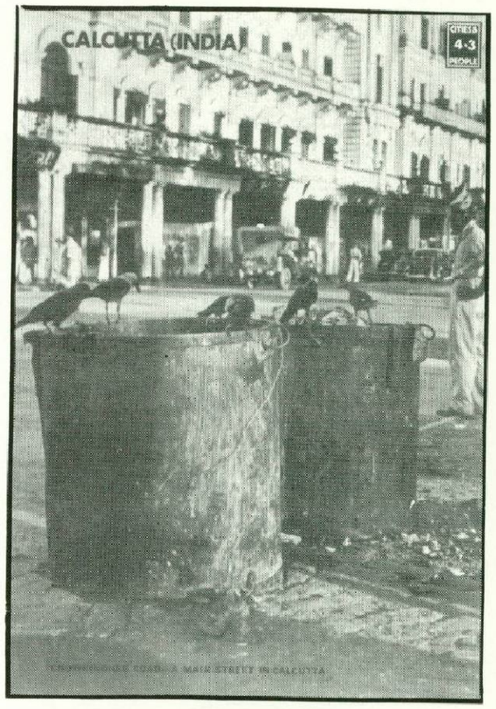
The text books all included descriptions of Calcutta. eg.

Massingham, *Cities and Industry in the Developing World,* page 21, "Recent arrivals in Calcutta"

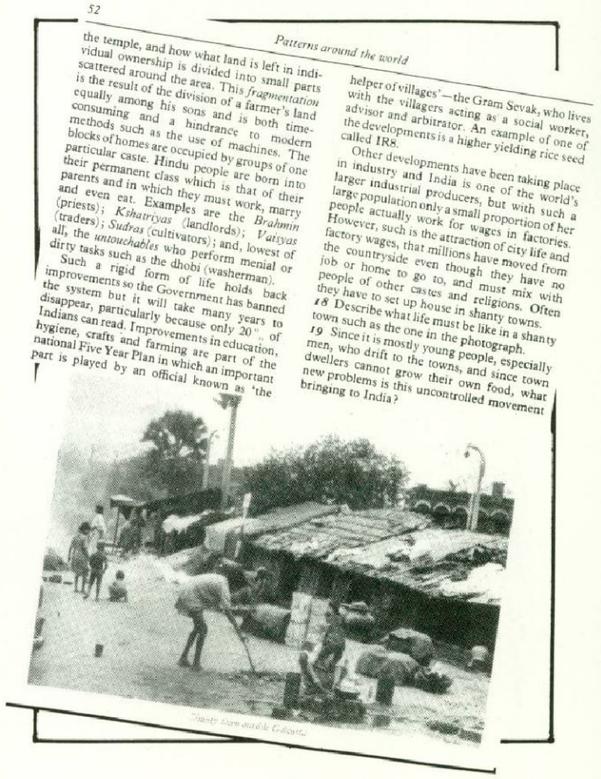
Reed, *The Developing World,* pages 34-35, "The World's Worst City."

Galbraith, *Problems around the World,* page 52 "Shanty town outside Calcutta".

Lowry, *World City Growth,* page 28, 'Refugee family in Calcutta, page 118 "Polluted Water"



Why choose this cover photo?


52

Patterns around the world

the temple, and how what land is left in individual ownership is divided into small parts scattered around the area. This *fragmentation* is the result of the division of a farmer's land equally among his sons and is both time-consuming and a hindrance to modern methods such as the use of machines. The blocks of homes are occupied by groups of one particular caste. Hindu people are born into their permanent class which is that of their parents and in which they must work, marry and even eat. Examples are the *Brahmin* (priests); *Kshatriyas* (landlords); *Vaisyas* (traders); *Sudras* (cultivators); and, lowest of all, the *untouchables* who perform menial or dirty tasks such as the dhobi (washerman).

Such a rigid form of life holds back improvements so the Government has banned the system but it will take many years to disappear, particularly because only 20% of Indians can read. Improvements in education, hygiene, crafts and farming are part of the national Five Year Plan in which an important part is played by an official known as 'the helper of villages'—the Gram Sevak, who lives with the villagers acting as a social worker, advisor and arbitrator. An example of one of the developments is a higher yielding rice seed called IR8.

Other developments have been taking place in industry and India is one of the world's larger industrial producers, but with such a large population only a small proportion of her people actually work for wages in factories. However, such is the attraction of city life and factory wages, that millions have moved from the countryside even though they have no job or home to go to, and must mix with people of other castes and religions. Often they have to set up house in shanty towns.

18 Describe what life must be like in a shanty town such as the one in the photograph.

19 Since it is mostly young people, especially men, who drift to the towns, and since town dwellers cannot grow their own food, what new problems is this uncontrolled movement bringing to India?

Shanty town outside Calcutta

The Lesson

Pupils were asked to imagine that they knew nothing about Birmingham, then look at six slides and decide what kind of place it was.

The pupils were shown the first group of six slides which showed the pleasanter, wealthier aspects of city life.

They were then asked to forget what they had just seen and decide what the second set of slides told them about Birmingham. These showed the poorer areas.

It was pointed out that some places gain a particular kind of reputation all over the world, for example Calcutta.

Pupils responded by giving their impressions of this Indian city.

Following these responses the class were given 10-15 minutes to look at textbooks and to summarise the impression these gave of Calcutta.

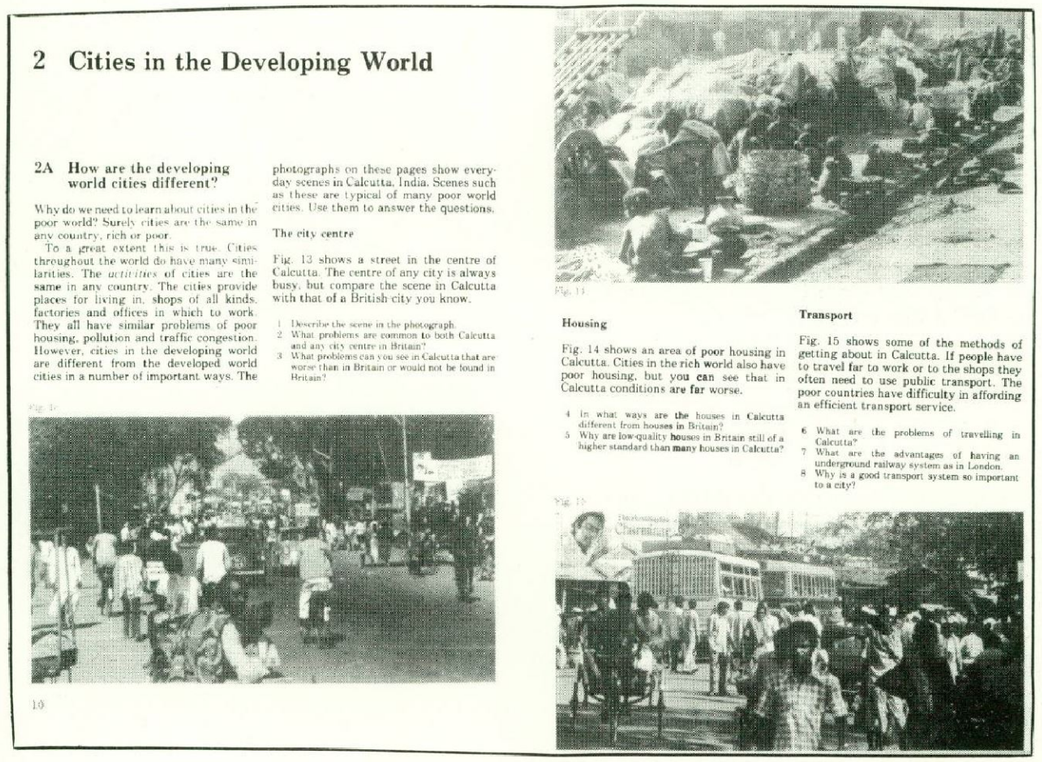
The pupils decided that Calcutta was a terrible place in which to live.

They were then shown three slides, illustrating a park with flats in the background, a stately home, and a 'rural' pool with a church – all taken in Calcutta, but shown in the first group of slides supposedly showing the 'better' aspects of life in Birmingham.

The pupils were very ready to accept the images that supported their stereotypes; Birmingham with its good shopping, pleasant parks, Calcutta – a dirty, crowded city with pavement dwellers, beggars and mass unemployment.

The general feeling was that the Birmingham inner city slides did not give a true picture of city life.

The final three slides showing Calcutta were greeted with stunned disbelief – a very vivid reaction which the pupils were unlikely to forget. They certainly realised that pictorial and written information could be very misleading.



2 Cities in the Developing World

2A How are the developing world cities different?

Why do we need to learn about cities in the poor world? Surely cities are the same in any country, rich or poor.

To a great extent this is true. Cities throughout the world do have many similarities. The *activities* of cities are the same in any country. The cities provide places for living in, shops of all kinds, factories and offices in which to work. They all have similar problems of poor housing, pollution and traffic congestion. However, cities in the developing world are different from the developed world cities in a number of important ways. The photographs on these pages show everyday scenes in Calcutta, India. Scenes such as these are typical of many poor world cities. Use them to answer the questions.

The city centre

Fig. 13 shows a street in the centre of Calcutta. The centre of any city is always busy, but compare the scene in Calcutta with that of a British city you know.

1 Describe the scene in the photograph.
2 What problems are common to both Calcutta and any city centre in Britain?
3 What problems can you see in Calcutta that are worse than in Britain or would not be found in Britain?

Fig. 13

10

Fig. 13

Housing

Fig. 14 shows an area of poor housing in Calcutta. Cities in the rich world also have poor housing, but you can see that in Calcutta conditions are far worse.

4 In what ways are the houses in Calcutta different from houses in Britain?
5 Why are low-quality houses in Britain still of a higher standard than many houses in Calcutta?

Transport

Fig. 15 shows some of the methods of getting about in Calcutta. If people have to travel far to work or to the shops they often need to use public transport. The poor countries have difficulty in affording an efficient transport service.

6 What are the problems of travelling in Calcutta?
7 What are the advantages of having an underground railway system as in London.
8 Why is a good transport system so important to a city?

Fig. 15



Photo 24
A refugee family in Calcutta.

quent garbage collections—little wonder that Calcutta is a permanent plague-spot for cholera. Calcutta's traffic congestion is appalling: the great majority of its workers walk to work, no less than 500 000 of them crossing the Howrah bridge each day. Streets are clogged by tens of thousands of rickshaws and by carts drawn by oxen, water buffaloes and men. Crime and violence go largely undetected and human squalor and misery is ever present. Three hundred thousand of Calcutta's inhabitants have no houses. During the cold season men, women and children fight for sleeping places in the city's gutters where, covered by scraps of newspaper, they can avoid freezing to death.

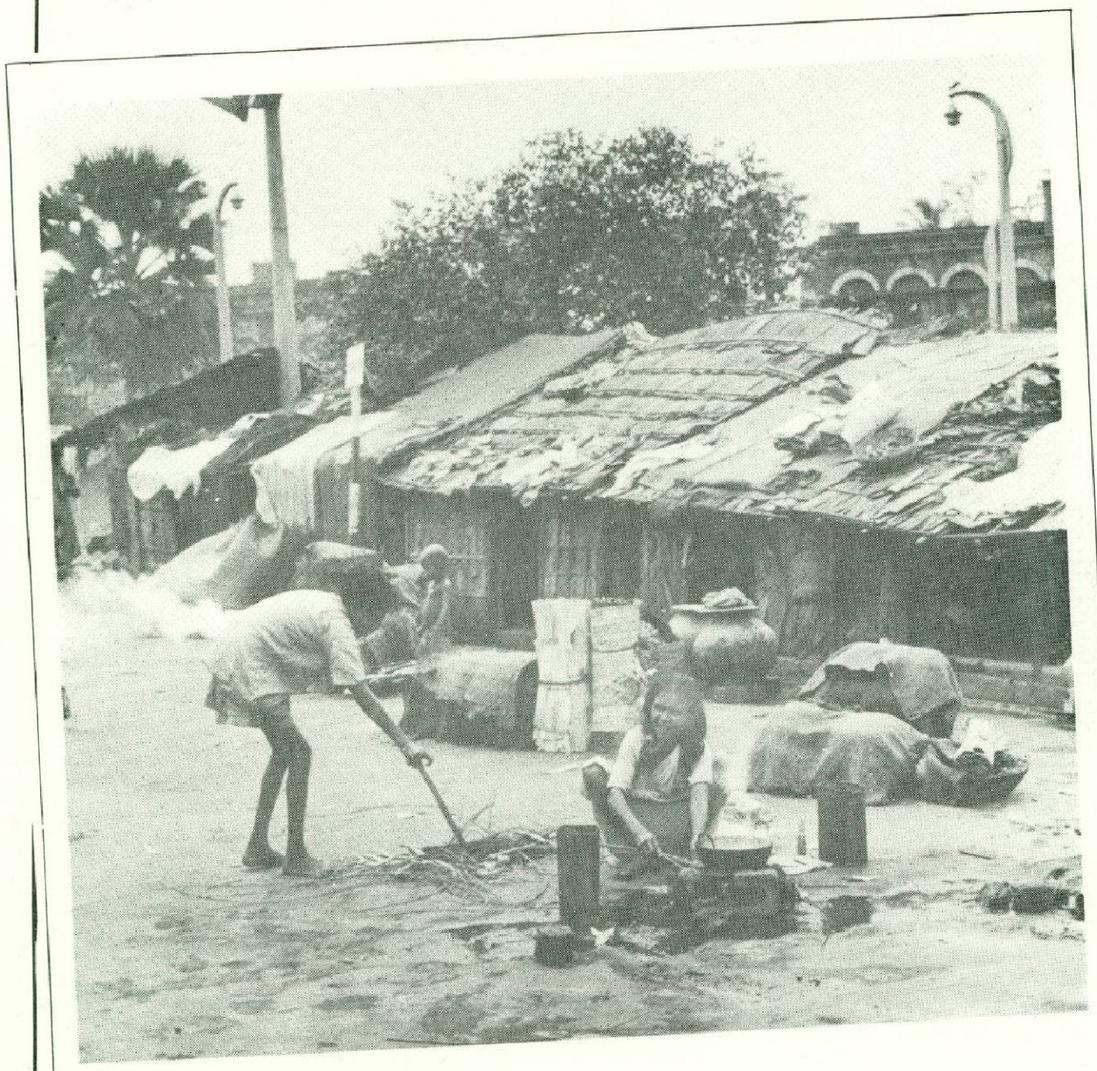
A cellular structure similar to that of Calcutta is discernible in certain indigenous African cities. In West Africa, for example, some large settlements consist of a great number of compounds, each of which contains a family group. Compounds vary greatly in size and shape and are jumbled together in a jigsaw fashion reminiscent of a medieval European shambles *(see photo p. 25)*. Spaces between compounds form narrow alleyways and the entire mass of compounds is surrounded by a protective wall. With improved

13 The disposal of wastes

Water pollution by sewage is an almost universal problem in urban societies, notably in cities of under-developed regions. In Central and South America, for example, *c.* 25 million people in settlements of more than 2000 have no adequate water supply: in India the analogous figure is 26 million. Drinking water is obtained from wells and streams often heavily contaminated with sewage with the result that waterborne diseases such as typhoid-fever and dysentery are endemic. In Calcutta, for example, there is no effective disposal of refuse and grossly inadequate sanitation. Rubbish is dumped in the streets and the city is interlaced with open drains carrying untreated sewage. Elsewhere human ordure seeps into the ground from open pits. Conditions are most appalling in the bustee (slum) quarters, where on average

Photo 63
Collecting water for domestic use from a street hydrant in Calcutta. Most of the city's hydrants carry polluted water intended for street-cleaning and fire-fighting.





A CITY UNDER STRAIN

Calcutta is not a wealthy city and it has proved impossible to house and provide amenities for this great inward surge of millions. More than three-quarters live in slums or in tenements with one family to a small room. The problem is complicated because almost a quarter of the city's population lives a single life and two-thirds are male.

It is well-known that millions have the pavement as their home. Streets are strewn with sleeping families at night. But the pavements also remain almost as littered during the day. It is evident that thousands of people either lack the energy or the need, being unemployed or unemployable, to move from their gutterside homes.

Many, clad in filthy rags or nearly naked, loll about obviously starving or half-dead. In the city centre scores of lepers and cruelly mutilated unfortunates beg unheeded.

IS THERE A HEALTH DEPARTMENT? Yes, but roadside stalls sell food openly exposed to dust and flies which carry cholera germs. Huge garbage dumps remain uncleared and pavements are strewn with rotting trash. The gutters are the public lavatories. Dead and dying dogs as well as humans lie about the footway.

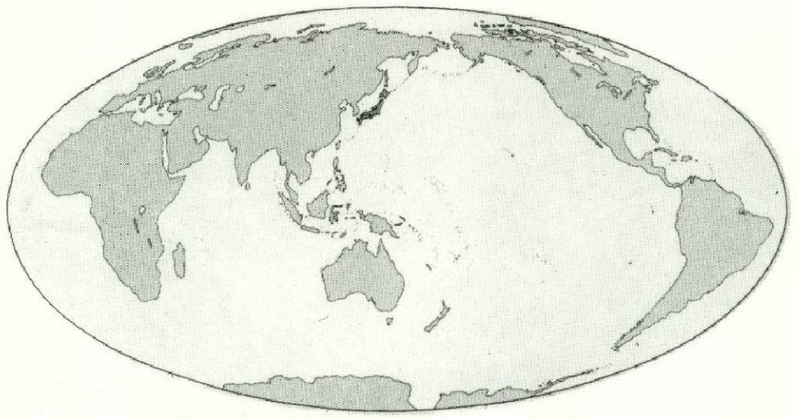
In the suburbs conditions are far worse, with hundreds of thousands crammed together in disease-breeding *bustees*, hutments built in fetid areas which lack sewage or running water. Tap water is unsafe to drink and often runs black.

The city's water supply and sanitation were adjudged near breakdown as long ago as 1959 by a team from the World Health Organisation. Century-old sewage pipes, which leak, run alongside the water mains. Plans for improvement have been pigeon-holed for years.

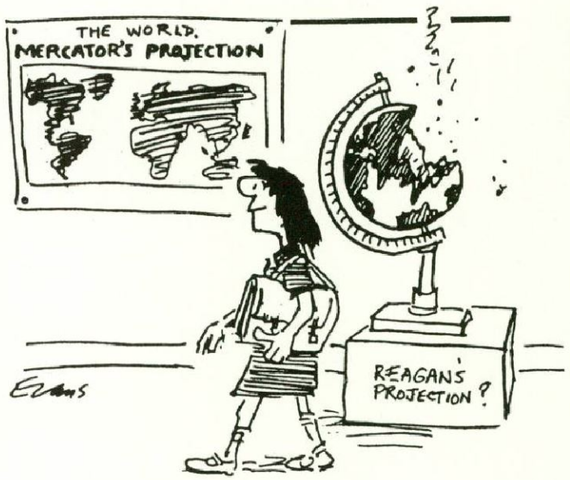
IS THERE A TRANSPORT DEPARTMENT? Yes, but public transport is so inadequate that trams built for 75 people carry 200 and hundreds daily risk their lives by hanging on to the footboards of overloaded buses.

IS THERE A HIGHWAYS DEPARTMENT? Yes, but roads and pavements everywhere are in appalling condition, unrepaired and crumbling.

World Map Projections

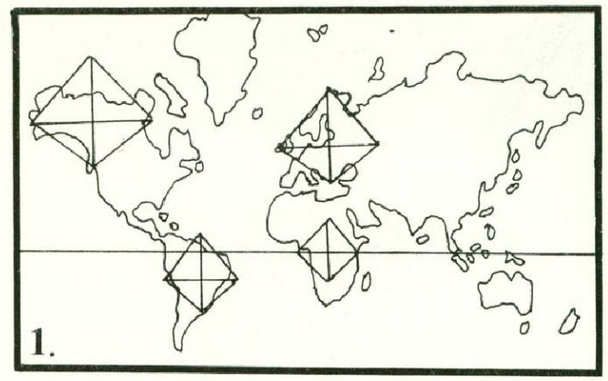


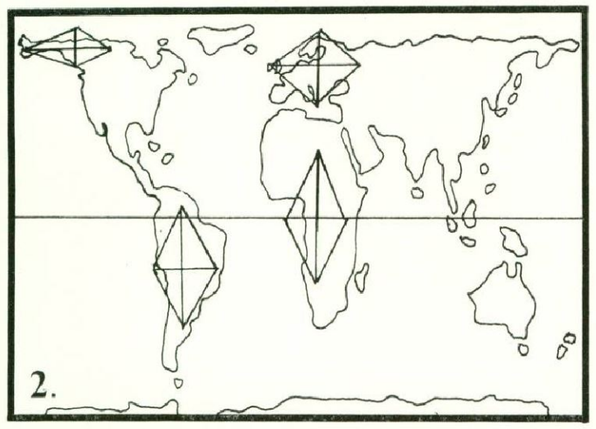
Concern over accurate representation of the Third World on world maps has recently led to an advocacy of the use of the Peters projection. The Peters projection has gradually become familiar with its use by 'New Internationalist', and the front cover of the Brandt Report. Quite rightly the Mercator projection has been criticised because it shows an unrealistically enlarged Europe as the centre of the world, and makes the countries of the Third World appear relatively small and thus insignificant. No map projections can portray the world without altering the geometric relationships which are present on a globe. However, a projection can retain one or several of the spherical relationships; for example, equal areas (equivalent) projections will represent areas of any size in correct proportion to one another. For general world maps, and more particularly, for world maps which show distributions, showing correct relative sizes of areas is particularly important.



Distortions of shape and, in the case of the Mercator projection, of relative area, are demonstrated by diamonds positioned on the projections. Each diamond covers an area measuring 4,000km. north-south and 4,000km. east-west.

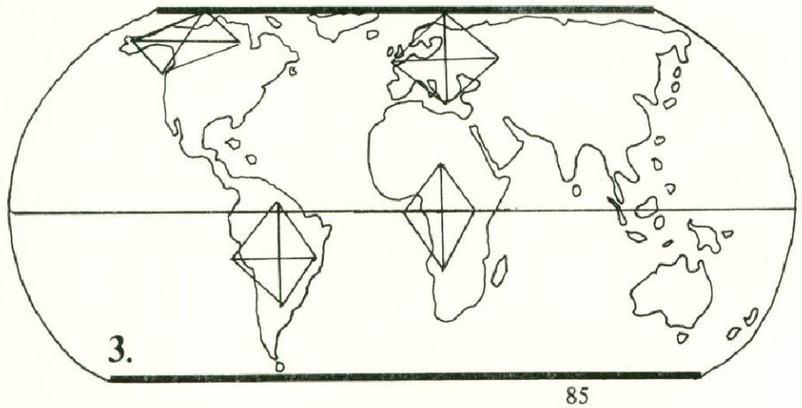
The **Mercator** projection (Fig. 1) is not an equal area projection. Thus Europe (9.7 million km^2) appears larger than South America (17.8 million km.^{2}) This projection was introduced in 1569 as a device for navigation – all lines of constant compass direction (loxodromes) are shown as straight lines. It remains of use for its original purpose. It also shows shapes of particular areas relatively accurately but its great disadvantage is that it increasingly exaggerates the sizes of areas as one moves away from the equator.

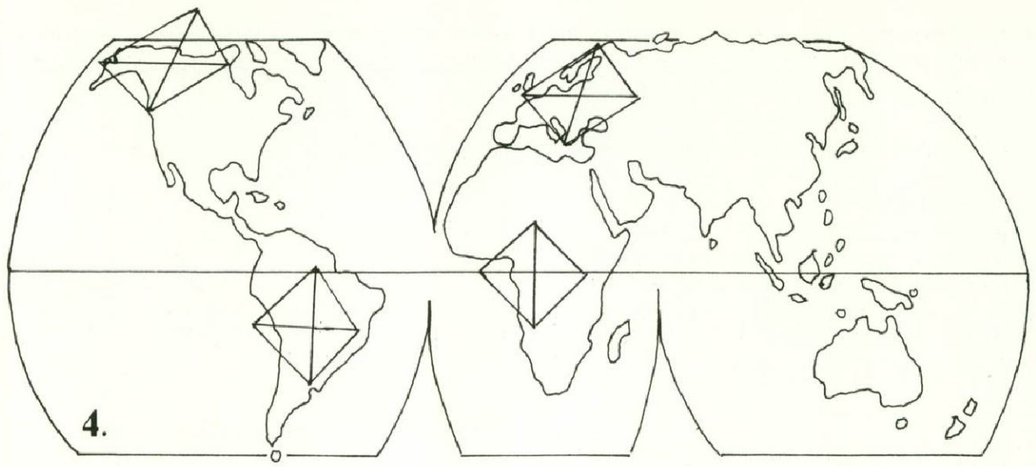




There is a wide variety of equal area projections which can be used for world distribution maps. Because the degree to which they distort shape varies and because different equal area projections have different additional properties, some are of more use than others for world distribution maps. **Peters** projection (Fig. 2) is equal area. It also shows compass directions accurately, but this is achieved at the expense of considerable distortion of shape. High latitudes areas are stretched east-west, but unlike any other widely used projections low latitude areas are considerably stretched north-south. The Third World is thus distorted to an unusual extent, yet the use of this projection has been advocated in order "to see the world as it really is" (UNICEF) and portray the Third World more accurately ('New Internationalist'). Accurate compass direction is a property of little importance to a distribution map, whereas an attempt to show shape as accurately as possible is much more valuable.

The **Eckert IV** is an equal area projection used by some United Nations agencies. As with all equal area projections, except for Peters, high latitude areas at the sides of the projection appear sheared (ie. a square would distort to become a parallelogram). There is some east-west stretching in high latitudes and north-south stretching in low latitidues but not to the extent of Peters projection.





The **Mollweide** projection, also equal area, is, in uninterrupted form, oval in shape. Again, east-west stretching takes place in high latitudes, but less than with the Eckert IV, the penalty for this being a greater degree of shearing at the edges. However, north-south stretching in lower latitudes is not so great as the Eckert IV and so the Mollweide is perhaps more suitable for an accurate portrayal of the Third World. By **interrupting** the projection in ocean areas (Fig. 4) the problem of shearing at the edges is to a large extent resolved, although the map would not be suitable for oceanic distributions. The interrupted Mollweide is widely used for world distribution maps in atlases. Where interruption is felt to be undesirable, then equal area projections which minimise shearing are best used, for example Eckert IV or Winkel's 'Tripel' which is used in 'The State of the World Atlas' (Pluto Press). Finally, it must be remembered that 'splitting' the world map in the Pacific Ocean is a European convention. Chinese and Japanese world maps 'split' the world in the Atlantic Ocean.

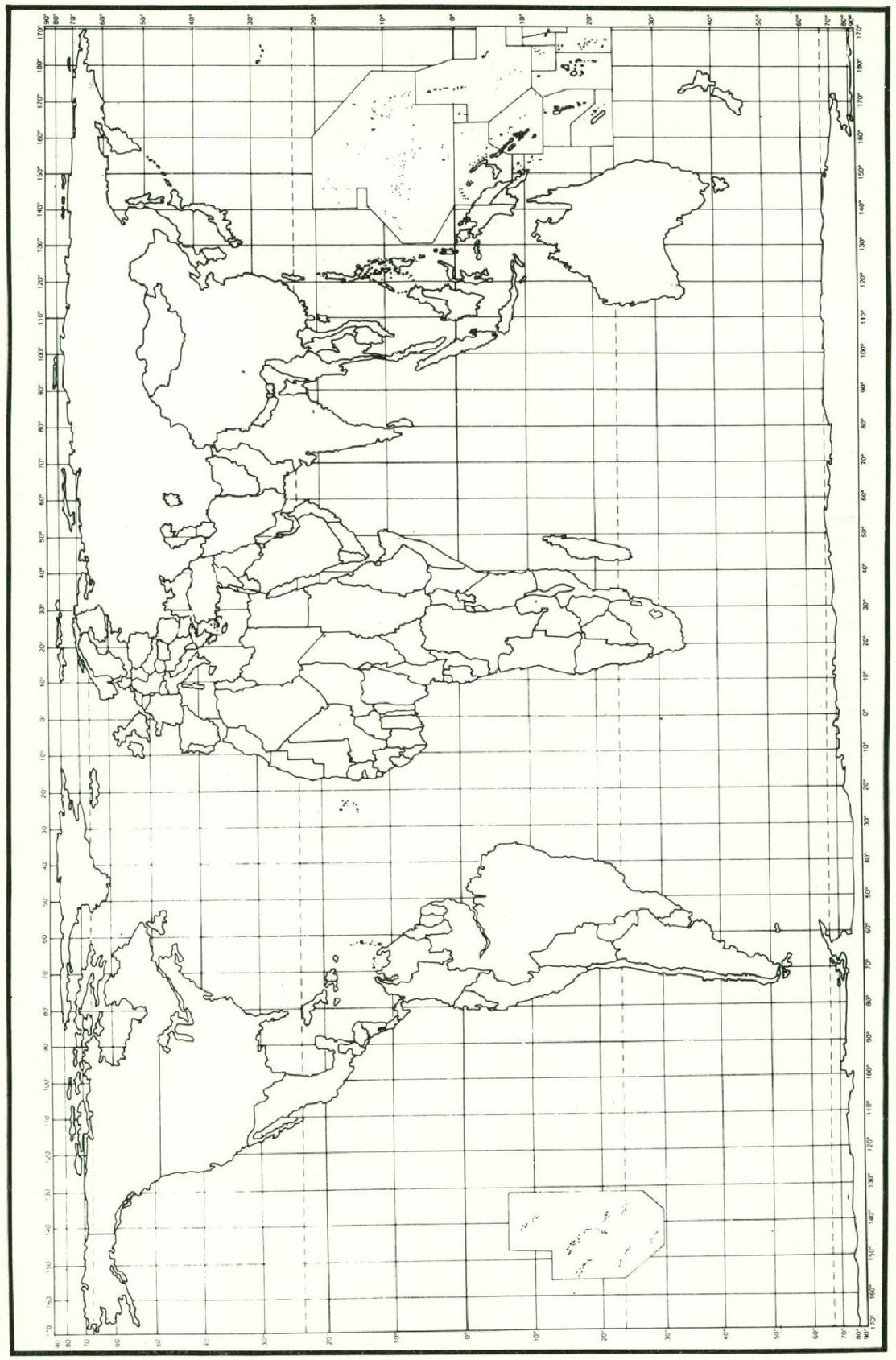
The description and summarising table indicate the effect that the projections have on the presentation of the 'South'. It is important that we, as teachers, consider the images that are presented to children through maps.

If the only projection they are offered is Mercator's it will encourage a perception of Europe as being more important than anywhere else in the World. However, we must also be aware of the dangers of exaggeration in the opposite direction. Our aim must be to show pupils that the World can be presented in different ways, to give them a basic understanding of the reasons why this has to be so, and to help them to appreciate the problems of any projection.

The Peters projection map has been used to raise a debate about North – South issues. We include an outline map as it provides a good stimulus for atlas work.

Impressions that might be given of the Third World by various map projections

Mercator	Peters	Eckert IV	Mollweide
Gives an accurate shape for country outlines	*Low latitude areas are stretched North-South which gives more prominence to the South*	*Gives some degree of prominence to the South without distorting as much as the Peters projection*	*Gives a more accurate portrayal of the Third World*
Exaggerates shapes of areas the further one moves away from the equator, thus Europe appears larger than South America	*Considerably distorts the shape of countries*	*Some distortion of shapes of countries*	*Map is not suitable for oceanic distributions*



Assessment

Teachers are constantly under pressure to assess pupils s' work in order to keep records of progress. This is easy when assessing some types of learning eg. memorising facts, simple comprehension exercises, but much more difficult when free expression is encouraged. The automatic reaction, even when a teacher is attempting to assess open-ended work or attitude awareness, is to resort to easily recognisable criteria, such as the accuracy of the English, neatness, logic, number of facts cited.

Those involved in our project readily acknowledged that no one can easily assess another person's thought processes or should stand judgement on them. However, we have a responsibility to encourage others to be aware of the inter-dependence of the world's people and to recognise each other's contribution. From the introduction, the reader will have learnt where our sympathies lie. Consciously or unconsciously we will be encouraging pupils to support the views we hold and thus our marking in this field will be partly subjective. However, it would be wrong to give a low assessment on a pupil's attitudes, because they conflicted with our own. Unfortunately, there is a tendency for this to happen in schools and we have been told of cases where pupils have ceased to express honest ideas and opinions, because they have found that if they give opinions that support those of the teacher they have gained higher marks. We must therefore be clear that it is attitude awareness not attitudes as such that we are attempting to assess.

In geography it is clearly not possible to use the same criteria for marking every piece of work. Mapwork, for example, may lend itself to straight forward objective assessment, whereas pupils' reactions to a case study, or progress in the skills described earlier in this section, will not. If we recognise that emotions, prejudices and opinions are the forces "that make the geography of the land" (1) we will wish to use them in our teaching and find ways of acknowledging them as presented by pupils.

The problem of assessing attitudes is also related to the pupils' level of intellectual development. Some pupils in the 11-14 age group are not able to express opinions on more abstract concepts such as "progress" and "development". The difficulty for the teacher, particularly when s/he has very limited contact with the pupils, is in knowing when an individual has reached the stage of being able to recognise the validity of other people's opinions, and not just oppose them because they contradict his/her own. Many pupils are only able to view statements as 'right' or 'wrong'.

Teachers have found that it is often difficult to find the right questions to stimulate the pupils to express attitudes. Thus we must ensure that we are stimulating the pupils effectively, before we attempt to assess their response. Some techniques that have been found successful as early attempts in this field are:

1. Giving pupils a list of opinions and asking them to say with which they agree or disagree.

2. Presenting case studies, and asking pupils to state how the different people involved view or might view the issues.

These simple activities could be used as preliminaries to the more complex skills. Even with such apparently straightforward activities, however, some pupils find it difficult to distinguish between fact and opinion or express their views. This makes assessment very difficult.

Despite this, the teachers working on this geography project did normally grade work even when free responses were encouraged, the exceptions being in classes where the ability range was very wide. However, the grade given was intuitive, rather than based on a defined system. Teachers were unable to produce a mark scheme. Perhaps this is because the geography of humanity cannot be measured in an impersonal way.

We felt unable to make positive recommendations for assessing open-ended responses involving attitudes and opinions, but recognised that the subject cannot be ignored under the present educational system.

Perhaps the following examples may give some indicators of the type of considerations that we would have when marking work in which the pupils were allowed to express themselves freely.

PARTICIPATION was poor - only a minority were really taking part.	1 2 3 4 5	PARTICIPATION was good - everyone was contributing.
ATTENTION to each other was poor - they weren't really listening to each other.	1 2 3 4 5	ATTENTION to each other was good - they were really trying to understand each other.
DEBATE AND DISPUTE was poor - they weren't examining or criticising each other's views.	1 2 3 4 5	DEBATE AND DISPUTE was good - they discussed a wide spread of views.
MUTUAL RESPECT was low - people were ignored, put down, insulted.	1 2 3 4 5	MUTUAL RESPECT was high - they showed respect for each other even when disagreeing.
KEEPING TO THE SUBJECT was poor - they were easily distracted, e.g. with irrelevant jokes, anecdotes etc.	1 2 3 4 5	KEEPING TO THE SUBJECT was good - they kept to the task in hand ; jokes were relevant.
COMMUNICATION OF FEELINGS was slight - they didn't openly express how they were feeling.	1 2 3 4 5	COMMUNICATION OF FEELINGS was considerable - they shared anxiety, pleasure, irritation etc.
INTEREST was low - they weren't involved or concerned.	1 2 3 4 5	INTEREST was high - they really cared about the topic.
CHANGE was slight - they didn't modify their views during the discussion.	1 2 3 4 5	CHANGE was considerable - they changed their views in the course of the discussion.
SHARING OF LEADERSHIP was slight - they left it to a single individual, or to a small minority.	1 2 3 4 5	SHARING OF LEADERSHIP was considerable - they all took part in initiating, guiding, clarifying, summarising.
ENJOYMENT was slight - they didn't much like being in this group.	1 2 3 4 5	ENJOYMENT was considerable - they were glad to be meeting and talking with each other.
ACHIEVEMENT was low - they didn't reach a satsfactory conclusion or decision.	1 2 3 4 5	ACHIEVEMENT was high - they got something settled, or better understanding of the topic.

The first example is of a questionnaire which was intended as a guide to assessing discussion of a film, but which could be readily adapted to other discussion activities.(3).

From Taylor & Richardson.'Seeing and Perceiving,' p.23.

This questionnaire can be used to assess a discussion. The figures in the middle of the page should be ringed, in each instance, to show your view. For example if you agree completely with the statement on the left of the page, and not at all with the one opposite on the right, ring the figure 1. If you think the truth is mid-way between the two statements, ring the figure 3. And so on.

The following check-list was drawn up by one member of the group during our discussions about the evaluation of pupils' understanding of the role of attitudes. We concluded that it is difficult to develop a clear assessment system for this but that familiarity with this check-list would provide the basis for some indicators of assessment.

Based on Schools Council ideas, (2).

Attempts have been made to produce rating scales for attitudinal assessment:

- Regens and Bullock Attitude Scale
- Verma and Mac donald Semantic Scale (1971)
- Stenhouse's scale for attitudes to race relations.
- Oxford Development Education Unit – thame Teachers Working Group (1982).

All of these relate mainly to racial tolerance and show changes in children's attitudes if given before and after a course of work. We do not suggest the use of rating scales as a regular form of assessment, as they are cumbersome and have little value in encouraging the children in future work.

Our final example is of a three-point scale produced by a member of our working group. Again it does not give the answer to assessing attitudes or open-ended learning activities, but hopefully, it will provide some direction for your deliberations.

The pupil shows evidence of being able to:

- **Distinguish between fact and opinion.**
- **Judge probable bias.**
- **Comment upon limitations of evidence.**
- **Question groupings/classifications.**
- **Make own groupings.**
- **Check his/her own generalisations against those of others.**
- **Form hypotheses e.g. I think they would probably do.....**
- **Devise ways of testing hypotheses.**
- **Accept and use new evidence.**
- **Recognise individuals belong to many groups.**
- **Recognise existence of different groups.**
- **Understand differences and similarities between situations.**
- **Tolerate values other than those of his own.**
- **Infer the feelings of others.**
- **Relate own attitudes to those of others.**

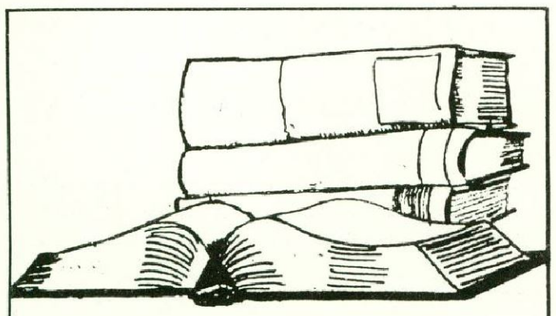
Possible Three Point Progression Scale of Attitudinal Assessment

ATTITUDES			
CURIOSITY	*Enquiry not self motivated or enjoyed.*	*Some enquiry self-motivated, but not with perseverence (or resourcefulness) or enjoyment.*	*Considerable self-motivated enquiry with resourceful enjoyment.*
EMPATHY	*Self interested only. Non-caring of other points of of view.*	*Some emotional empathy, but with little thoughtfulness.*	*Empathy and tolerant attitude balanced with thoughtfulness.*
CRITICAL APPRECIATION	*Senses not used to appreciate changes in view point.*	*Some environmental perception, but no critical evaluation of changes.*	*Perception and a critical evaluation of changes.*
INTER DEPENDENCE	*Unaware and/or disinterested in the living and non-living elements of the environment.*	*Some awareness of the interdependent nature of environment but with little appreciation.*	*Recognition of the development interdependences and their importance.*
COMMITMENT	*Unaware of value-based actions, in response to the opportunities of development education.*	*Unaware of over-commitment, or inconsistent values.*	*Consistent actions and commitment to the opportunities of development education.*

(1) *Watson, J. On the teaching of value Geography. Geography No. 63 1977. p.200.*

(2) *Evaluation, assessment and record keeping in history, geography and social science, Schools' Council, 1976.*

(3) *Taylor, N. & Richardson, R. Seeing and Perceiving Ikon/Concord Films, 1979, p.23.*



Teachers wishing to explore the full range of skills which might be covered in a geography course are referred to relevant publications. eg.

DES *Curriculum 11-16* Working papers by H.M. Inspectorate : a contribution to the current debate. DES, 1979 p59-61.

Hunt, J. Geography and the 11-16 Curriculum Survey, *Teaching Geography*, ¶ (3), 1982, p99-102.

Mills, D. *Geographical work in Primary and Middle Schools* G.A., 1981 p.9-10.

Slater, F. *Learning through geography*, Heinemann Educational, 1982.

Walford, R. (Ed.) *Signposts for geography teachers* Longman, 1981.

CONCLUSION TO SECTION FOUR

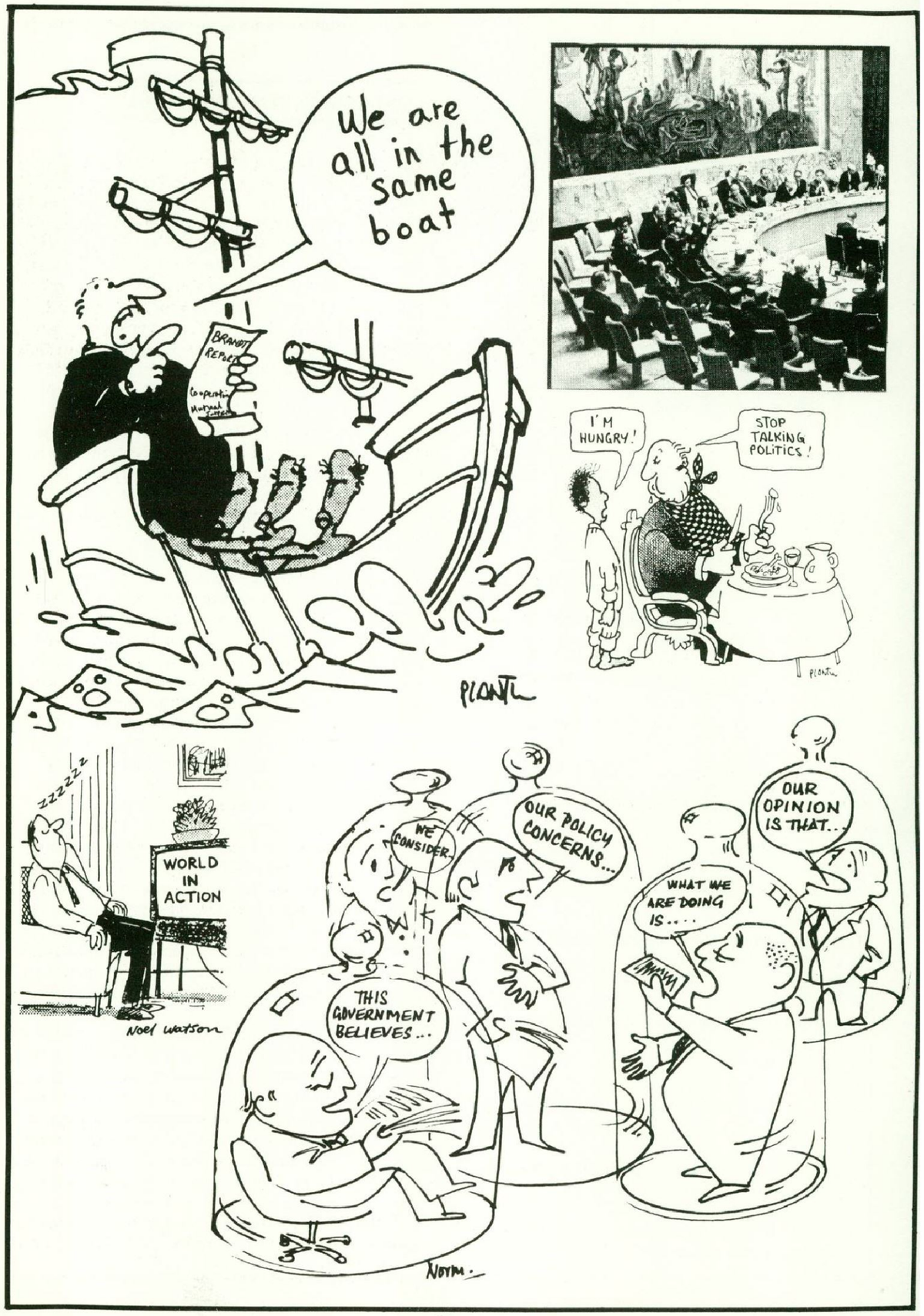
The skills represented in this section are ones which can be developed through learner-centred educational practice. We have attempted to illustrate both development within the area of specified skills and skills in relation to development education. It is clear that no skill can be treated in isolation. The development of any skill will involve the use of many other skills, particularly basic skills such as reading, comprehension and classifying. The pupil's level of physical, emotional and intellectual development will also affect the degree to which s/he can progress in a given skill.

Skills which have been discussed in detail are those which enable pupils to respond freely in their own terms, to become aware of and to clarify their own attitudes towards an issue, to exchange ideas with their peers, and to examine critically information and assumptions.

The activities outlined require a change from the traditional classroom arrangement and a change in role for many teachers. It is important, therefore, that teachers should select approaches which they feel confident to handle and to which pupils will feel able to respond. To start discussion through a role play activity when neither role-play or discussion is a normal feature of geography lessons could lead to disillusion. It is much more effective to begin with activities which introduce the 'new' skills in a relatively easy manner, then build gradually on this foundation in future lessons.

To start by using the pupils' own knowledge about a local issue can help to build up confidence both in the learners and the teacher. Once the pupils have gained some understanding of the different aspects associated with issues and confidence in using their skills, approaches such as those described in this section can be used when tackling subjects about which the pupils have little or no knowledge.

Assessment of some of the skills described proved difficult, particularly when pupils were encouraged to express themselves freely. Teachers felt that they were under pressure to assess pupil's progress, but were unable to make positive suggestions for doing this. Their marking in this field tended to be intuitive. We decided therefore, that the most positive way we could support your deliberations was to give some indication of our considerations by forwarding suggestions, both of our own and from published sources.



5. *Debating the Issues*

Studies of development issues cannot come to simple conclusions about the nature of development or the cause of a problem. Whilst it will have become clear that we do not advocate organising the content of a course in a problem-centred way, it is important that we do not lose sight of the issues.

We should provide a context for a fuller understanding of such problems. In sections 3 and 4 we discussed the need to develop skills to deal with the complexity of the subject matter, for example, by introducing issues through case studies from our own locality.

This section is designed to bring together some of the learning issues with which we have already dealt and to review them in the context of some current development debates. The first part of the section deals with some themes which are often treated in a problem-centred way. These are followed by further exploration of the concepts of development and underdevelopment, and example activities which you might like to use with your colleagues or pupils.

Traditionally, studies of Third World issues have been perceived as a series of problems – hunger, sickness, illiteracy, poverty, population - The Third World is seen as "those countries whose people suffer hunger and widespread sickness."

The problems have been incorporated into many examination syllabi. The emphasis has tended to support the assumption that such problems are peculiar to the "third world", and are not influenced by wider society.

The purpose of this section is to show that issues can be explored in other ways and that the ideas promoted by the richer nations may amount to little more than myths. We feel that teachers should be aware of the existence of such myths and the ideas that can counteract them.

"Learning begins with unlearning. Myths must be unlearned before complexity can be understood."

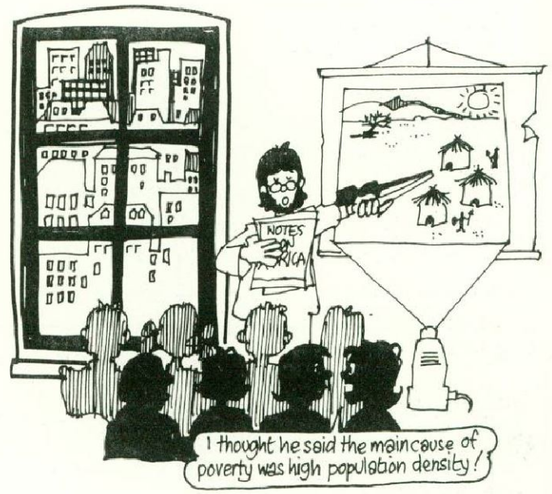


Population

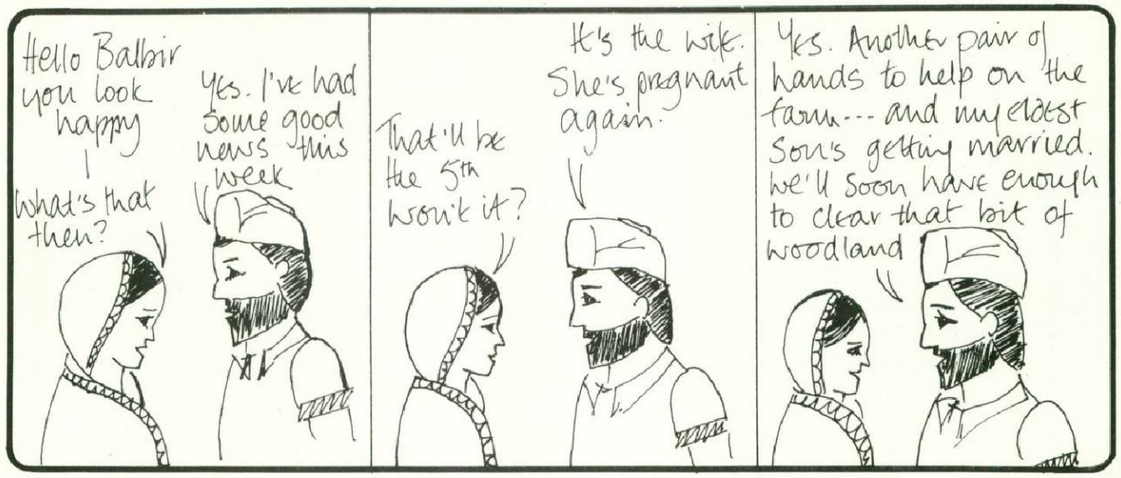
World population graphs which are to be found in many geography books clearly show how rapidly the world's population is increasing. In 1980, 74% of the world's people lived in developing countries. By the year 2000 the figure is expected to be 80%. Such figures are seen by some to be a threat to mankind but they fail to give a full picture.

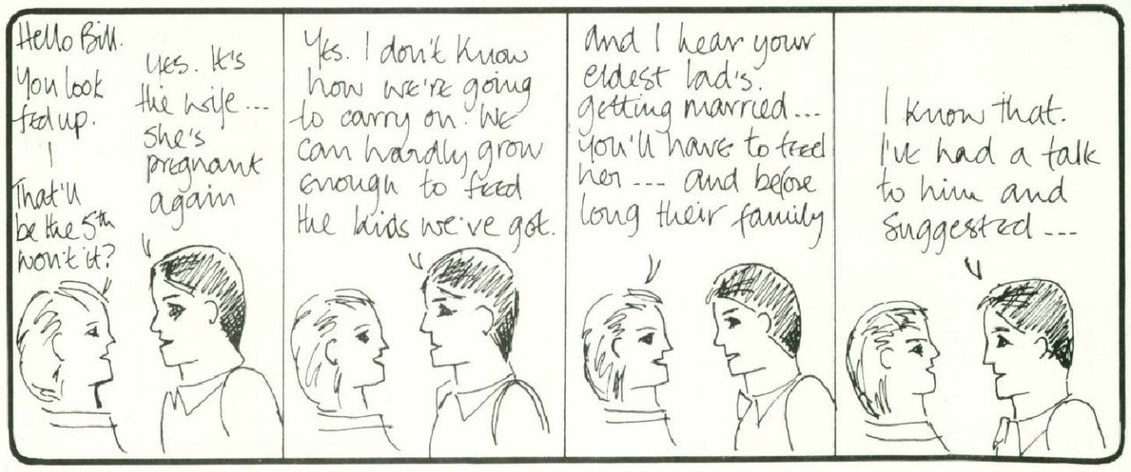
Population cannot be treated in isolation from economics, health, education, resources, traditions and other factors affecting human society. The following are just a few of the factors that influence the number of children families produce.

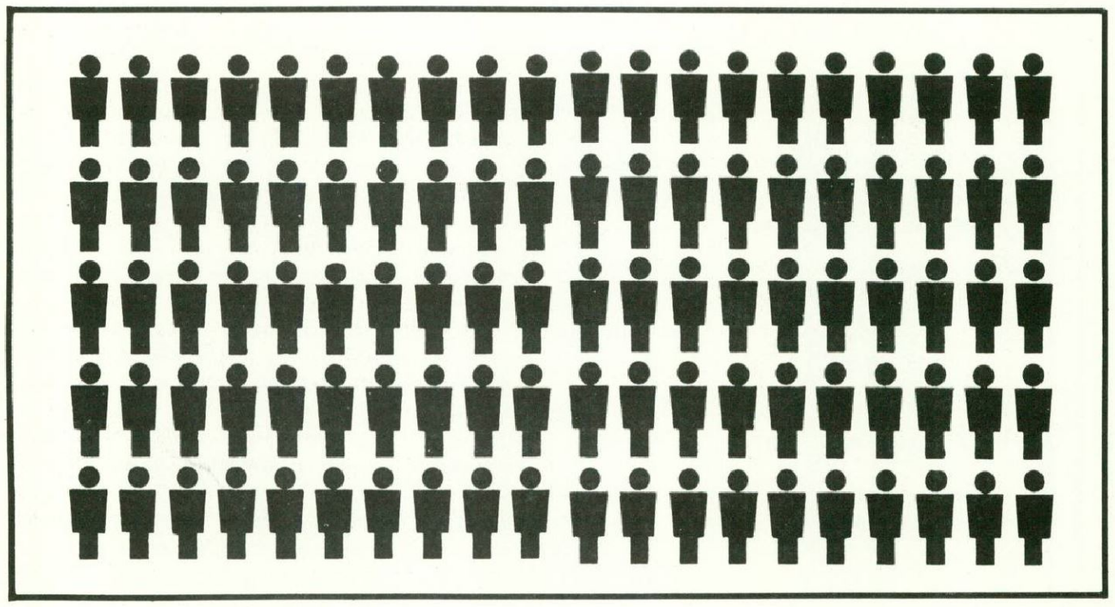
- equality of income distribution
- state of employment
- child mortality rate
- availability of family planning and information services
- levels of literacy and education
- role of women in society
- age of marriage



Myth	Comment
All the Third World is overpopulated because it cannot support its people properly.	*Much of the Third World has been exploited eg. by Europeans/wealthy landowners, so that the people no longer have the resources or land to use for themselves.*
People become poor because they have too many children.	*Children are needed to support the family and look after the elderly. Many die in early childhood, so it is necessary to produce enough so that a sufficient number survive to work.*
Birth control would solve the population crisis.	*It is right to restrict a parent's right to decide on the size of their family?*
If people in developing countries had less children they would have more resources.	*The distribution of resources needs to be considered. Who controls the distributionl Each child born in an industrialised country consumes 20-40 times as much as a child born in the developing world.*
If people had less children they would be wealthier.	*Evidence shows that the security of a good income, healthy standards of living.....are necessary before people are ready to reduce family size.*
Unemployment would be solved if there were less people.	*What interests determine the availability of paid employment? eg. Who controls the capital?*
Rapid population growth is the cause of underdevelopment.	*Such growth can be a measure of prosperity. eg. Japan. What causes rapid population growth?*







Case Studies

Case studies can be a valuable source of information, and stimulate pupils' thought. They give the learner the opportunity to sort out reasons for and against having large families, and their own reactions to the case. A useful source of case studies is the **New Internationalist**. The following example which shows attitudes to family planning found within a village in Sri Lanka, is extracted from issue no. 107, January 1982, p.15.

Cartoons

These can be used as a stimulus for discussion. The example shown on this page was produced by a member of the project's working group.

Pictorial/Graphic Images.

An activity which can be used to provide opportunities for pupils to see how the world's population can be divided into various groups involves imagining the world's total population was represented by 100 people. The 100 people could be presented in a pictorial format or diagrammatically, then divisions made according to selected criteria:

e.g. 11 Europeans
6 from Soviet Union
6 North Americans
22 Chinese — 36 under 15
16 Indians — 6 over 65
16 Asians
4 from Middle East
8 Latin Americans/Caribbeans
10 Africans
1 from Australasia/Pacific

The above figures are to be found in **New Internationalist** No. 107, January 1982, P.16 and 17.

For further ideas and activities based on population divisions the reader is referred to **Learning for Change** pages 40-41. (See Resources).

Sunil Gunawardine is the carpenter to the village where he has his home and workshop. He, and his wife Sithie, have eight children and they may have many more.

At the other end of the village lives Chandra de Silva and his wife Ranjini with their three children. He is a clerk in the Ceylon transport board. His wife has had a tubectomy operation.

Why are there such different attitudes towards family planning within a single village?

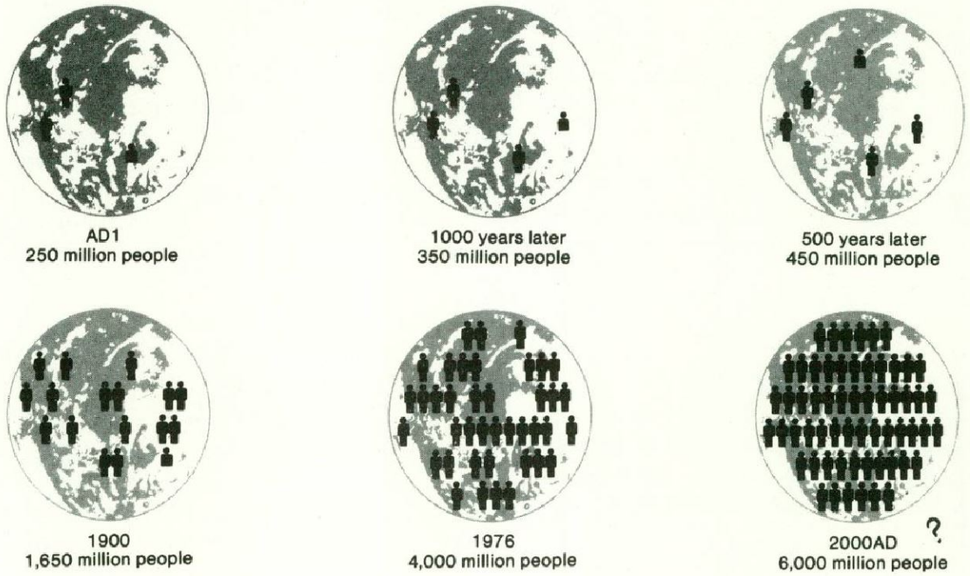
The carpenter is self-employed without a steady income. If he is ill he receives no income and he will have no pension. He feels he needs children for family security. He also reckons that the children did not cost him much extra when they were young and that a larger family is a richer family as they grow older because they help with the business. Without the children he and his wife would be even poorer.

His wife, Sithie is less sure of this as she knows that it is not good for her health to have so many children close together. However, her husband makes all the decisions regarding the family. They have had little formal education.

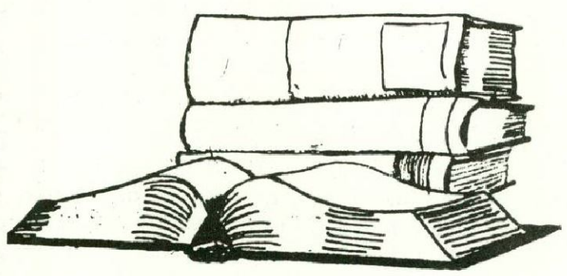
Chandra de Silva earns about as much per month ($25) as the carpenter, but his job is secure and pensionable, with opportunities for promotion in time. He and his wife take family decisions together, and have had the advantage of secondary education. They keep records of all expenditure from bus fares to after-school lessons, which they could not afford if they had more than three children. With a small family they believe that they can buy better food, clothes, shoes and books. They planned their family in the belief that the balance of their circumstances – of their own opportunities and their children's needs – had tilted in favour of small families.

The article concludes with the comments of Kantha, the midwife, who suggests that those, who by the virtue of health, education, work and economic security have acquired the means, the opportunity and the confidence to plan the improvement of their own lives, tended to plan their families as well. Those who lacked such advantages and had to cope with what seemed to them to be inevitable poverty were unlikely to plan anything, other than the daily struggle to survive, this being a struggle in which large families were often seen as an asset.

One figure represents 100 million people.



Population Concern



Sources of information (Population)

Food, Population and Politics, by F. T. Sai. IPPF, 1977.

People, Food and Hunger, Christian Aid, 1979.

Leaflets:

Population – a dilemma, **Bother** No. 105, May 1982. Oxfam.

Population - Whose Problem? Pictorial Discussion Sheet, Oxfam, 1982.

People Explosion, (Cartoonsheet 7), CWDE1982.

Magazine articles:

Population Special. **New Internationalist**. No. 52, June 1977.

Population – Whose problem? **New Internationalist** No. 79. Sept., 1979.

Statistics:

World Bank Atlas: population, per capita product, and growth rates. World Bank (Updated every few years)

World Development Report, World Bank, 1982.

World Population data sheet Population Reference Bureau Inc., 1983 (available through CWDE).

Andalusia: population role-play

Andalusia is a small country in South America. Agriculture is the main economic activity. The country has received significant aid to support the economy – in particular from the U.S. of A. A crisis is approaching because the U.S. of A. is planning to withdraw some of its support unless the government does something about cutting the country's brith rate.

Andalusia is a predominantly Catholic country. There is therefore, an opposition by the established church to birth control. Many of the peasants working in agriculture (who make up 70% of the population) are suspicious of new ways – and are unclear about what they will gain. Previous birth control programmes therefore have only had limited success.

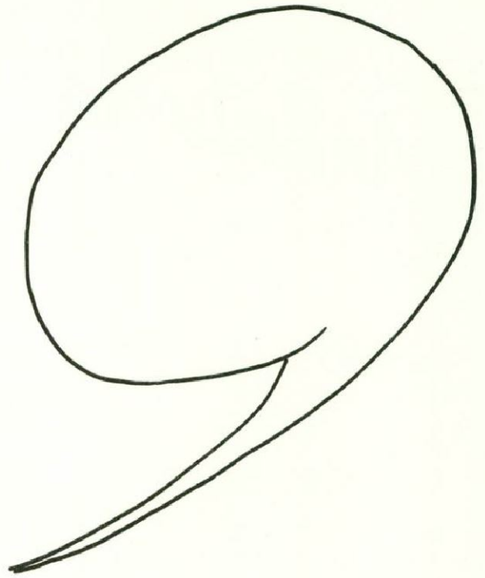
The birth rate in the 'middle class', which is about 10% of the population, has been cut by 10 per thousand, from 42 to 32 per thousand over the last ten years. If this birth rate could be established for the whole country the population would double in 150 years, as compared with 35 years as it is now.

The pressure from the U.S.A. has been backed by a promise from the World Bank for aid to finance a suitable family planning programme. General Costel de Blanco has called a meeting at the Presidential Palace to decide on how to respond.

The President General Costel de Blanco has invited six other people to the meeting. They are Monsignor Alfonso Stella (Defence Minister); Marcos Da Costa (Minister of Internal Affairs); Maria Mendoza (Minister for Employment); and three foreign experts: Jackie Trease (U.S. of A.); Mohammed Azir (World Bank); Jim O'Hara (U.N.).

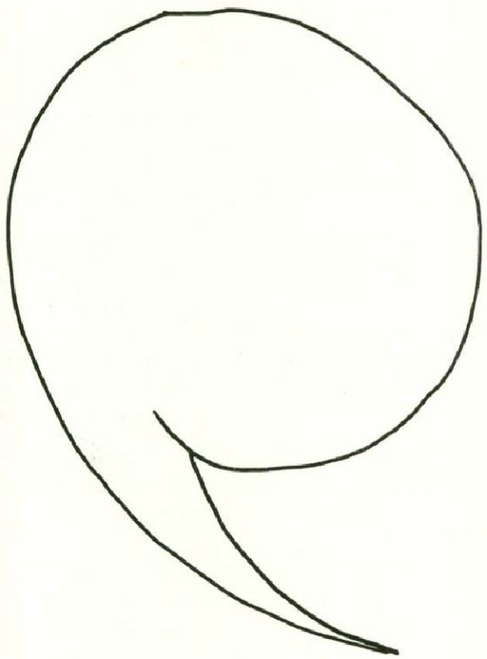
Each of them works with a team of advisers – (i.e. the class works in groups of 3 or 4). At the beginning of the meeting each spokesperson will be asked to put forward their recommendation supporting it with some of their reasons. There will then be discussion led by the President to make a decision. The President's group will have to plan how they are going to run the meeting.

ALFONSO STELLA



You are Minister of Defence in the government. You are proud of your traditional Catholic values and enjoy a fair amount of support from the Church establishment. You are suspicious of any sort of population control on religious grounds. You believe that mankind's natural growth is ordained by God and that the idea of a 'population problem' is a contradiction in terms. You know that men and women can regulate their families by self control and by abstention from sexual contact.

Though you are well off, you consider yourself sympathetic to the poorer people. You are aware that they may need five or six children to make sure that one or two survive the first five years of life. You are sceptical of any Western experts coming to provide easy solutions. You feel that a woman's natural role is as child bearer and mother. You are concerned about the Western influences which get women to question this. In the meeting you will oppose most sorts of birth control – and especially abortion which you see as murder.



MARIA MENDOZA

You are Minister for Employment in the government. You are more radical than the other ministers and the only woman but you are politically respected because of your popularity. You feel that the women towards whom the birth control programmes are directed are disadvantaged on two counts (1) by being poor and (2) by being women in a male dominated society.

You see population campaigns as part of the exploitation of the poor by the rich. The myth that women need to have more kids to do work and to look after their parents when they grow old needs to be exploded. The real problem is poverty – poor distribution of resources. Population is a complete red herring.

In this meeting you will be concerned about the assumption made by most of the men. You do feel that contraception and indeed abortion, should be more freely available. You feel that women should have more right to choose but are against the type of incentives that a programme may involve.

You are also concerned that population is being used to blame the poor for the current economic problems – instead of looking at the real issues about distribution of wealth.

JIM O'HARA

You have been in the business of population advice for some time with substantial experience in Europe and the U.S.A. You are convinced that the only way to reduce population is by effective methods of birth control. You can point to the notable drop in birth rate in the U.S.A. since the advent of contraception.

You realise that the lack of education and development can be a hindrance to birth control programmes but are sure that if the population is decreased then development will follow. You support the idea of such a programme – perhaps even a sterilisation campaign.

You particularly disagree with Mr. Azir, the birth control expert who says that only by redistributing incomes and by reducing levels of poverty will there be any chance of an effective programme.

It is important to your own political survival that you are seen to be taking the matter seriously. You are particularly worried about more radical members who may see this as an opportunity to snub the U.S. of America. In your opinion if the U.S. Aid stopped coming this would provide an opportunity for a communist country like the Soviet Union or Cuba to offer help.

JACKIE TREASE

You are a little uncertain why you received an invitation as an expert to advise the meeting – but you are pleased to have the opportunity. You are well informed about methods of contraception and particularly the level of failure of traditional methods. You, in fact, work for Dulux, a well known contraceptive firm. Your arguments will therefore, centre on the adoption of the new paper pill, recently developed by your firm, as the most up to date form of contraception.

The idea of the new pill came from China, where a similar one has been used effectively for some years. You will base your advice on China, but will ignore the social control factors which led to such a rapid reduction of the birth rate in China.

MARCOS DACOSTA

You are the Minister of Internal Affiars in the government. It is the job of your Ministry to organise the population programme in the country. You are concerned to initiate the most effective campaign possible. You are more interested in the results of incentives and advertising rather than thinking too much about the actual people affected by the campaign.

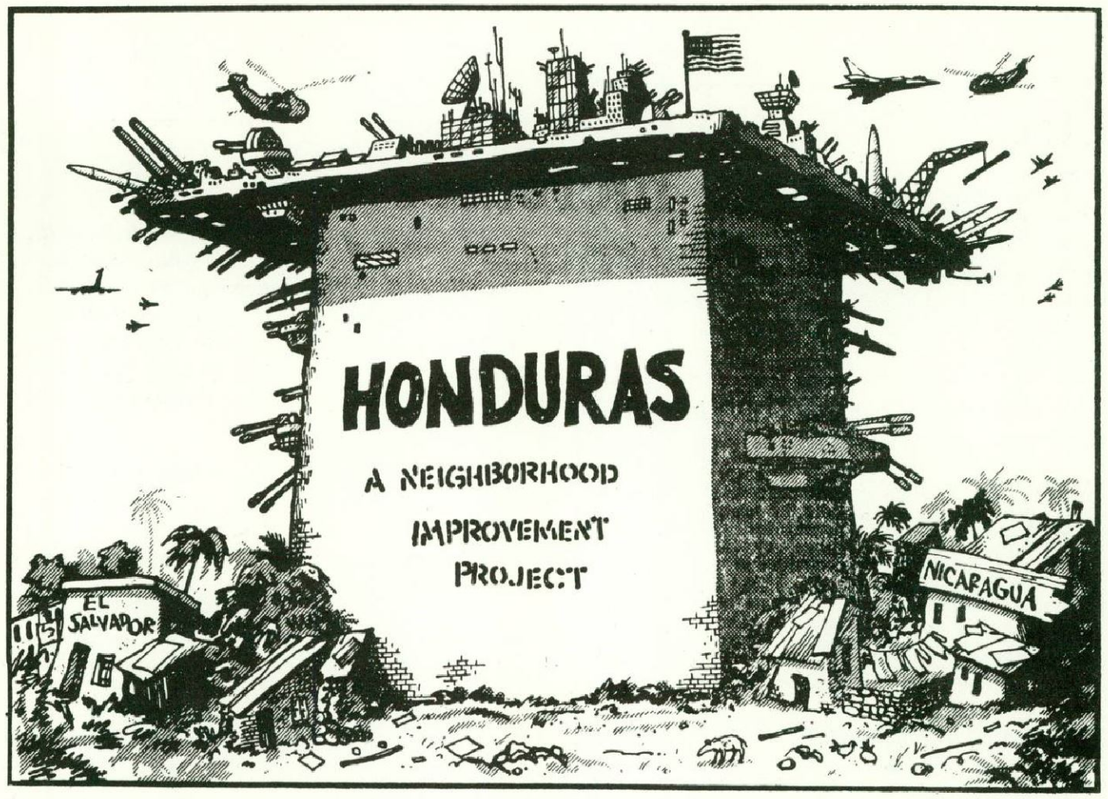
You have read a little about the large numbers that have been sterilized in India – and are rather impressed by the idea. You wonder if it would work in Andalusia. You therefore spend much of your preparation on working out a scheme of incentives. You are also concerned about identifying what should be taken into account in planning the costs of the programme to make sure that it is fully funded – e.g. pay for medical staff, money for contraceptives and advertising.

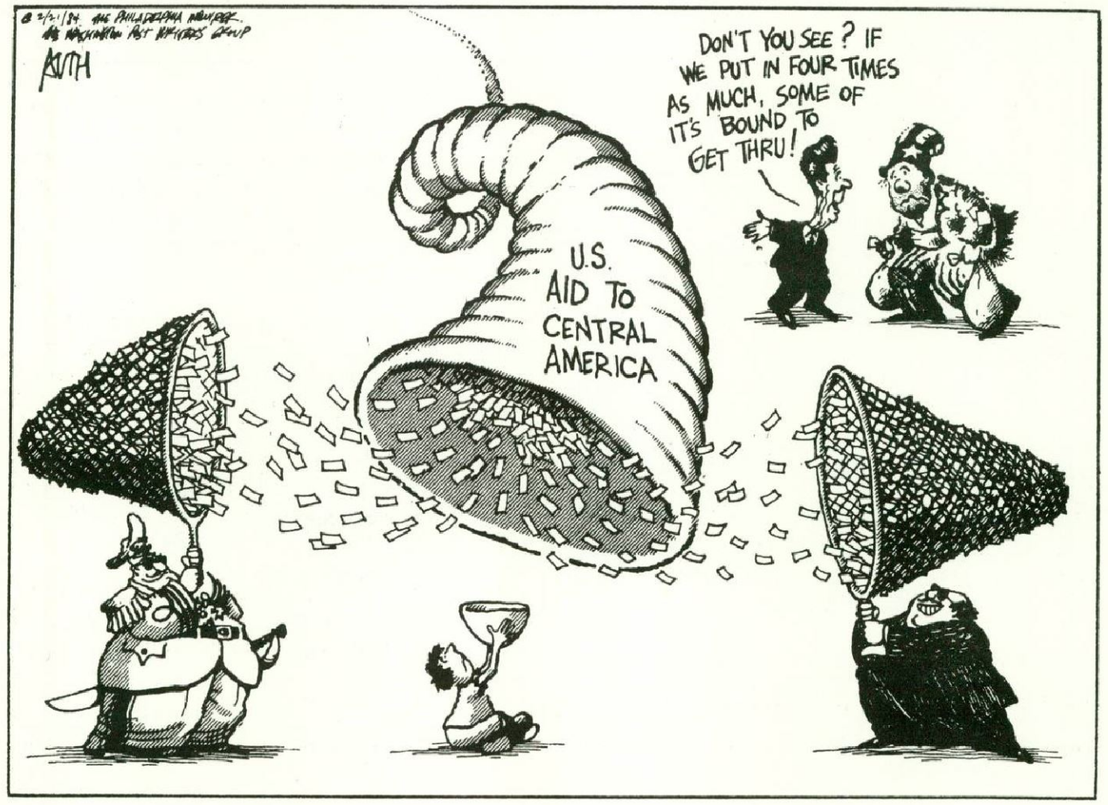
MOHAMMED AZIR

You are a population expert employed by the World Bank. You have been invited to advise on the programme. Your basic position is to reject the idea that birth control programmes are a successful means of limiting the population.

The main problem is poverty. Developing countries will begin to control population when something is done about the distribution of wealth within the country and when the economy as a whole improves. You therefore feel that more stress should be given to fairer trade agreements. This, and well placed aid are more relevant to population control than any campaign.

In this situation you are particularly concerned about the arguments which are put by other experts who insist that good population programmes come before development. You reject their "pill pushing" campaigns.





Two views of Aid from the United States to Central America.

Aid

"Did you know that the British taxpayer gives about £1,000 million overseas 'aid' each year, but hundreds of millions of this do not benefit the poor. The money has been used instead to develop heavy industry, such as a steel mill in India, to build luxury tourist resorts, in the Caribbean for example, and for military purposes, such as supporting a military training school in Zaire." (Bother, No. 109).

Aid is often not the act of benevolence that is envisaged by the "average person" in a richer nation. Most of us do not stop to consider who benefits from aid programmes.

What do we commonly believe about aid?

Myth	Comment
Channelling aid into a poor country raises the standards of living in that country.	*Often aid is distributed in such a way that the truly poor do not benefit.*
Large projects eg. Dams or Railways provide employment for the local inhabitants.	*Aid for such projects is rarely given purely out of generosity: there are always benefits for the countries supplying the aid. Such aid is often 'tied' to spending part of the loan on goods from the donor country.*
Large scale development aid eg. major irrigation, flood control and H.E.P. projects give long-term advantages in supplies of power, water for irrigation.	*In the short-term people have to be rehoused and lose their livelihood. They are often not the ones who gain from the long-term advantages. There may be long-term effects on the environment which are not forseen – eg. need for fertilizers, whereas flood water previously provided the nutrients.*
Disaster aid gives immediate and necessary relief to the victims.	*"Immediate" can often mean 6 months later and the aid may not be appropriate to the real needs of the stricken area. It may also have an adverse effect on the local economic structure.*
Aid is a 'gift' to countries in need.	*In reality over 70% of aid eg. to India takes the form of loans which have to be repaid. Most aid is tied to being spent in the donor country.*
Military aid helps a country to defend its 'peace'.	*This has proved otherwise!*

Questioning

Questions you might ask about any aid projects include:

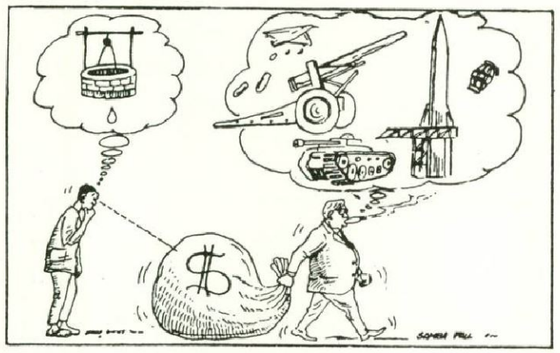
Whose project is it? What does it aim to do and who defines this aim?

Does the project reduce the gap between the rich and poor, the powerful and powerless?

Does it encourage people to be more self-reliant or does it take away local initiative?

Does the project use local skills, labour and materials?

from "What aid and for whom?" Bother *No. 109*



Consider recommendations on Aid

Look into the implications of recommendations by the Real Aid committee (see below) which reported in 1982.

"A substantial, increasing and defined proportion of the programme in each year should be devoted to projects which can be expected to have an immediate effect on the incomes of the very poor."

"Programmes which are at present a charge on the aid budget, but whose main purpose is to secure contracts for British firms or to safeguard employment in Britain should no longer fall on that budget, but on those of the departments mainly concerned with those objectives. (Depts. of Trade & Industry)"

"British aid policy should become subject to a far greater degree of public scrutiny than is the case at present."

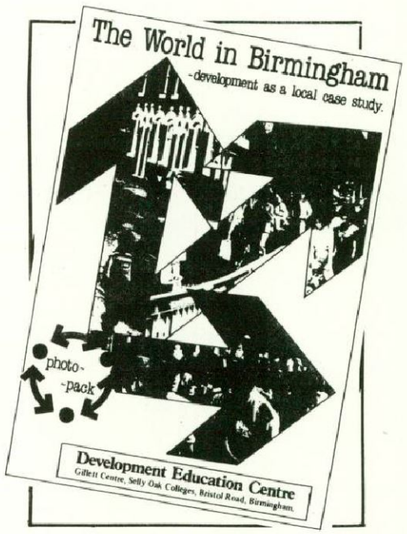
"Even aid programmes which have not been selected for their immediate effect on the poorest groups, should be chosen with greater regard to their effect in promoting development for the poor than is the case today."

Starting local

We have already stressed the advantages of introducing concepts in a local context. Aid is no exception. A local case study of aid can be used as the basis of a deeper understanding of the human dimension of an 'aid project'. This will make it easier for pupils to come to terms with the dilemmas involved in an overseas project. EEC aid to areas of Britain which it designated 'development areas', EEC to agriculture (CAP) or local NGO s involved in community work all provide useful case studies.

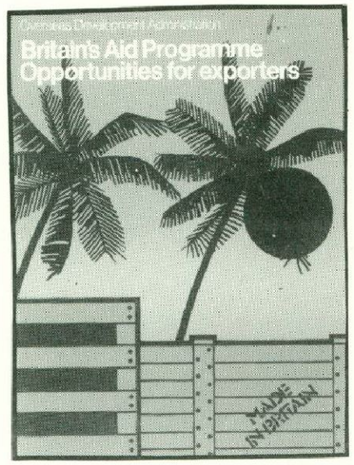
We have found Urban Renewal (aid to improve and maintain the fabric of inner city housing) a particularly useful example.

- *How does the donor (the government) see this aid?*
- *How does the donor see the people in the area?*
- *Does the 'aid worker' (Urban Renewal Official) see the aid differently?*
- *Do the receivers see it the same way?*
- *How involved do they feel they are?*
- *Are the interests of a consensus of the residents in conflict with those of individual residents?*



Aid Literature

The way that different NGO (Non-Government Organisations) aid agencies or the ODA (Overseas Development Administration) present their policies and highlight particular projects is a very useful stimulus material. A range of such materials will reveal some very different assumptions about the "third world" and approaches to aid. (Some useful addresses are on page 130.)



- *What ideas about aid come from the literature?*
- *What methods are used to interest you in their work – or to donate to the agency?*
- *What image is given of those receiving the aid?*

Another approach is to use a collection of copies of the Aid NGO adverts which appear in newspapers etc. Discussion could centre on questions such as:

- *Which adverts make the most impact?*
- *What are they saying?*
- *Does the writing contradict the visual image?*
- *Which adverts are most informative?*
- *Which charity would you donate to . . . why?*
- *What would you hope this would achieve?*

If this is handled sensitively it can lead to very valuable discussion about imagery and how that influences perceptions. However, most of the agencies still use rather a negative image to get a response, so it is important to use such an activity when pupils have already begun to challenge such stereotypes.

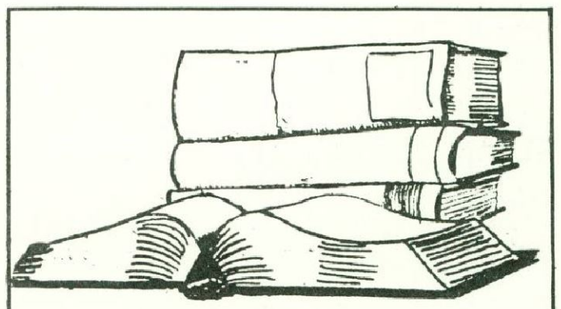
Aid Committee Game

Groups simulate the role of aid committees. They receive brief descriptions of 5 or 6 project proposals. They have to decide on their priorities by choosing 2 or 3 projects to fund or if the figures don't get in the way by allocating their budget, which you can set.

They report back on what they have decided on and why. They can also share the main issues which came up in discussion. It is then possible to introduce information about what Oxfam actually did.

- *Are these very different from their own proposals?*
- *Is this the result of lack of information or a different perception of aid priorities in the country?*

Background papers and project details are currently available to simulate an aid committee on Brazil, Upper Volta and Haiti.



Sources of information

Real Aid : a strategy for Britain Report of the Independent Group of British Aid, 1982.

(Text Books)

Basis Geography 3 Harrap, 1979 Unit 25

Life in developing countries Longman, 1982. "Who benefits from Aid, p.34.

What aid and for whom? **Bother** No. 109 October 1982.



It is important to provide an historical context to many current development issues.

Food

All of us have, at some time, been concerned about the availability of food, ranging from a temporary shortage of a single commodity to major famines. Most citizens in the wealthier nations are ready to contribute to appeals for food aid, whereas they might ignore other appeals. Few of us ever question the appropriateness of food aid or the likelihood of it reaching the people in most need. We are pleased, as members of the EEC, to hear that the community is offering food to "the less fortunate." However, we ought to question the background to these assumptions.

Myth	Comment
People are hungry because there is not enough food.	*This is untrue; there is enough food for everyone; the problem is related to distribution.*
There is not enough land on which to grow food.	*Only 44% of the world's arable land is cultivated. A large part of the cultivated land is used to grow export crops.*
Hunger is due to population density.	*Hunger depends more on the access that people have to land, and their control of it, rather than population density.*
Growing more food through the use of high technology will solve the problem.	*Such technology only benefits those who already have money, land and political influence.*
Big farms are necessary to solve the food problem.	*A World Bank study of farming in 40 countries found that small farms were more efficient than larger ones.*
Food production must be increased, even at the risk of damaging the environment. Farming must be pushed onto marginal land at the risk of irreparable erosion. The use of pesticides will have to be increased.	*Low technology farms can be as efficient as industrial ones. Use of expensive technology (eg fertilizers) puts food production in the control of richer farmers.*
Each country should grow what it can sell best on the international market.	*There is the danger that this makes a country dependent on one or two other countries and on world commodity prices.*
Hunger is a contest between rich and poor nations. The rich see the eradication of hunger as a threat to them.	*There is more than enough food for everyone. It is a matter of justice.*
Peasants are so oppressed, malnourished and conditioned into a state of dependency that they are beyond the point of being able to mobilise themselves.	*Over 40% of the population of the developing world have freed themselves from hunger over the last 50 years. News bulletins often omit such details.*
Hunger can be overcome by international redistribution of food.	*This will not automatically solve the problem. It can distort local economic structures and create dependency on food aid.*

Background information for teaching about Food Aid.

Types of food aid.

We need to be more aware of the variety of forms that food aid can take. The following is a summary of the points raised in **Against the grain: the dilemma of project food aid** (Oxfam 1982.)

"What food aid proponents fail to acknowledge is that in most cases project food aid applies a first-aid measure to a long term disease. It ignores the fundamental problem which is poverty, and attempts to address the symptom, which is hunger... The poor, by definition, lack money. It is the argument of this book that food aid is not an appropriate substitute." (p.5).

- **Emergency Relief:**
  This often requires imports. At present there are insufficient checks to ensure that donations are appropriate. Food needs could sometimes be met more efficiently from local sources. Prolonged donations can upset local recovery efforts. There is often no need to give food away, as this upsets the efforts of local farmers to market their own food.

- **Food for Work Schemes**
  These vary from large schemes eg – irrigation schemes, to small projects to encourage local community development. This type of aid has the potential for increasing local food production.

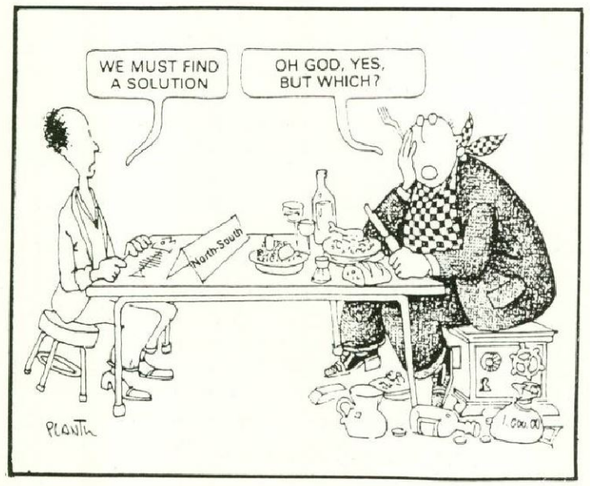
  However, after the work is over there is often little or no improvement in the living or working conditions of the poor. The people on the project are often exploited by the relatively well off.

  "In some cases Food for Work projects have been initiated more to satisfy the desire to distribute food than in response to a clear idea of how the work performed will contribute to development."

- **Mother – child health programmes:**
  These programmes omit "to combine short-term relief feeding with long-term development through preventative education." (p.41)

  Findings from reports in various countries however, show that such programmes have little effect on malnutrition Many of the children involved are not particularly malnourished to begin with; the most vulnerable 1-3 age group is not being reached; little nutrition education occurs.

- **Institutional feeding:**
  Feeding in schools helps those who are able to attend, but the poorest people are only able to go to school for short periods, if at all.



"It has been assumed up to now, that food aid is needed because there is a shortage of food in the Third World.... This view is false.... the basic problem is not one of food but poverty. Free handouts of food do not address this problem, they aggravate it. It may be going against the grain to call for a substantial reduction in non-emergency project food aid. However, analysis of the experience of the last 25 years suggests that it is time we did." (p.43)

EEC and Food Aid

In the past, food aid contributions, other than cereals, have tended to be dictated by what was in surplus and were given as a result to reduce stocks at the same time as maintaining market prices rather than to alleviate need, (eg. dried skimmed milk, butter). In 1977 the Oxfam Public Affairs Report (No.3) recommended "that the community take an entirely fresh look at the scale of its resource transfers to the developing world, relating commitments to the real scale of needs."

Although the EEC became more cautious, in 1982 the Independent Group on British Aid still felt that "EEC policy on food aid, to which the UK is a major contributor, should be radically reviewed. If substantial savings can be made on dairy products, these savings should be redirected to first category aid." (ie Projects which can be expected to have an immediate effect on the incomes of the very poor).

In his comments on the "Memorandum on the community's development policy" **(The Courier,** No. 76, Nov-Dec 82) Edgard Pisani indicated the dangers of food aid:

- The normal organisational structure of a country is reversed. Food aid comes from the port or town and goes into the countryside. Normally food would move from the countryside to the cities.

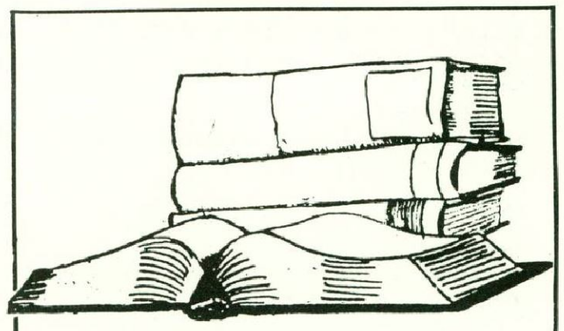
- Food aid introduces products into countries which cannot be produced locally. This creates habits which cannot be easily continued, eg. a dependence on white bread.

- Food aid strengthens the centralised structures, through which it is channelled, which could be detrimental to the inhabitants in a rural-based system.

Other problems of food:

- the neglect of locally produced food
- health hazards
- delays in responding to emergencies.

Food aid needs to be changed into something which encourages production and self-sufficiency, and aimed to a much greater extent at supporting small farmers.



Sources of information (Food)

Books:

Against the Grain, by T. Jackson and D. Eade. Oxfam, 1982.

Food, Poverty and Power, by A. Buchanan. Spokesman, 1982.

Food first: beyond the Myth of Scarcity, by F. M. Lappe and J. Collins, Souvenir Press, 1977.

Real Aid: a strategy for Britain, Report of the Independent Group of British Aid, 1982, especially pages 25, 26.

Leaflets:

Farming for People or for Profit? Oxfam Pictorial Discussion Sheet.

Food (Fact Sheet 1) Third World First, 1982

Food and Agriculture: feeding the world (Cartoon-sheet 4), CWDE, 1981.

People, Food and Hunger (One World Series) Christian Aid, 1979.

Where has all the food gone? Oxfam Pictorial Discussion Sheet.

Magazine articles:

Food first: beyond the myth of scarcity. Cartoon issue. **New Internationalist,** No. 55 Sept., 1977.

Food first: a cartoon voyage of discovery. **New Internationalist,** No. 125, July 1983.

Transnationals

By 1990 a few hundred corporations will control almost half of the world's productive assets. The chief restraint on the expansion of this new global empire will not be economic or technical – it will be political and social. The corporations will see this as a 'public relations' problem and begin media campaigns to sell the idea that the world is now in good hands – their own.
New Internationalist's predictions for the 1980s. No. 83 January 80).

The role play on the next three pages provides an opportunity to debate the implications of TNC investment, and to consider their main characteristics. The complexity of the issues, and the difficulty of avoiding simplistic "moral outrage" about the operations of TNCs, mean that probably the most effective way of approaching these issues is through the use of a simulation.

The role play could centre on the different characters taking part in a conference to debate the proposal which is being made by Foodo Company.

The following quotes could be used as part of the debriefing of the role play:

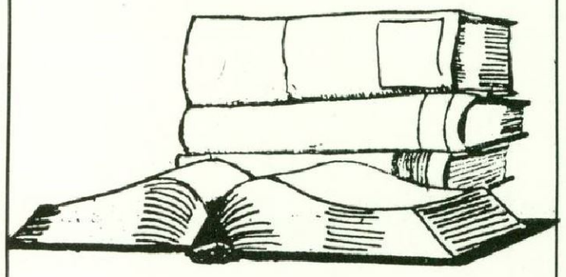
The four largest TNCs have an annual turnover greater than the total GNP of all Africa.

Mitubishi, has an annual turnover 1½ times greater than the combined GDPs of all 31 least developed countries.

A transnational corporation is a company, usually registered in a Western industrialised country, with bases of operation situated in different countries. Although production takes place in various host countries, ultimately it is all carried out for the benefit of the parent company.

The transnational corporation does not consider the development needs of particular countries. Neither does it prioritise what is best for each particular product group. The crucial question is: What is in the interest of the company as a whole?

70% of the world banana trade is in the hands of 3 companies – United Brands, Standard Fruit and Del Monte. Each controls all stages of the operation from growing (on vast plantations) to marketing (largely in the West). They control all Philippine and Central American Banana exports.



Transnational Companies Background Reading

The Great Health Robbery D. Melrose Oxfam PAU 1981

Insult or Injury – an enquiry into marketing and advertising of British Food and Drug Products in the Third World. Charles Medawar Social Audit.

Job Crisis and the Multinational – the case of the West Midlands F. Graffikin & A. Nickson TURC B'ham.

Multinational Companies and the Trade Unions Bob Edwards Spokesman 1977

Poor Health Rich Profits – Multinational Drug Companies and the Third World, Tom Heller Spokesman 1977

Sowing it up Coats Paton's Multinational practices. Alan Sinclair, SEAD Edinburgh.

The Transnational Economic Order, in **Due South: socialists and World Development**. Jeremy Hill and Hilary Scannell. Pluto Press, 1983.

Start the day with FOODO

PROPOSAL FOR INVESTMENT

It is proposed that "Foodo Incorporated" set up a factory to produce breakfast cereals. Foodo Incorporated (an American company) have a long experience of the production and marketing of breakfast cereals in many areas of the world, and are now in a position to move into new markets.

Market research in Colombia has shown considerable potential demand for our product. There is both local demand and the potential for export to neighbouring countries. It is important to note that as this is a new product we will not be competing with local manufacturers, but will be extending the choice of foods available to local consumers.

Other benefits to Colombia would include the following:

1) ***capital investment;***
2) ***creation of jobs;***
3) ***stimulation of the growth of industries supplying intermediate goods – for example, packaging materials, refined sugar, etc. It might, in the long term, also be possible to obtain machinery from local sources.***
4) ***The stimulation of agricultural development through the demand for corn and sugar. Our research has shown that a number of landowners would be interested in supplying these products on a contract basis.***

We have identified three suitable sites for a factory which would be convenient in terms of the existing network of communications, supply of suitable labour force, repair and maintenance facilities.

a role-play

Our government is of course concerned to ensure the continuing economic growth of our country. We recognise the need to attract foreign investment as part of our programme of industrialisation. This programme is based on the gradual substitution of imported products by products manufactured locally. This involves import restrictions on final goods, which encourages TNCs to set up local production facilities. Obviously we provide an attractive investment climate and facilitate the imports of intermediate and capital goods necessary for production. We have taken great care to ensure that this process does not leave us open to exploitation: we monitor prices paid for imports, and vet all proposed foreign investments. In this way we ensure that TNCs contribute to development in our country, through the growth of the industrial sector, the provision of employment and the transfer of knowledge.

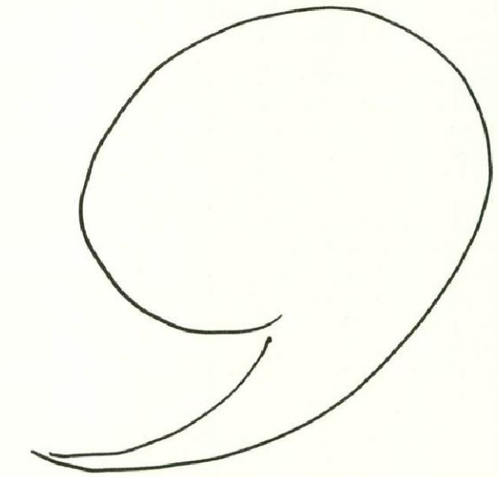
COLOMBIAN POLITICIAN

MIGRANT WORKER

I came to the city because the local landowner took over my land-holding, and mechanised his farming methods. I thought I would find work here, and be able to send my children to a good school. I thought I'd be able to afford the good things of life. When I came, there was no regular jobs for people like me with no education, and there was nowhere for me to live. All the family have to do whatever work comes our way or go hungry. Every day I see the rich people in the city buying what they want from the shops, and I feel I've let my family down because we cannot have these things. We are told that this country is developing, but things are getting worse for us. Food prices keep going up, there are no cheap medicines any more, and I can t see any better future for my children.

MANAGING DIRECTOR OF A GERMAN TNC

Our company provides a wide range of consumer goods. They are made to a high standard and are reasonably priced. They provide consumers all over the world with the choice of products they need for the quality of life that they demand. The company leads the field in Research and Development to ensure the continuing quality of its goods, and the provision of new, improved products, to satisfy demand. The technology of production is continually being made more efficient which ensures the profitability of and competitiveness of the company. However, profit is not our only concern. Our company is instrumental in the development of many non-industrialised countries. It provides them with the technology and knowledge necessary for survival in the modern world. Our subsidiaries in developing countries make an important contribution to raising the standard of living of their populations. Our investment and production contributes to economic growth. We provide employment and training programmes for employees. Our subsidiaries promote the growth of industries to supply us with intermediate goods. My company benefits countries in very many ways; it is vital to the economic development of many areas of the world.

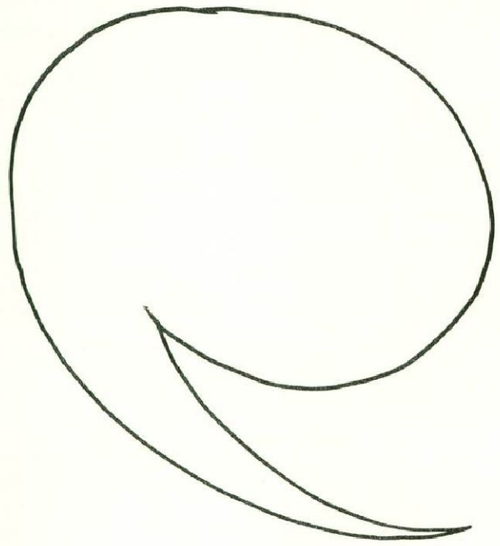


COLOMBIAN MANUFACTURER

My family have been producing soap for our local community for three generations now. We have a small factory, employing ten local people, and supply several of the villages around us with laundry soap.

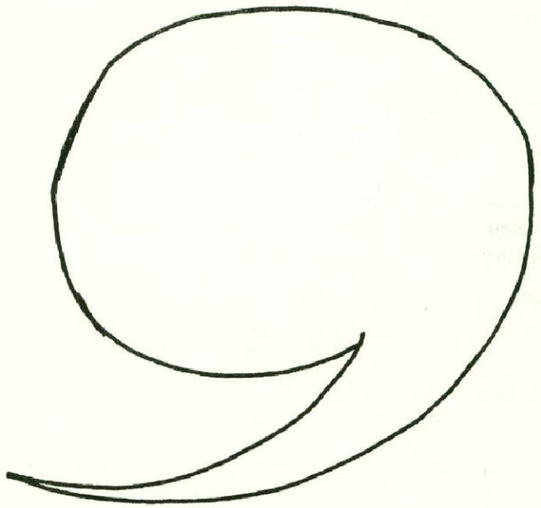
It's never been easy to make a living like this, but we've managed – we can't afford modern machinery, but people are happy to work with us. Our workers are skilled, and have been with us a long time. What machinery we have is maintained by us, and all the ingredients for our soap are obtained locally.

But it's getting much more difficult for our factory to survive.. Not long ago a large international company set up a factory in the capital to produce washing powder. This is now being heavily advertised throughout the country and is available even in tiny villages. Although it costs much more than our laundry soap, people are beginning to buy it. I think this is because of its smart packaging, and because of the advertisements. The way the product is advertised makes people think they will have a smart home, and a maid to do their washing, and all sorts of other modern goods, if they buy washing powder. We can't hope to compete – we can't afford to spend money on advertising, and we don't have the machinery to package our soap prettily. Anyway, we don't believe in it – we supply a simple basic and cheap product – it doesn't need advertising. But the future is worrying – if more people in our area buy the washing powder our market will be reduced, and that would mean employing less people, or maybe going out of business altogether – and then I don't know what would happen to us.



LANDOWNER

My family have owned our estate for centuries and our name is known and respected throughout Colombia. Most of the male members of the family have served the nation in the Senate, and I am no exception. Until quite recently farming was the most important economic activity in this country – and nowadays many people tend to forget the crucial role that it still plays. Agriculture not only provides the nation with food – it also provides exports, and exports provide the foreign exchange with which to buy imports. I know that we are industrialising – and I support this policy – but we do not make industrial machinery, or many of the intermediate goods needed for our industry – so these have to be imported. The only way to pay for imports is to export, and agricultural exports still account for well over half of our total exports. The government should not forget the vital role that agriculture has in our economic development. It should recognise that development would be aided by providing more incentives for landowners to mechanise in order to improve output of cash crops. It should stop playing around with so-called "land reforms" and recognise that efficient agriculture can only happen on a large scale. There may be other groups involved in politics now, but without the support of landowners like me, no government can get very far.



Underdevelopment

It is important that we question assumptions about development but we also need to become aware of another process – that of underdevelopment.

The process of underdevelopment can be caused by many different types of activities. We have already seen that aid can depress local markets, change habits, which increases dependency, and benefit those who are already powerful. Large projects, such as building hospitals and industrial plants, frequently fail to help the truly poor and are often underutilised because inadequate provision is made for personnel training and wages. Multinational companies often have control over industrial centres, with large profits being returned to the richer nations.

Another major cause of the misuse of resources is the arms race. Weapons of destruction are stock piled, even in countries "desperately short of the means to meet the most elementary human needs." There is also the appalling trade in repression technology (eg. police and torture weapons) which is more obvious in the poorer nations. The sale of arms to developing countries creates and reinforces political and economic dependence and control.

Other attempts to give explanations for underdevelopment include:

- *developing countries rushed into independence before they were able to look after their own affairs.*
- *poor administration in these countries has resulted in increased hunger, illness and a return to superstitious beliefs.*
- *the freedom of the individual is reduced because of inadequate education.*
- *exploited people have failed to oppose the powerful groups.*
- *the model of development which countries have chosen eg. capitalist model in Asia, has resulted in an increasing gap between the rich and poor.*

In order that pupils can begin to debate such issues it is useful to use a stimulus such as a ranking activity using the quotes about underdevelopment on page 120. There are many types of ranking activity, the main purpose is to get pupils to read the statements, to consider them and to organise them in terms of their understanding or opinions.

The quotes in this case are popular explanations of the causes of underdevelopment, many of which we feel pupils should be able to challenge. Pupils should be asked to group the quotes in terms of those that help to explain the causes of underdevelopment and those which are less useful. They could then be asked to choose one from each group and write up why they feel it does, or does not help explain underdevelopment.

Sources of information (Underdevelopment)

Militarism and the World Military Order: study guide for churches, E. Regehr. Commission of the Churches on International Affairs, 1980.

Nuclear Links: the chain reaction of energy, arms and underdevelopment. Students against nuclear energy. Third World First, 1982.

Development and Underdevelopment in Asia, CIIR, Cafod, 1980.

Underdeveloping Bangladesh: 225 years of British involvement, by T. Learmonth. War on Want, 1981.

The unequal Third (Network Social Studies), by J. S. Stuart. Arnold, 1977.

Leaflets:

Questioning development, by G. Roberts. Volunteer Action, 1981.

What is development? by J. Madeley. Christian Aid, 1979.

Work and Wealth, Oxfam, 1982.

Magazine article:

Of sins and myths! from Pakistan: the seven sins of development planners. **Ideas and Action,** 120, 1978. pages 18-22.

'Underdeveloping Bangladesh – 225 years of British Involvement' which is a report published by War on Want provides a very readable case study of this process. This report is highlighted as it is valuable background reading and because parts of it could be adapted for use in the classroom.

The book illustrates how British involvement in Bangladesh – during the colonial experience and more recently through aid – has helped to prevent development and has indeed caused the reverse.

"Bangladesh is a beautiful, green country. It has the most fertile soil, and potentially the largest inland fish resources in the world. It could produce enough food for everyone, yet most of its people are malnourished. £500 million worth of aid pours in every year, but it only worsens the situation. While the poor get poorer, aid helps the rich consolidate their power. Britain makes a profit from its involvement in Bangladesh, and has done since the early days of Empire".

The book shows that outside influences contribute positively to underdevelopment. The following are some of the major points.

80% of Bangladesh's development budget now relies on aid. The rich are in effect kept in power by government, such as the British who do not make any attempts to direct government policy towards helping the poor. One of the ODA's major concerns is to create markets for British goods.

The elite are supported by government policies, and food aid first goes to priviledged groups such as the army, police and government employees. Food aid is also resold to buy other things from abroad eg. weapons.

Corruption is rife and the "baksheesh" system is well developed. This means that the poor, who cannot afford such payments have no access to legal rights.

"Employment patterns" in the country are not beneficial to many people. Tractors and other mechanisation projects displace labour which is plentiful. The government also encourages people to work abroad. College education is seen as an export-orientated industry. This leads to a lack of skilled people in Bangladesh itself.

The difference between the needs of the people and governemtn priorities lead to unrest. There is the 'mistaken idea' that huge projects which improve the infrastructure will benefit the poor. Projects are tailored to comply with the preconceptions of foreign aid donors. This does not help the landless, hungry person. Instead of attacking the causes of poverty the government help a well fed army and police force to suppress unrest.

People's health has suffered not only through lack of food, but also through the uncontrolled promotion of drugs, which are often sold at high prices, and are not suitable remedies.



Causes of underdevelopment

Third World countries just don't have the proper know-how or technology to develop themselves. They desperately need our help.

How can you have development when injustice remains dominant within poorer countries and between rich and poor countries.

Colonialism is a major problem. Not only did it create economic, social and political problems but it also left a deeply ingrained psychological impact which most Third World countries find difficult to overcome.

Poor health ensures that people will not have the physical ability or energy to undertake development. The eradication of health problems is a vital first step on the road to development.

The environment provides a major obstacle. Lack of rain, too much rain, high temperatures, typhoons, hurricanes etc. all combine to produce an environment which will not support high levels of development.

Everyone knows that exploitation is the major cause of poverty in the Third World. The world's trading system is loaded against the developing world; aid is only a pittance and often makes the situation worse; TNC's control most of world trade and investment and while the world remains like this, little change is possible.

Lack of capital for investment, for financing development is the single biggest cause of underdevelopment. What they need is massive injections of capital, financial aid and loans to fund much needed development.

Corruption and incompetance remain central problems for most Third World countries. The governments of these countries just don't care about their people – just about lining their own pockets.

Superstition, ignorance and the survival of old-fashioned attitudes impede development. Without proper education and positive attitudes, development will remain a dream.

The main reason for underdevelopment is overpopulation. Throughout the Third World birth rates far exceed death rates, family sizes are big and better health care programmes have reduced the mortality rate. I can't see anything being done until the rate of population growth is drastically reduced.

Natural Disasters

Floods, droughts, earthquakes, volcanic eruptions, tornados, epidemics – all these conditions can lead to appeals for emergency aid. The purpose of this section, however, is not to look into emergency aid, but to consider the phenomenon of a natural disaster.

Do we accept that – "There will always be natural disasters, the forces of nature are too strong and unpredictable to be tamed by man."
(**Natural disaster**, Macdonald Educational, 1974)
– or do we believe that the term "natural disaster" is ... "really just a convenient label for a disaster of which the origins were natural. Earthquakes or volcanic eruptions are not in themselves disasters. How far abnormal movement of nature becomes a disaster depends partly on conditions already existing in a community."
(**Disaster** (Connexions) Penguin Education 1969)

In both of these books it is accepted that the effect of such events can be lessened in several ways, but there is clearly no easy remedy. Whilst there are myths associated with natural disasters, these are not so apparent as for the preceding themes. It is, therefore, more appropriate to consider the ideas regarding ways of reducing these effects of such disasters.

Idea	Comment
Use knowledge of danger zones eg. by removing people from these zones.	*People like to live in such areas, often for good reasons eg. fertile soils*
Predict disasters and take appropriate precautions.	*Science has advanced to a point where eg. earthquakes, volcanic eruptions can be predicted, but often society cannot afford to take the necessary steps to prevent the consequences.*
Control the agents of destruction.	*Control is very expensive. People are not willing to invest huge sums of money for disasters that might not occur. Control can lead to other problems eg. the building of the Aswan Dam has caused difficulties with irrigation and soil fertility in Egypt.*
Building techniques could be improved.	*Competition for housing often outweighs safety. Flats and high rise density housing increases risk. It is costly to reinforce buildings.*
Instal emergency equipment in danger zones.	*It is difficult to maintain equipment and site it appropriately.*
Provide more effective relief organisations.	*Relief needs to be much better organised at local levels – even when the organisation is there, it is often difficult to operate when communications are disrupted after a catastrophe.*

Case Studies

Two case studies can be used to illustrate the ideas that have been expressed above. Only the briefest details are given below, so if you wish to use them we suggest you follow up the references for further information.

Irish potato famine 1845 - 8

At this time in history, half the Irish population were dependent on potatoes for their livelihood. Pressures on cultivation were high,with poor quality varieties of potatoes being planted and marginal land being used. The stocks did not keep well, so people were reliant on good harvests after each planting. Many of the people were poor and having to pay high rents for small subsistence plots. The richer land owners were introducing new tools which reduced the possibilities of paid employment for the farm labourer.

When the crops were struck by the fungus, phytophthora infestous, many people were left without a source of food. Many died from starvation and from diseases such as cholera and disentry. Others attempted to emigrate without the means to obtain a proper passage.

Although relief measures were introduced, these were hampered by government policies which prevented the interruption of normal trading patterns and profit making. The government policies were export orientated. Hence, food such as wheat, barley, oats, which could have helped to relieve the starving Irish,was exported. Even those who had cash to spend found difficulty in purchasing food in Ireland. The internal trading system was insufficiently developed to cope with the crisis. The government, in London, felt that it should not interfere with the "natural economic processes." Hence the suffering was widespread having lasting effects on the people of Ireland.

Guatemala earthquake 1976

Sixteen of the 22 provinces of Guatemala were affected by this earthquake. In Chimaltenango in the central highlands 41,677 of the 42,794 homes were destroyed. Guatemala City was also affected, the poorer districts being devastated. The interesting facts regarding the city, however, were that despite the severity of the disaster, the superior residential, commercial and large industrial sectors of the city were barely touched. All those who could afford it had constructed earthquake resistant housing or premises. The biggest problem that faced industry after the earthquake was that many of its labour force, who came from the poorer housing districts, had been killed or maimed.

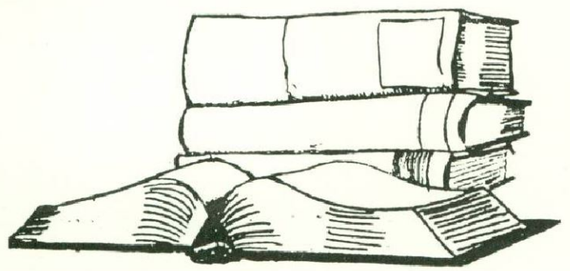
Severe social tensions were unleashed with much political violence, the urban trade union movement and the peasantry again suffering most.

These two examples suggest that it is not necessarily the severity of the natural event that determines the extent of a disaster, but the conditions (social economic, political) which exist within a country or locality. Such considerations give an added dimension to your teaching about disasters caused by naturally occurring phenomena.

Earthquake damage. When the earthquake hit Guatemala, survival was often a question of whether you were rich or poor. The modern houses of the better off were built to withstand earthquakes, and on the whole they did. In Guatemala City the office blocks, the Department of Justice, the City Hall, the new Ministry of Finance, and blocks of flats remained undamaged. On the other hand, the poor are forced to live on land the rich don't want and therefore have little choice but to build their homes on the treacherous sides of the ravines which crisscross Guatemala City. The earthquake spilled them down the slopes.

(Quote and photographs from Oxfam)





Sources of information (Disasters)

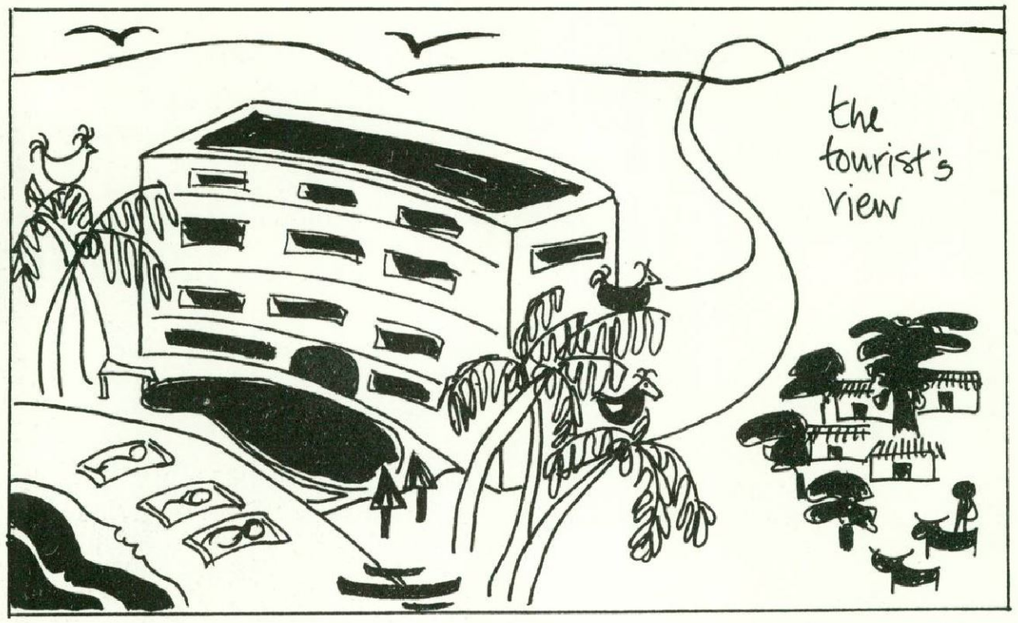
Books:

Disaster (Connexions), by S. Tidmarsh, Penguin Educational, 1969.

Natural Disasters, by T. Marchington. Macdonald 1974.

Underdevelopment and hazards in historical perspective: an Irish case study, by C. Regan. Chapter 6 in **Interpretations of Calamity,** Edited by K. Hewitt. Allen & Unwin, 1983.

Guatemala: unnatural disaster, by R. Plant. Latin America Bureau, 1978.



WHEN THE TOURISTS FLEW IN

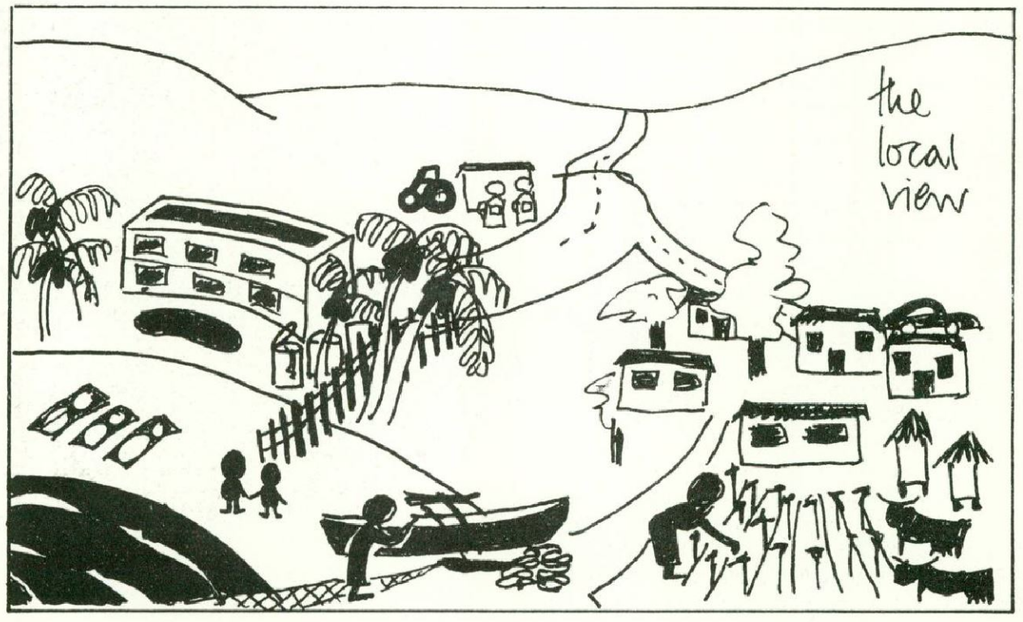
The Finance Minister said
"It will boost the Economy
the dollars will flow in."

The man from the Hilton said
"We will make you
a second Paradise;
for you, it is the dawn
of a glorious new beginning!"

The Minister of Culture said
"It will enrich our life....
contact with other cultures
must surely
improve the texture of living."

The Minister of Interior said
"It will provide full
& varied employment
for all the indigenes."

When the tourists flew in
our island people
metamorphosed into
a grotesque carnival
– a two-week sideshow



Tourism

It is useful, towards the end of a course, to introduce a theme which can be used to review ideas about development. Tourism, an industry which has seen rapid growth in many 'developing countries' can be used to raise a number of basic questions about influences on development priorities. It is also a particularly useful way to consider assumptions about "western" models of development.

The host of free literature which is available from the holiday companies provides a colourful and extensive collection of source materials.

It may be useful to start by brainstorming a list of the places, outside Europe, which are most available in the selection of brochures. What are the main patterns? Are there areas of the world which do not seem to be easily available to British tourists. Any suggestions why? Do you think some areas are more popular because of historical links? Why?

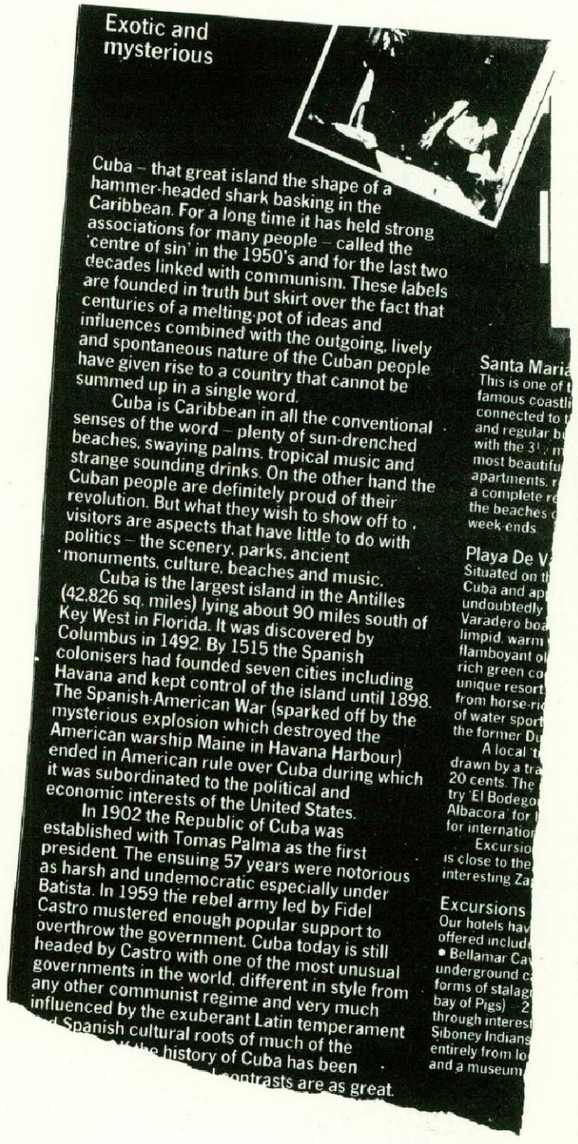
What do these holidays cost? Which areas, outside Europe, seem to be the most accessible (in terms of price)? Who goes on such holidays? A useful activity could be based on the questions – "Would you like to go on one of these holidays? If so, which and why?"

Many of the travel brochures lend themselves to evaluation activities such as those suggested in sections one and four of this book. What kind of image is being projected? What language is being used to interest you in a holiday? How does this portray the information about the country? How can we find out if this is distorted?



The visual impact of the travel literature is also important. What kind of photographs are shown? Why? How are local people shown in the photographs? What image of them does this build up? Some of the photograph activities suggested in section four could be used to encourage pupils to take a closer look at the photographs.

The image built up by publicity is very important to the holiday companies. This, and their attraction to places where their investment will be welcome, safe and likely to yield profits has a considerable influence on the location of the tourist industry. Local political events are therefore of direct influence on the tourism economy. Another useful activity is to make a list of places that tourists would not be happy to go. Discussion about their reasons can clarify some of the qualities seen to be suitable for tourist development. An interesting discussion can also centre on how local political situations are described in the tourist literature, such as the description of Cuba below.


Exotic and mysterious

Cuba – that great island the shape of a hammer-headed shark basking in the Caribbean. For a long time it has held strong associations for many people – called the 'centre of sin' in the 1950's and for the last two decades linked with communism. These labels are founded in truth but skirt over the fact that centuries of a melting-pot of ideas and influences combined with the outgoing, lively and spontaneous nature of the Cuban people have given rise to a country that cannot be summed up in a single word.

Cuba is Caribbean in all the conventional senses of the word – plenty of sun-drenched beaches, swaying palms, tropical music and strange sounding drinks. On the other hand the Cuban people are definitely proud of their revolution. But what they wish to show off to visitors are aspects that have little to do with politics – the scenery, parks, ancient monuments, culture, beaches and music.

Cuba is the largest island in the Antilles (42,826 sq. miles) lying about 90 miles south of Key West in Florida. It was discovered by Columbus in 1492. By 1515 the Spanish colonisers had founded seven cities including Havana and kept control of the island until 1898. The Spanish-American War (sparked off by the mysterious explosion which destroyed the American warship Maine in Havana Harbour) ended in American rule over Cuba during which it was subordinated to the political and economic interests of the United States.

In 1902 the Republic of Cuba was established with Tomas Palma as the first president. The ensuing 57 years were notorious as harsh and undemocratic especially under Batista. In 1959 the rebel army led by Fidel Castro mustered enough popular support to overthrow the government. Cuba today is still headed by Castro with one of the most unusual governments in the world, different in style from any other communist regime and very much influenced by the exuberant Latin temperament and Spanish cultural roots of much of the history of Cuba has been contrasts are as great.

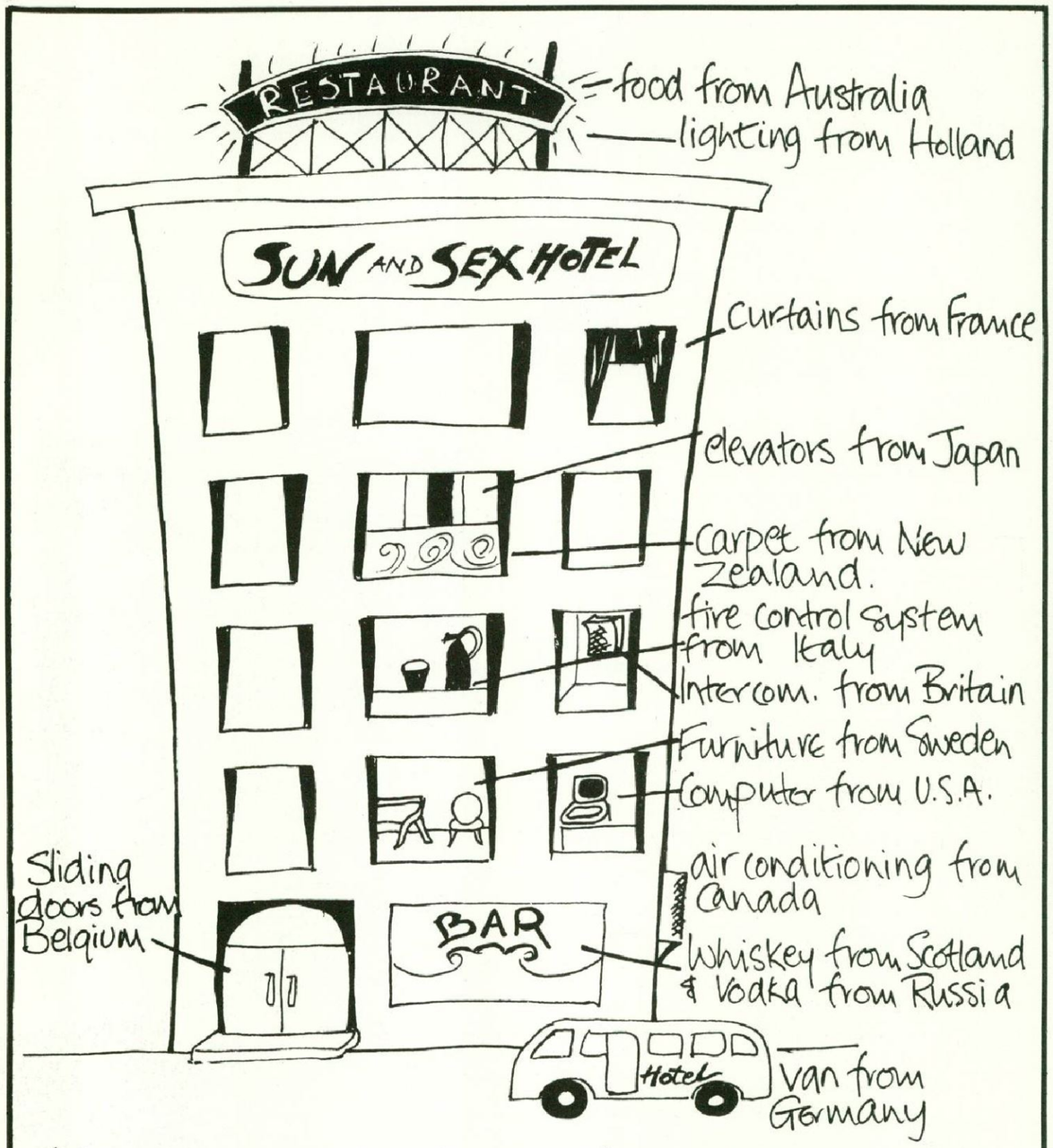
Santa Maria
This is one of t
famous coastli
connected to t
and regular b
with the 3½ m
most beautifu
apartments, r
a complete re
the beaches
week-ends.

Playa De V
Situated on t
Cuba and ap
undoubtedly
Varadero boa
limpid, warm
flamboyant ol
rich green co
unique resort
from horse-ri
of water sport
the former Du

A local 'ti
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Excursio
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offered includ
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through interest
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and a museum



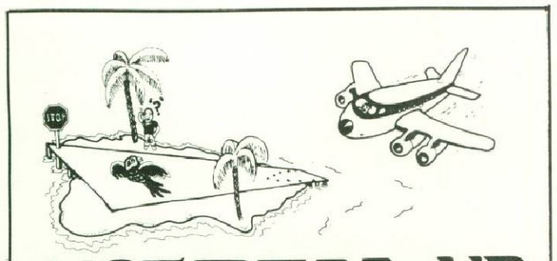
An American tour party (for example) pays the operator in U.S.A, travels PAN-AM, stays in an American-owned hotel, eats only American food and travels in American planes, cars and ships.

Who profits most?

Kenya and Tanzania have both got similar attractions for tourists but Kenya appears in many more brochures. Tanzania has given tourism a low priority by policy and from time to time actively discouraged it as it distracts from other priorities towards Tanzania's self-reliance.

This Serengeti Safari holiday is, according to the literature, partly supported by the World Bank which has encouraged Tanzania to develop the potential of tourism.

Charles Elliot in the article from a Christian Aid Newsletter is clearly questioning the priorities of using aid in this way to support the growth of tourism.



NOT REAL AID

Planeloads of tourists can now reach the sparkling beaches of the tiny West Indian island of Providenciales thanks to a new airport extension paid for by Britain and built with the help of British engineers. Some £4 million has come from the Government's overseas aid budget to pave the way for a glossy new holiday village for Club Mediterranée. The benefits this will bring to the island's 1,000 people are not clear.

Certainly the tourists will not be coming by the planeload yet. Work on the holiday village has not even started, although the airport is nearly finished.

According to Christian Aid's Director, Dr. Charles Elliott: "This is a prime example of the misuse of government aid".



Dr Elliott has been chairing an independent group of aid experts. Their report calls for *real aid*, aid to help the very poor, and not to boost the order books of British firms. Wisely spent, the £1,000 million-a-year British aid budget could play a vital role for many poor people.

. . . . *from a Christian Aid Newspaper.*

SERENGETI'S

From £815

Tanzania "the land of Kilimanjaro", lies just south of the equator on the east coast of Africa. With 500 miles of coastline washed by the Indian Ocean, Africa's highest mountain and the greatest concentration of wildlife to be found anywhere, Tanzania embraces all the excitement, mystery and beauty that is Africa.

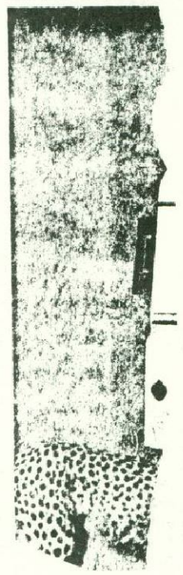
For a while, Tanzania has not appeared in the Wings programme because of the standard of tourist facilities. Fortunately, a series of international loans, including large funds from the World Bank, is being used to upgrade safari lodges, beach resorts and hotels, roads and a variety of other tourism-related projects. This project is due to be completed in early 1983.

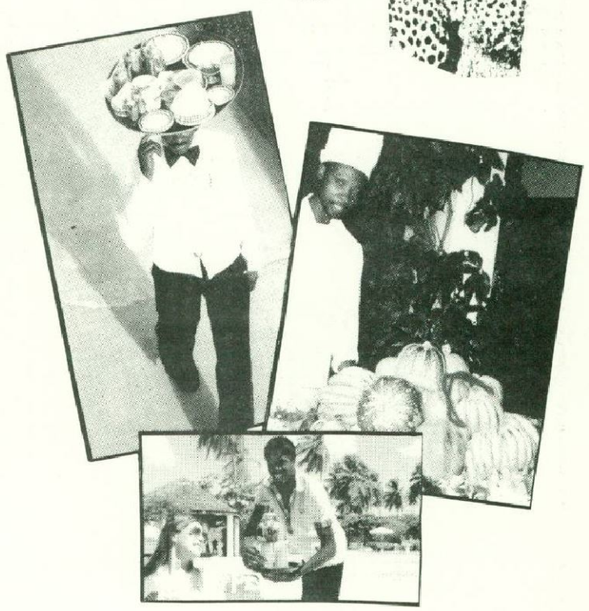
The results should be a tremendous success since the lodges and hotels are architeculturally unique, and have been designed to complement the natural surroundings.

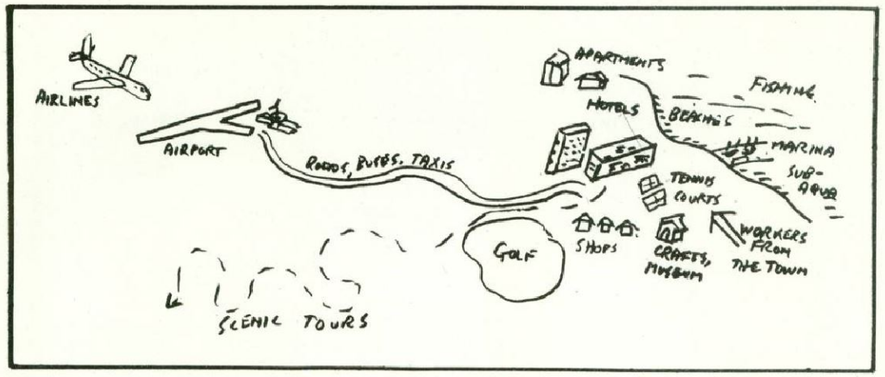
A lack of foreign exchange, however, will still be apparent at times and periodic scarcities of certain goods such as light bulbs, and imported alcohol may occur. The choice of menus may also be limited because of the lack of imported goods, but local produce is both excellent and plentiful. Thus, while we feel confident and pleased to welcome the Serengeti Safari to our programme we should like to remind clients that sophistication is not the key word to your holiday. Most will agree, however, that this is but a small sacrifice compared to seeing a variety of scenery and wildlife that is unequalled anywhere else in the world.

Day 1 Fri London to Dar-es-Salaam
Morning departure by British Airways flight from Heathrow to Dar-es-Salaam.
[illegible]ate evening and transfer to the [illegible] Beach Hotel 24 kilometers north [illegible]. Inspired by the early [illegible] coastal area, the [illegible] facilities









Many governments from developing countries have looked to tourism as a growth industry which will earn valuable foreign exchange. The facilities such as the airport, transport, hotels, bars etc. which tourism brings are all too often sold politically as symbols of a new future despite the fact that they may compete with more basic needs for government resources.

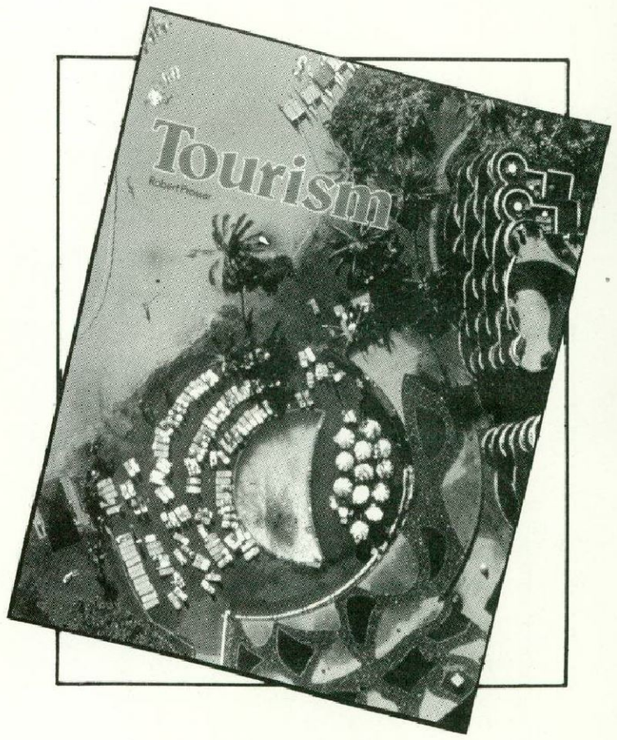
If a developing country wishes to realise its potential for a tourist industry it usually has to seek foreign support by either borrowing from the international banks, seeking multinational company investment or aid.

A substantial part of the money earned from tourism does not in fact stay in the developing country. Some of this money will be allocated to repaying loans and payments to the hotel owners. Many goods including some food will be imported and therefore also is a drain on the foreign exchange. In addition in most cases, the travel costs will be paid direct to the holiday company. The key question is therefore who profits from the development of tourism.



"Both of us can't afford to go—but you deserve a break, dear!"

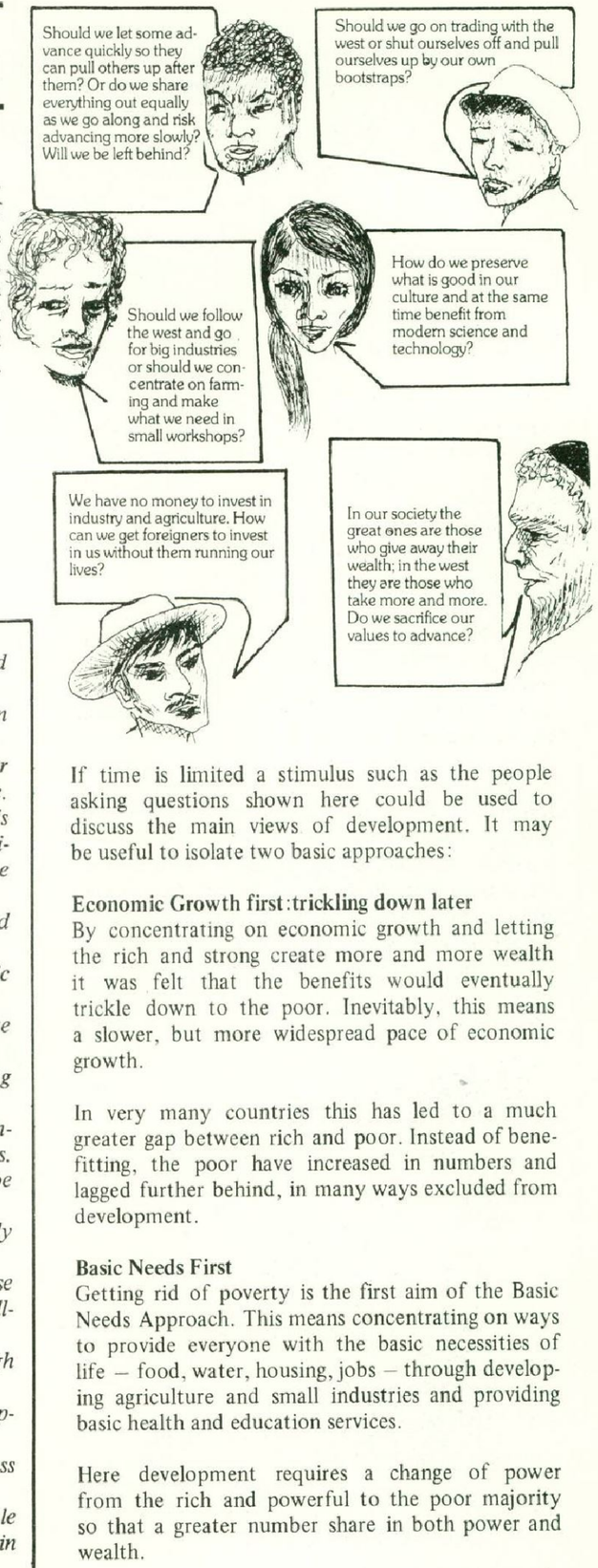
Daily Mirror, Summer 1977



This book written by Bob Prosser is part of the GYSL Series published by Nelson. This is very useful for anyone wishing to develop a whole scheme of work on the theme of tourism.

Development is...

A useful activity at the end of a course on development is to brainstorm in small groups the rest of the sentence – "Development is....." The different ideas, such as those listed on this page, can then be compiled into a class list. Discussion about the limitations of each statement provides a focus for bringing the course work together without relapsing into one view of development processes.



1. *Development results from increased production.*
2. *Development is the more equal distribution of power amongst people.*
3. *Development means healthier, happier, fuller and more meaningful lives for everyone.*
4. *Real development is not a matter of this job or that job, but about making the maximum number of people confident, aware and eager to question.*
5. *The development of a country is measured by the wealth it produces.*
6. *Development refers firstly to economic growth.*
7. *Development is the elimination of absolute poverty.*
8. *Development means modern farms using advanced technology.*
9. *Development implies a well developed infrastructure i.e. good transport systems.*
10. *Development occurs when everyone can be educated to secondary level.*
11. *Development results from better family planning and improved health care.*
12. *Development comes when countries cease to depend on other countries for their well-being.*
13. *Development means that there are high levels of employment.*
14. *Political stability is an indicator of development.*
15. *The more developed a country is, the less movement there is of people.*
16. *The number of consumer goods available indicates the level of development within a country.*

If time is limited a stimulus such as the people asking questions shown here could be used to discuss the main views of development. It may be useful to isolate two basic approaches:

Economic Growth first: trickling down later

By concentrating on economic growth and letting the rich and strong create more and more wealth it was felt that the benefits would eventually trickle down to the poor. Inevitably, this means a slower, but more widespread pace of economic growth.

In very many countries this has led to a much greater gap between rich and poor. Instead of benefitting, the poor have increased in numbers and lagged further behind, in many ways excluded from development.

Basic Needs First

Getting rid of poverty is the first aim of the Basic Needs Approach. This means concentrating on ways to provide everyone with the basic necessities of life – food, water, housing, jobs – through developing agriculture and small industries and providing basic health and education services.

Here development requires a change of power from the rich and powerful to the poor majority so that a greater number share in both power and wealth.

CHOICES

'Development' raises issues and questions in both industrialised and 'developing' nations. Many of the questions are political.

A factory obtains better machinery which makes it possible to double its output of nuts and bolts. This development offers four main choices:

The present output can be maintained at a much lower cost and higher profit by making half the labour force redundant.

The output could be doubled and, hopefully, sold. This too would bring higher profits.

The output could be doubled and the higher income used to raise the wages of the labour force.

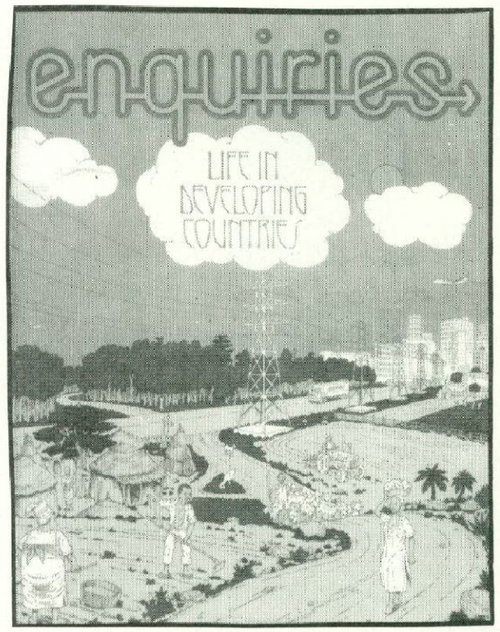
The present output could be maintained and the labour force retained at present wage levels on half-day shifts only, thus increasing their leisure time.

Which choices do you think would be made by such a factory which was owned by:

(a) shareholders living far way, even abroad;
(b) the government;
(c) a workers' co-operative or commune;
(d) one wealthy man.

What could happen if the factory rejected the better machinery and carried on in the old way?

'Life in Developing Countires' by W. J. Hanson (Longman) is one of the few school text books which face up to the nature of the concept 'development'. The book is full of useful case studies. Some like this one and others based on particular people.



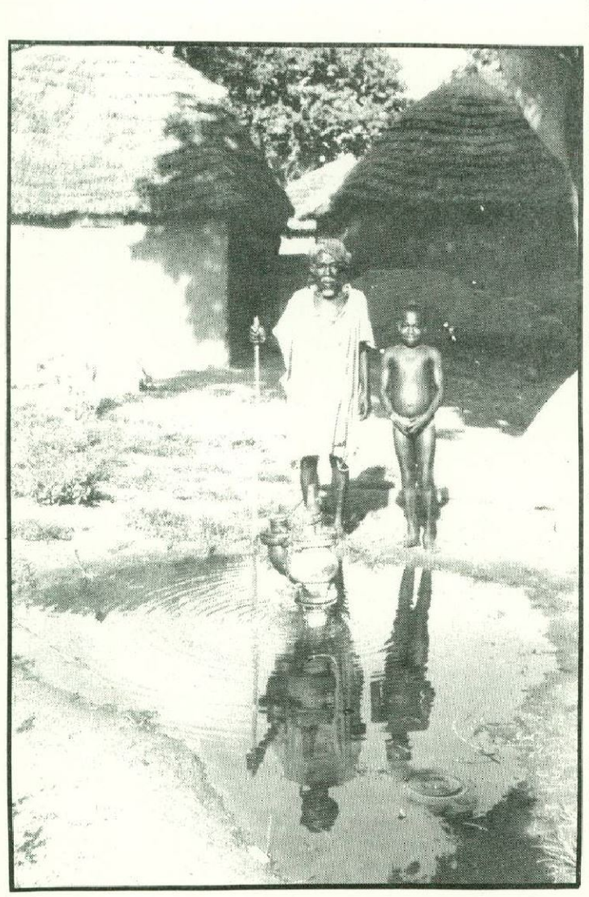
Reflections

We have, in each section, referred to activities for use in the classroom and for groups of teachers.

This has been given some importance as it is part of sharing our experiences. Our experience is that such approaches to teachers inservice (whether self generated or offered by LEA's etc) is vital to development education. The next four pages are offered as possible stimulus material to this end.

On pages 128/129 you are asked to consider your own view of development. While it may be useful to read these quotes which have been selected to introduce a wide range of views it would be more challenging to use these quotes as a stimulus to discussion with a group of teachers – in your department, the local G.A. or with other staff in the school who are interested in other aspects of development education.

The quotes on pages 130/131 have been selected in a similar way to raise a debate about the role of geography. (For which thanks go to Robin Richardson). It is our experience that a lot of value comes from using such activities with groups of teachers, including those that work closely together and know each other well. They provide a forum for clarifying stated aims and for bringing out assumptions – often ones that you had not been aware of.



It is of course important to use such activities to assist with the creativity of working in a team, it is also important that this approach to your own planning (and learning from each other) helps to internalise the value of teaching strategies such as those suggested in 'People before places?'

During 1984 the Development Education Centre applied some of this work to a second geography project. This has centred on an inservice course which involved a study visit to West Africa. This teachers group are now working on some classroom materials which will complement this teachers' handbook.

In addition an evaluation report of the study visit inservice course and the follow up work in West Midlands classrooms is to be published.

As a result of this work and the three publications the Development Education Centre is hoping to set up a conference on 'Geography & Development Education' in 1986.

Please contact the DEC if you are interested.

What is your view of development?

Industrial Take-Off

"The term industrial take-off has become part of our economic vocabulary since Walt Rostow first published his 'Stages of Economic Growth' in the 1950s. He believes, "It is possible to identify all societies . . . as lying within five categories: the traditional society, the preconditions for take-off, the take-off, the drive to maturity, and the age of mass consumption". The traditional society has limited production capabilities and has a conservative attitude to technology. In the next stage, there are the beginnings of transformation which come from the influence of a more advanced society from outside. The third stage marks the great water shed between the old and the new, the poor and the rich, the agricultural and the industrial. This is industrial take-off, when resistance to growth is overcome, and expansion continues exponentially".

4

Investment

"Despite the international uncertainty our experience in Unilever leads us to believe that we should go on investing in those countries where we are welcome, and where the investment climate is such that we can expect a reasonable, long term return on our investment and remit a dividend to the home country".

1

Justice and Equity

"Development is more than the passage from poor to rich, from traditional rural economy to a sophisticated urban one. It carries with it not only the idea of economic betterment but also of greater human dignity, security, justice and equiry".

9

Economic Development

"The private investor is important not only for bringing about a high growth rate, but also for solving the problems which may accompany it. A high growth rate brings with it rapid change. Aspirations, wants and tastes alter as people get more money and more knowledge. Profit leads the private entrepeneur to search out and satisfy these changing needs in the most efficient way".

5

Exploitation

"The relationship between the rich and poor in the world is like the structure of the universe. The central planet or metropolis is the United States. It is unique, no-one's satellite. It has internal satellites in the poorer, underdeveloped regions like the Appalachians, and externally in the underdeveloped countries. These countries in turn have their own local matropolis in major cities like Sau Paulo, Nairobi or Johannesburg and are surrounded by provincial satellites — smaller country towns. The picture is one of a series of ever-smaller constellations down to the farm surrounded by peasants. These metropolises and satellites are linked in a universal exploitative relation-ship. The central planet, the United States, sucks capital out of the periphery and uses its power to main-tain the structure. There is a continual process of underdevelopment".

2

Economic Growth

"It would be highly misleading to present the Third World as an un-changing picture of widespread poverty. Even among the low-income countries progress is occurring, the beginnings — and in some cases more than the beginnings — of structural transformation. In a number of developing countries, moreover, there have been truly remarkable advances. In terms of sheer economic growth rates, the most striking cases have been the 'newly industrialising countries', which have been thrusting ahead with manufacturing growth. The Latin American ones — Argentina, Brazil, Mexico — have a quite old-established industrial base, which has increased rapidly in the post-war decades. A spectacular example is Brazil, whose economy at current growth rates will by the year 2000 rival in size that of the Federal Republic of Germany. It is also an important trading partner and thus a stimulus to growth for other countries in the South".

7

Sharing Wealth

"You don't make poor people richer by making their government richer. Often you seem to make more of them poorer. Our experience is that if you induce economic growth (by aid or trade or whatever) in a society that is unequal, you will end up with more poor people. The richer (even the slightly richer) buy out the poor, mechanise agriculture (in Indonesia one tractor destroys over 2,000 man-days of work a year) and such. As the Report says, it's very hard for the rich to share their wealth, hard for the privileged to give up their privileges voluntarily."

8

The Economic Challenge

"The rich countries are on the same planet as the Third and Fourth World Nations: human beings inhabit both. If the rich nations go on getting richer and richer at the expense of the poor, the poor of the world must demand a change, in the same way as the proletariat in the rich countries demanded change in the past. And we do demand change. As far as we are concerned the only question at issue is whether the change comes by dialogue or confrontation".

6

Colonial Links

"The Development Policy of the nine EEC countries is not based on equality, need or justice, but on historical, economic, political or military considerations. The 56 African, Caribbean and Pacific countries which have a special agreement with the EEC are mostly ex-colonies, which, because their level of economic development is so basic, do not challenge EEC industries. By contrast the countries of the Indian sub-continent, where many of the World's poorest people live, have no special relationship with the EEC".

3

Sources of quotes:

1. *Unilever and Economic Development in the Third World, Unilever 1976.*
2. *p.22. New Internationalist No.60, Feb. 1978. Summary of View of Gunder Frank.*
3. *WDM Fold Out Factsheet No.1, 1979.*
4. *p.23. New Internationalist No.60. Feb. 1978, Summary of Walt Rostow.*
5. *From Unilever and Economic Development in the Third World, Unilever 1976.*
6. *Nyrere, Arusha Declaration.*
7. *The Brandt Report p.53*
8. *'Brandt and the Poor', Oxfam Public Affairs Unit, May 1980.*
9. *The Brandt Report p.49.*

What is the role of geography ?

2. Most teachers are not left-wing

'It is vital that multicultural geography is not identified only with the left-wing. Most teachers are not left-wingers, and show no sign of being converted. Those who wish to over-throw capitalism and multinational corporations also want a non-racist geography – but it would be disastrous if this alliance discouraged the majority of teachers from re-examining the content and emphases of their resources, syllabuses and teaching. We need to work for a consensus on what needs changing, rather than allow the far Left the monopoly of "multicultural geography".'

3. Barriers

'Geographical education made the transition from "capes and bays" to "models and quantification" in a relatively painless way. Like-wise, GYSL and other curriculum development projects have willingly espoused a "liberal" welfare approach. For some teachers this does not go far enough. Whether a radical perspective can be accommodated within the geographical curriculum in the way that the model-based approach was is problematic. The institutional and attitudinal barriers are much greater.

9. Breakdown of consensus

'What we are witnessing is a breakdown of consensus on how the world should be presented and interpreted to young people. This breakdown is partly occasioned by an apparent collision between two moral imperatives – compassion for the world's poor hungry millions, and respect for the cultures and dignities of every ethnic group in our society. Teachers of geography are unavoidably at the very centre of this confused situation. But polarisation into exclusively environmental or exclusively "exploitation" camps is regrettably likely to generate more heat than light.'

7. Lowering of sights

'I believe there should be a dramatic lowering of sights, however damaging that may be to our professional self-esteem, and however frustrating to our personal, adult interests. Objectives should be less pretentious, more specific, and more practicable.....We should provide an opportunity for the pupil to acquire a sound basic knowledge of what the world is like, how it is arranged in continents, countries and climatic zones. For most pupils we currently singularly fail to achieve this very modest objective. If we could equip pupils with this sort of platform of basic knowledge, then some of them might find it helpful as and if they become interested in development problems in later life. Regrettably, there are signs that 'World Problems' in the humanities are becoming like Shakespeare in English Literature – force-feeding at an unrealistically early age, effectively turning the consumer off for life.

4. Justice not truth

'Never forget there's a war on. There are objective conflicts of interest between white and black. North and South, ruler and worker, male and female, oppressor and oppressed. You cannot avoid taking sides. Any attempt to be neutral, even-handed, objective, will promote the interests of the stronger, of the oppressor. This is because there is no such thing as final objectivity, there is only unending struggle. Your commitment should be to justice, not to truth.'

5. Human-made and political

'In their treatment of Third World problems Geography syllabuses, examination questions and learning materials should:

– emphasise the influence of global historical and political processes in determining development in Third World countries; in this connection: the residual influence of colonialism; the significance of tariff barriers and other trade laws; the role of transnational companies in decisions concerning the use of capital, labour and land; questions of land reform; challenge and oppose the view that problems in the Third World are primarily natural and physical rather than human-made and political.'

1. Spatial forms and social processes

'The newish Association for Curriculum Development in Geography criticises GYSL on the ground that it separates a study of spatial forms from that of social processes, though they are so closely related that it makes little sense to examine one without acquiring an understanding of the other. The view of the Schools' Council, the publishers and Trevor Higginbottom (adviser for humanities and multicultural education in Sheffield and honorary co-director of the GYSL project) is that its job is to present the evidence and leave interpretation to the teachers in discussion with their classes.'

6. Racist attitudes

'If the National Front wants a training course which will foster racist attitudes amongst its new recruits, it could be argued that it need look no further than the geography curricula in ILEA secondary schools.'

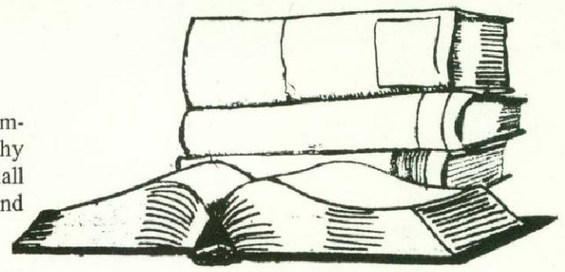
8. Symptoms and causes

'What explanations are given for Third World poverty in geography textbooks? If anything needs some explanation, this does. In many books poverty is just something that is there, it is a general condition in the background or something for which the symptoms may be described. Often the reasons suggested for poverty and underdevelopment are vague. It is to do with obstacles, with knowledge and ability, with chance, or overpopulation. Rarely is reference made to the impact of colonisation on Third World cultures and economies. Underdevelopment is thus somehow to do with bad luck....'

SOURCES

1. *From an article in The Guardian by Jack Cross, 24 January 1984.*
2. *From an article in the Times Educational Supplement by David Wright, 1 April 1983.*
3. *From an article in the Times Educational Supplement by John Bale, 1 April 1983.*
4. *From an article in New Internationalist by Robin Richardson, September 1982.*
5. *From an article in Multicultural Teaching by Dawn Gill, Vol.1. No.2, spring 1983.*
6. *Quoted in an article in The Guardian by Jack Cross, 24 January 1984.*
7. *From an article in 'The Third World' (Geographical Association) by Michael Storm 1983.*
8. *From an article in Teaching Geography by Dave Hicks, November 1981.*
9. *From an article in ILEA Bulletin, by Michael Storm, autumn 1983.*

Resourses



The following pages include a selection of recommended journals, background reading on geography and development education. There is also a small selection of classroom material which we found particularly useful.

In addition you should see the following resources lists in the main text:

	Page
Development Education and Geography	8
Attitudes and Values	34
Simulation Games	55
Photograph Packs	73
Skills and Geography	91
Population	98
Aid and Food Aid	105 & 109
Transnational Companies	110
Underdevelopment	114
Natural Disasters	119

The Resources Shop

The Resources Shop supports the DEC's Education Projects. It offers a comprehensive range of materials for teachers and all those interested in:

- **Multicultural books for children**
- **Literature from Africa, Asia, The Caribbean and Latin America**
- **Third World issues: Agribusiness, Multinationals, Politics etc.**
- **The North-South Dialogue and The New International Economic Order**
- **Contemporary issues in Britain: Unemployment, the Nuclear Debate, Race Relations, Women's Issues.**

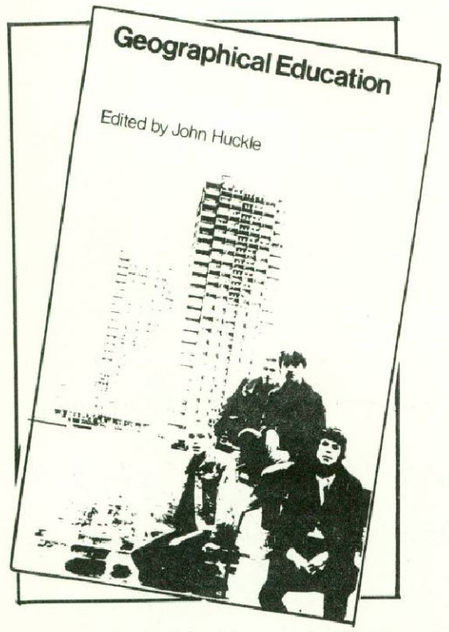
Background

Changing World and Geography: suggestions for teachers. C.W.D.E. 1979. 95p. 72 pages.

Gives a brief introduction to geography and development studies. A checklist for assessing books used in schools is included, and examples given of its application to some school geography books published in the 1979s.

Geographical Education: reflection and action, edited by John Huckle. OUP 1983. 156 pages.

An excellent source of information on the different approaches to geographical education. The sections on development education, welfare approaches to geography, and behavioural/private geographies are helpful to the reader wishing to place the ideas of this book in a wider context.



Images of the World: an introduction to bias in teaching materials, by D. Hicks, University of London Institute of Education, 1980. 90p. 20 pages.

Clearly outlines how teaching materials imply particular sets of attitudes or assumptions. British images of the Third World are explored, as well as other ethnocentric bias. Images of the Third World, as presented in text books, are illustrated with reference to 20 titles commonly found in geography departments.

Learning for Change in World Society: reflections, activities and resources. World studies Project, 1979. £3.00. 128 pages.

The activities section of this book is a very useful source of ideas for course planning and classroom applications.

An extensive list of resources gives background reading on world issues, relevant fiction, world cultures and also includes addresses or organisations.

Seeing and Perceiving, by Neil Taylor and Robin Richardson. Ikon, 1979. 80p. 36 pages.

The text emphasises the importance of perceiving and understanding the images presented by film, rather than accepting what is seen regardless of its bias. Different types of films and documentaries are considered, and suggestions made for activities following viewing. Ideas regarding assessing discussions are useful.

There is an annotated list of 50 films on the theme of "A World in Change".

Signposts for Geography Teachers, edited by Rex Walford. Longman, 1981. £4.50. 222 pages.

Papers from the Charney Manor Conference of teachers and lecturers interested in fresh approaches to geography teaching (1970).

Part Three of these papers is particularly useful in the context of a development education approach eg. Section 7: Towards a human geography, Section 8: Geography and values education.

The World in Birmingham: development as a local case study, DEC, 1982, £2.00. 33 photographs. Booklet.

Although the photographs were taken in and around Birmingham, their use is not restricted to the West Midlands. They present a good selection of images of life in a multi-cultural society. The booklet includes many ideas for teaching activities, which could easily be applied to other photographs that are available to you.

Journals

Contemporary issues in Geography and Education
Journal of the Association for curriculum development in geography.
Mailing Secretary (Frances Slater)
The Geography Department
London University Institute of Education
20 Bedford Way
London WC1

The Association began publication in 1983, and aims to help progressive geography teachers find and adapt new ideas. Its particular interests are in humanistic and radical geography. The journal contains articles which raise questions and ideas for discussion, practical teaching suggestions, reviews and letters.

Annual subscription £5 (3 issues).

New Internationlist
42 Hythe Bridge Street
Oxford
OX1 2EP

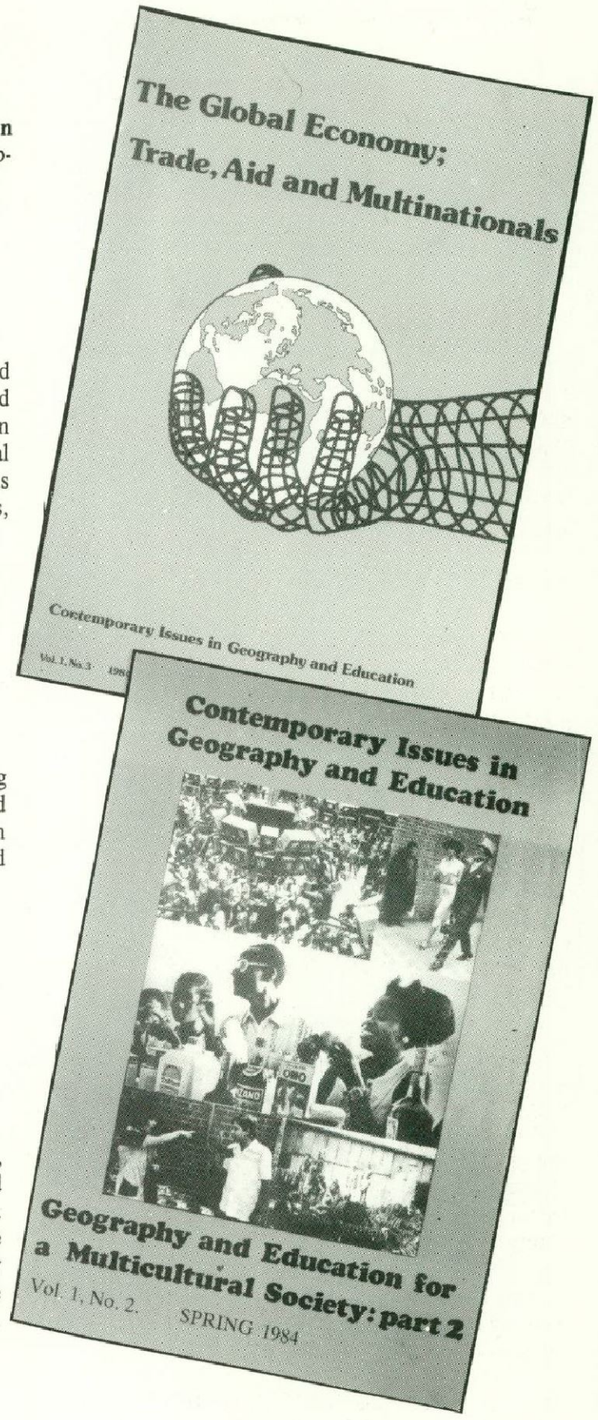
An invaluable source of information (including statistics and case studies) for teachers concerned with development issues. Presents information from many viewpoints which can be adapted and used in schools.

Annual subscription £11.70 (12 issues)

Teaching geography
Geographical Association
343 Fulwood Road
Sheffield
S10 3BP

Reports on work undertaken by practising teachers, often including examples of learner-centred approaches, and work relating to the Third World. Though some of this work does little to challenge negative images of the third world. Presents many aspects of geography teaching. Reviews and resource information are a useful guide to current publishing.

Annual subscription £10.50 (4/5 issues)



for the classroom

Basic Geography 3. by B. Greasley and others. Harrap, 1979. £1.75. 64 pages.

This book has been found to be particularly useful as an introduction to development issues. The units offer opportunity for the pupils to become involved in the subject and question the material. Units 5-14 on Agriculture and 15-21 on Settlement had been well used by our teachers.

The Changing World (A Sense of Place 3), by Rex Beddis. OUP 1982. £2.95. 128 pages. Workbook 75p, Teacher's Book £2.50.

A beautifully presented text-book with good colour photographs.

It attempts to present situations from several angles and gives opportunities for pupils to compare, use their imagination and reason. Intelligent pupils would be able to make an informed evaluation. Our main criticism is that too much information is presented too quickly for most third year pupils – for whom the book is intended.

Worksheets are useful, eg. for homework.

Contrasts in Development (Oxford Geography Project 3), by N. Grenyer and others. OUP 1979. £3.25. 164 pages.

We would not wish to recommend this book entirely, as it uses a scientific, rather than a human approach, to geography. There is evidence of stereotyping and labelling and an emphasis on problems. However the section on Rice Farming including the rice growing snakes and ladders game has been found useful with third years, particularly those of higher ability.

Food, Farming and Famine. (Geography & Change) by B. Jones. Nelson, 1982. £2.50. 48 pages.

Although intended for the 14-16 age group, teachers found this text useful with third year pupils. The case studies e.g. Punjab – Bidowah, Ujamaa (Tanzania) were found to be valuable in giving insight into the effects of change and development, both positive and negative, on farming communities.

Life in developing countries (Enquiries), Longman, 1981. £1.55. Paperback. 47 pages.

Basic information is presented from several viewpoints and suggestions are made for discussion.

Pupils are allowed to make up their own minds about various issues. There are some good case studies of homes and families, often showing differences within a country. Traditions and customs are explored through case studies, and the views given are often those expressed by Third World citizens.

Highly recommended for its human approach and potential for use with several age groups.

Skills in Geography, by F. Slater and M. Weller, Levels 1, 2, 3, 4. Cassell, 1983 £2.00.

Cover is "old fashioned", but does not do justice to the approach which is humanistic and useful for the type of work we are advocating.

Steps in Geography. 2. by R. Bateman & F. Martin. Hutchinson, 1981. 96 pages.

A well laid out and presented text-book. Unfortunately all the illustrations are in black and white. Clear design enables the book to be used effectively with less able pupils and gives a good introduction to the subjects covered. It can be used by pupils with minimal teacher guidance. Cartoons, crosswords, pictures and sketches encourage pupils to think for themselves. Geography is covered in a very wide manner, including maps of eg. I.T.V. and water regions.

State of the World Atlas, by M. Kidron and R. Segal Pan, 1981. £6.95.

The atlas is divided into sections which deal with subjects such as arms, natural resources, economy, government, business interests, labour and economic issues. Brief notes are given about each of the 65 maps, and there is a subject index. Some very interesting and revealing projections are included.

Addresses

Catholic Fund for Overseas Development
The Garden Close, Stockwell Road,
London SW9 9TY.

Posters and information are available for secondary schools and adult groups. Their 'country profiles' containing basic facts, a map, chronology, information about economic, industrial, agricultural and social conditions and a list of resources about the named country are particularly useful to geography teachers. (40p each).

Catholic Institute for International Relations
Education Department, 22 Coleman Fields,
London N1 7AF.

Publish 'Comment' five times a year, as a "Christian contribution to knowledge and debate about public affairs, especially as they concern the developing world." These provide background information for teachers, rather than material for pupils to use themselves.

A free publications list is available.

Centre for World Development Education
128 Buckingham Palace Road,
London SW1W 9SH.

CWDE produces a wide range of publications, slide sets and films, and also stocks materials from other sources.

The main aim of the organisation is to promote education about world development issues, and its catalogue is a valuable aid for any teachers seeking materials in this field.

Christian Aid
P.O. Box No. 1.
London SW9 8BH.

Produces a free catalogue of Schools and Youth publications and visuals. Topic sheets, posters, simulation games, and film strips are available on subjects which might be included in a course using a development education approach to geography.

Concord Films Council Ltd.
201 Felixstowe Road,
Ipswich, Suffolk, IP3 9BJ.

Concord Films provides a library service of 16mm films and video-cassettes, including about 250 covering World Development and aid. The full catalogue costs £1.50 + £1.00 postage and packing. (There may be a local contact in your area). See also 'Seeing and Perceiving.'

National Association of Development Education Centres.
128 Buckingham Palace Road,
London SW1W 9SH.

An organisation which which exists to support and co-ordinate the.work of Development Education Centres.

A leaflet listing all the centres and their functions is available on request.

Overseas Development Administration
Information Department
Eland House, Stag Place,
London SW1E 5DH.

The department has free publications of the British Aid programme and a free bi-monthly newspaper 'Overseas Development'.

A list of films and publications is available free of charge.

Oxfam
274 Banbury Road,
Oxford OX2 7DZ

Oxfam's extensive education programme is aimed mainly at schools and teachers. Its free catalogue of 'Education and Youth materials' includes both free and sale publications, posters and films. Much of this material is obtainable from the Resources Shops of local development education centres.

War on Want
467 Caledonian Road,
London N7 9BE

The organisation was set up "to inform and educate the British public about the nature and causes of poverty and the role of aid and development in the Third World". It has free and sale publications, posters and films. Details are given in a free list obtainable from the above address.

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