GLOBAL JUSTICE PERSPECTIVES
An Ignatian Inspired Development Education Resource
Irish Jesuit Mission Office

Inspired by the Gospels, the Irish Jesuit Mission Office expresses ‘the faith that does justice’ by supporting poor and marginalized people through overseas development programmes. The mission of IJMO is to reach out to the wider world and aid in the shaping of a world where right relationships with God, each other and all creation is central. IJMO’s Development Education programme supports the inclusion of a critical global justice perspective into the education and ethos of Jesuit schools in Ireland.

Jesuit Education Desk

The Jesuit Education Desk has responsibility for supporting and promoting Jesuit education in Ireland and for fostering the ethos and identity of the schools as informed by the Catholic faith and Ignatian Spirituality. It supports the development of the Jesuit Vision within the Province and advances new projects and initiatives in the schools and colleges.
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Acknowledgements

It is with great pleasure I launch the Development Education Resource Material for our schools. It is a resource manual that is inspired by our Ignatian ethos and spirituality. An essential dimension of all Ignatian works is the promotion of Justice in our world today. Faith-Education-Justice are eternally linked in the Jesuit vision of forming men and women for and with others.

This resource material offers a pedagogy of discovery and reflection on some key issues that divide our world today. It invites all participants to open their eyes and reflect critically on how one can make the world a better place for each and all.

I congratulate Bríd Dunne our Development Education Co-ordinator for the production of this resource material. She has achieved this not only with the support of the Mission office but encouraged and helped by many teachers and colleagues in our schools and elsewhere. The delivery of the content of this resource material depends needless to say, on our teachers.

I would like to thank Fr John Guiney SJ of the Mission Office and Brian Flannery, the Education Delegate, for collaborating so effectively on this project together. This is a wonderful example of two sectors in the Province pooling their resources and expertise to such good effect. As the proverb says ‘in unity there is strength’ – that is to say when we work together for justice we will indeed bring about a better world.

Blessings and best wishes,

Fr. Tom Layden SJ
Jesuit Provincial
Preface

Jesuit education has always been about the full development of the individual in the service of the common good. In recent times we have come to speak of our educational objective as being to form ‘men and women for and with others’. This formulation has been expanded upon to state that:

‘...Our goal as educators is to form men and women of competence, conscience and compassionate commitment.’

(Fr. Kolvenbach, Rome 1993)

These 4Cs express our vision for educating the whole person and explain the Jesuit meaning of ‘human excellence’ in education.

Education is aimed at

‘... the maximum development of the gifts and capacities with which each person is endowed... for the deployment in the best possible service of others.

(Fr. Kolvenbach, 1996)

Jesuit education, therefore, is outward looking and deeply concerned about the world we live in. It is driven, in faith, by a desire to see that justice pervades all our relationships, political systems and social structures. Informed by Catholic social teaching, it emphasises the need to have a special regard for the poor and marginalised. This principle is pithily encapsulated in the ‘preferential option for the poor’.

The ‘compassionate commitment’ spoken of in the 4Cs is about enabling our students to open their hearts in solidarity with those who are suffering or who are the victims of injustice; it is about educating them to be courageous enough to be agents for (nothing less than) social and political transformation.

How does this relate to Development Education?

If education is about preparing people for life then we must help students, among other things, to appreciate that we live in a very unequal world. It is alarming to think, for example, that nearly 1/2 of the world’s population — more than 3 billion people — live on less than $2.50 a day; that more than 750 million people lack adequate access to clean drinking water; that illness caused by inadequate drinking water and sanitation kills an estimated 842,000 people every year globally, or approximately 2,300 people per day. The list goes on and these statistics relate simply to the basics for survival.

In Europe at present we are witnessing an unprecedented surge in refugees from North Africa and the Middle East. Huge numbers of people are fleeing oppressive regimes and civil war in the hope of finding a better life in any country that will open its doors to them. Such is their desperation to leave their homes that they crowd onto boats that are clearly unsafe or embark on journeys that are fraught with unknown hazards because staying in their own countries is no longer a bearable alternative. Anything is better than the hell they are fleeing.

These realities have deep and complex causes and there are no easy solutions. But it is critical to understand that they are not inevitable, necessary or somehow the ways things simply are. They have historical, social, political, racial and commercial roots going back over decades, if not centuries. The reality is that inequalities and injustices have become so deeply embedded, the gap between rich and poor so extreme, the life expectations of so many so limited that they literally cry out for reform. As human beings we know the truth of this and as Christians we feel the challenge that must be faced into. Not to do so would, in the words of Pedro Arrupe sj, make ‘a farce’ of what we supposedly believe.

We really welcome this resource because it provides an academic consideration of the realities that people in the developing world face and that all of mankind has a shared responsibility for understanding and taking action against.

The text will hopefully challenge the students to

– become aware of the realities and the underlying causes (Competence),
– be sensitized and even disturbed by the suffering of so many (Conscience) and then
– respond with courage and in solidarity (Compassionate Commitment).

In conclusion, we would like to thank all who have been associated with developing this particular resource. In particular we extend our sincere thanks to Brendan Shalvey (CWC) and Bríd Dunne (Development Education Coordinator) who developed this programme They have come up with a programme that will be an excellent resource for teachers in our schools and provided the basis for a stimulating and challenging course of study for the students. We thank them for assisting our schools to become more truly rooted in an understanding of what it is to live ‘a faith that does justice’.

Finally, many thanks goes to Fr Tom Layden SJ (Provincial) and to Fr. Bill Toner SJ (Province Treasurer) who have – as always – been unfailingly generous in their support.

Mr. Brian Flannery
Delegate for Education

John K. Guiney SJ
Director of IJMO
GLOBAL JUSTICE PERSPECTIVES

Inspired by a Jesuit worldview, DE encourages consciousness of our global human family. It is a creative and reflective learning process.

DE seeks to inspire a ‘faith that does justice’ by actively challenging perceptions and stereotypes at local, national and international levels.

This develops us as ‘men and women for and with others’.

WHAT IS DEVELOPMENT EDUCATION?

SEE CRITICALLY

ACT EFFECTIVELY

EVALUATE ETHICALLY

REFLECT SPIRITUALLY

DE ENCOURAGES LEARNERS TO:

EVELOPMENT

EDUCATION?

WHAT IS DEVELOPMENT EDUCATION?

SEE CRITICALLY

ACT EFFECTIVELY

EVALUATE ETHICALLY

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DE ENCOURAGES LEARNERS TO:

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DE ENCOURAGES LEARNERS TO:

EVELOPMENT

EDUCATION?
Resource Overview

Aim
This Development Education resource aims to incorporate a global justice perspective in the student experience in Jesuit schools.

Rationale
We are connected now to our global human family more than ever before. Development Education, inspired by Ignatian Spirituality, offers a pedagogical practice that incorporates a global justice perspective into day-to-day student experience in our schools. This resource offers four incremental strands that develop students’ capacity to ‘see critically’, ‘evaluate ethically’, ‘reflect spiritually’ and ‘act effectively’ as agents of change.

1 Strand One: Introduction to Development Education
Strand one addresses some of the more foundational concepts in Development Education. It encourages learners to consider their and others perspectives on issues of global justice.

2 Strand Two: Critical Thinking Rooted in Faith
Strand two offers different lenses with which to view the world. This includes learning to critique how images of the global south are presented. The ‘faith that does justice’ is also introduced here. Students are encouraged to consider Catholic Social Teaching and extracts from General Congregation Documents of the Jesuits as a call to action.

3 Strand Three: Reflection on Reality
Introducing the concept of ‘contemplation in action’, strand three opens students to the ways language and power inform perspective. This strand encourages students to consider the world around them, especially in how language is used. The question of power is addressed and students are encouraged to look at their personal response to global injustice.

4 Strand Four: Case Studies
Putting learning into practice, strand four encourages students to consider the cause of conflict globally that results in forced migration. It offers several case studies to aid in the discussion. Linking the global to the local, strand four also address the reality for asylum seekers in Ireland.

Reflective Practice
Each lesson in this resource offers student the opportunity to reflect on learning. Reflective Practice builds students critical thinking capacity and also supports their personal formation.

Action Challenge
At several junctures in the resource opportunities for action are offered. These action challenges encourage the development of key skills. They also offer tangible ways to put learning into practice. Development Education is incomplete without action; these challenges propose some opportunities to concretise the learning and enable students to become agents of change.

Accompanying Presentation
To aid teachers and the students a presentation has been developed to accompany each strand of this resource. While much of the learning is student lead, there are key words, phrases, ideas and concepts that are teased out in class. Each strand presentation contains all the relevant concepts, graphics and video links to support learning.
This introductory resource contains opportunities for a cross curricular approach to Development Education. Each subject on the school curriculum can contribute to the formation of students as global citizens. Through the development of key skills and competencies, students are enabled to become agents of change. As an aid to the teacher, the following graphic indicates how this resource may be linked to key skills development throughout both cycles of Irish post-primary education.
Assessment

This resource promotes the use of a diverse range of assessment tools to encourage and monitor students’ progress. Below are some suggestions, which may form part of student assessment.

**Key Skills Portfolio**
- Invite students to keep a record and examples of how they have developed key skills as they progress through the resource.
- Acknowledging challenges and outcomes are key elements of the learning process; this may form an aspect of the portfolio also.

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<th>Junior Cycle</th>
<th>Key Skill</th>
<th>Example</th>
<th>Outcome/Challenges</th>
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<tbody>
<tr>
<td>Working with others</td>
<td>Co-operating</td>
<td>During Lesson 2 we examined statements about development, which meant I had to cooperate with a team of eight.</td>
<td>I found this challenging because we are very talkative group and we found it hard to focus</td>
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<table>
<thead>
<tr>
<th>Senior Cycle</th>
<th>Key Skill</th>
<th>Example</th>
<th>Outcome/Challenges</th>
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<tbody>
<tr>
<td>Information Processing</td>
<td>Recording, organising, summarising and integrating information</td>
<td>Lesson 21 required me to identify the main ideas in the text and create information summaries</td>
<td>Writing, editing and rewriting resulted in a succinct idea being discussed</td>
</tr>
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**Reflective Practice**

Each lesson includes ‘prompt’ questions to assist Reflective Practice. Monitoring students’ responses as part of on-going assessment is key to evaluating their engagement with the content.

**Action Challenges**
- In each strand there are a number of class challenges. These offer students an opportunity to put their learning to date into action. There are suggested guidelines for action at the end of strand four where, as a summary, students can act together for global justice.

**Cross-Curricular Theme**
- DE is a cross-curricular theme that links with all subjects on the curriculum. As these strands are included in various subject areas, assessment of each may form part of subject assessment plans.
- Consider including elements from Development Education when term assessment takes place in your subject area.
For a copy of the full resource contact:

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