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ESD REPORT
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1. Introduction

The aim of this report is to present information about the Education for Sustainable Development Programme (ESD) of Tools for Solidarity and use it to evaluate and highlight the work done and the progress that has been made during the year 2018-2019.

2. Programme

The programme aims to create awareness about poverty, global injustice and environmentalism and encourage people to question their daily lifestyle choices and their impact on the world. It consists of a series of workshops that explore different development topics and employs the use of interactive learning techniques to engage participants and allow them to gain an understanding of global development issues. Each session lasts for 50-60 minutes.

It has been designed to complement the NI Curriculum and deliver an understanding of development issues such as:

- The relationship between Poverty, Inequality and Exploitation of Natural Resources.
- The imbalances in the world at global and local levels and mutual understanding of the relationship between these factors and global communities.
- Promote sustainable consumption which leads to a **circular economy** and a fairer society.
- Promote a vision of the **waste hierarchy pyramid** and the impact of resource management on a social and environmental level.
- Highlight the potential impact of personal behaviour upon the lives of others.

3. Mission Statement

The Education for Sustainable Development seeks to highlight viable alternatives in order to promote **positive changes** in the participants in favour of a fairer, more equitable and sustainable society and cleaner environment.

4. The lessons

The original programme

This is the first programme we offer to new groups. It consists of 4 lessons and it's offered to all Key Stage 2 years.

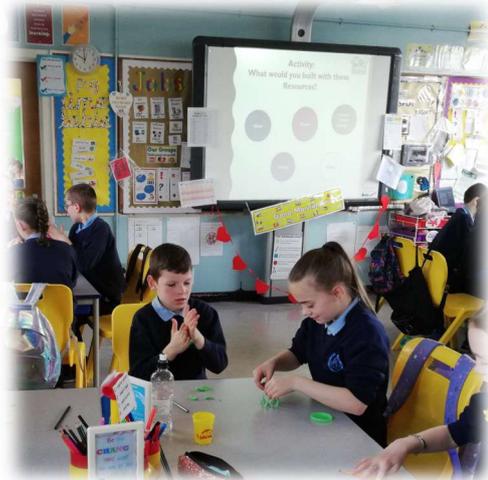
Session 1. Inequality in the world

This lesson introduces the students to a basic knowledge of Inequality in the world and the differences between developed and developing countries.



Session 2. Poverty and Inequality

With this session we examine the difference between extreme and relative poverty and we use role play activities, giving the students the opportunity to empathise with and better understand the lives of people who live in poverty.



Session 3. Natural Resources

In this session we look at how we use natural resources and how this affects our environment. We involve children in a process of being critical and we offer tips to reduce the amount of resources we use.

Session 4. Fair Trade

During this session we reflect on how every individual can make a difference and we show how our decisions can have a positive impact in the world by choosing which products to buy.



The New programme

This programme consists of 2 lessons and explores the concepts of Relative and Extreme poverty (globally & locally) in depth.

It's offer to P7 groups who have already worked with us and to new groups interested in knowing how people live in different parts of the world.

Session 5: extreme poverty

In this lesson we explore the topic of extreme poverty through a game in which the students explore how they would survive in a developing country. As if they were born in India, they make and sell paper bags and reflect on basic needs affordability by the end of the journey. The lesson ends up with a reflection about causes and myths of poverty and the importance of the Sustainable Development Goals..

Session 6: Relative poverty

In this lesson we explore empathy and the concepts of equity, equality and fairness. We create a problem that could be related to their own experiences and we explore the root causes and alternative solutions to it. At the end of the lesson we explore the concepts of equality, equity and fairness.

Would you survive in India?



5. Overall Information

During the school year 2017-2018 we have achieved the following:

- We offered the programme through formal channels such as schools and informal channels such as youth groups and women's associations. The programme was always delivered for free.
- The final composition of the groups that take part each year is based upon the interest level of those offered the programme with many groups taking part year after year. During 2018-19 we have worked with 18 institutions of which 15 were Primary Schools, 2 post primary schools and 2 youth groups.
- We have worked with a total of 815 participants, of which 782 were from primary level and 33 were from youth groups.
- We were inclusive of all the communities in Belfast, working with Maintenance schools (39%), Controlled schools (31%), Irish medium language schools (16%) and Integrated schools (14%).
- We were invited to speak at the **Belfast Royal Academy assembly** where we talked about the work we do at TFS and we discussed some aspects of Global Wealth Inequality. We reach around 800 students.
- We have worked with an international youth group, Friends Forever International, a group of young adults with whom we explored international trade and global wealth inequality.
- We trained post-primary students from Dromore High School on how to develop and deliver a Sustainable Development lesson aimed to target Primary School groups.
- We deliver a session with Spanish Language Assistants on the topic of The Trade System and its relationship with Inequality.
- We have trained three volunteers on Sustainable Development issues and facilitating techniques which provided them with new skills enhancing opportunities for their careers.
- The total number of participants that we have worked with since the programme started is now **over 3400 participants**.

6. Number of Visits

The number of visits per Institution during this year 2018-19 is as follows

Primary level 2018-2019	
Name of the School	N of Participants
Ballysillan Primary School	57
Bunscoil Mhic Reachtain Primary School	24
Bunscoil Phobal feirste Primary School	75
Cavehill Primary School	61
Currie Primary School	40
Cliftonville Integrated Primary School	57
Forge Integrated Primary School	51
Gaelscoil Na BhFal Primary School	25
Holy Rosary Primary School	24
Knonagoney primary school	43
Rosetta Primary School	45
Sacred Heart Boys Primary School	44
St Clare's Primary School	58
St Matthew's Primary School	45
St Patrick's Primary School	80
Total 782	

Other Groups 2018-2019	
Name of the School	N of Participants
Dromore High School	15
Friends Forever International	10
Spanish teacher assistants	8
Total 33	

Overall Numbers	
Name of the School	N of Participants
Primary Schools	782
Other	33
BRA Assembly	800

7. Feedback

Teachers

The information received from teachers and social workers on the feedback form at the end of the course was as follows:

- The performance of the educators was rated at 4.4 out of 5.
- 100% of the teachers think that the learning objectives are logically staged.
- 100% of the teachers think that the activities and learning outcomes are appropriate to the age of the students.
- 94% of the teachers think that the learning outcomes of the educational units have been reinforced.
- 100% of the teachers think that the programme, in general, has been successful and would recommend it to other schools or institutions.

Some comments from the teachers

“Pupils really enjoyed the lessons and it made them think carefully about certain issues covered. I.e. poverty and why people are poor”
St Matthews Primary

“Laura is an excellent and informative speaker. Her activities were not only educational but fun. Thank you!”

Ballysillan Primary

“Great programme, very educational. Children learned a lot and seemed to recall info well. Thank you”

Rosetta Primary

“The children enjoyed the activities and both/the lessons were very well organised”

Cliftonville Integrated Primary

“The class looked forward to these sessions - thank you!”

Forge Integrated Primary

“Use of very good materials and ensuring all children were involved. As a teacher I also learnt a lot and I will follow up more in class”

St Clare’s Primary

Students

The information received from students on the feedback form at the end of the course was as follows:

- 92% of the students recognise that they have the power to change the world for the better.
- 99% of the participants believe in the importance of sending equipment and providing training to developing countries instead of sending money.
- 95% of the students enjoyed the activities

Participants were able to recognize:

- The unfairness of the wealth distribution in the world.
- The difference between extreme and relative poverty.
- Participants are able to understand sustainable aid and the importance of communities becoming self sufficient.

What the pupils identified as the most interesting thing they have learnt in their own words...



Farmers should get a fair deal on their products and at the minute only farmers who work with Fair Trade are



Everyone should have the same access to the basic needs



We are richer than most of the world



The most interesting thing we learnt is how much rubbish we throw away



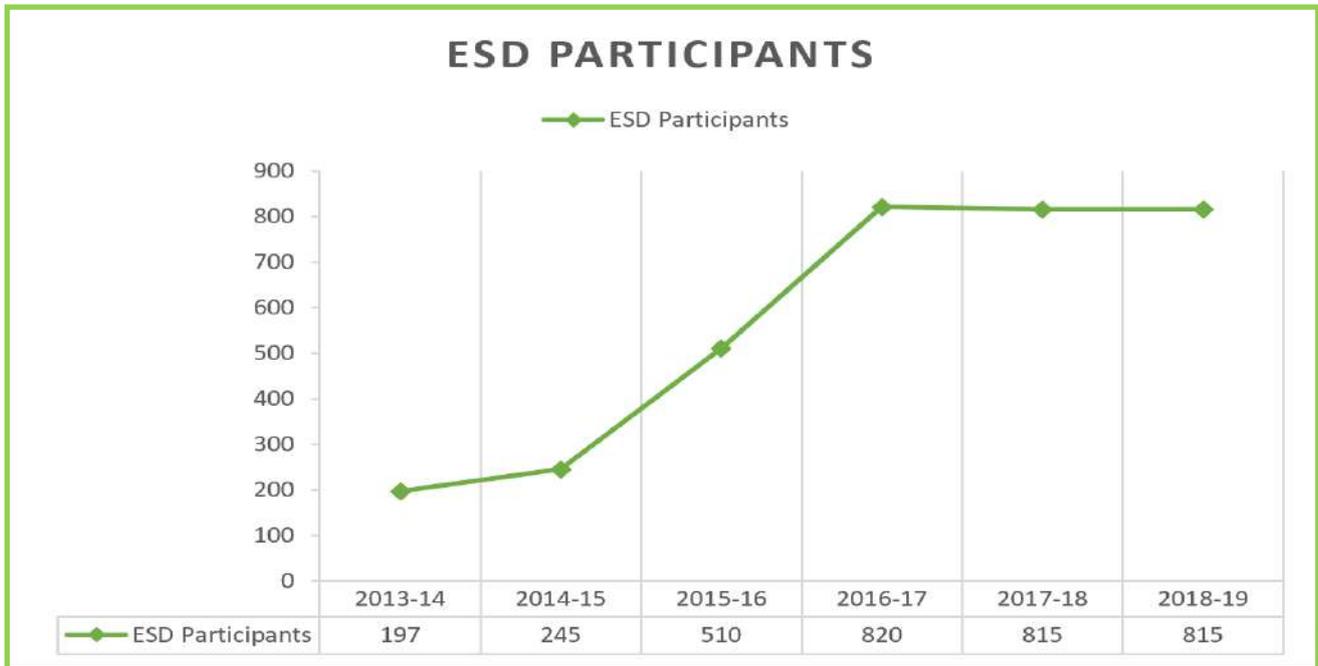
Learning about how other people live in other countries



Anybody can make a difference

8. Graphics

The number of participants in the programme since it started in 2013-14 to this day is 3,393 and the evolution of participants is as follows.



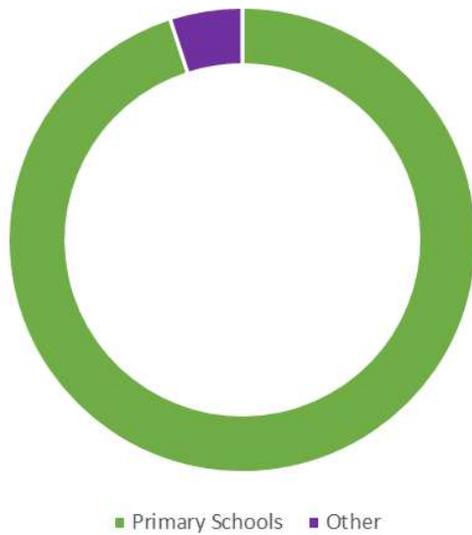
Note that the graphic include exclusively the groups that took part on the ESD lessons, assemblies and other events are not included.

The performance of the educators was rate at 4.4 out of 5 and the breakdown is as follows:

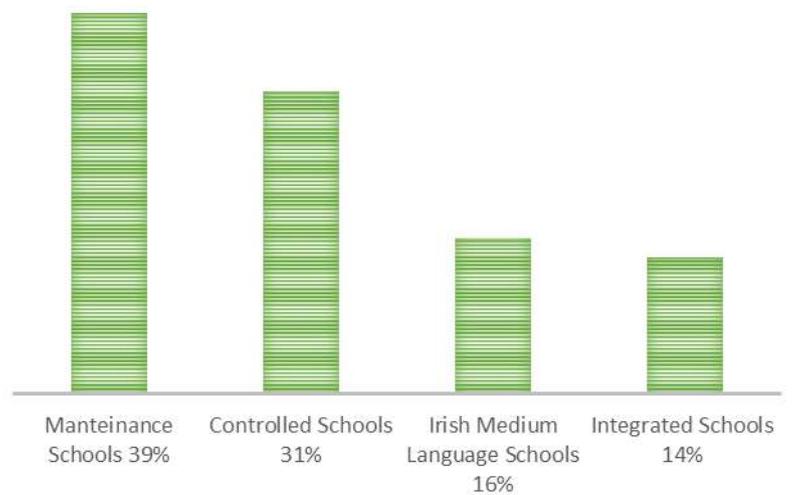


Break down of school visits

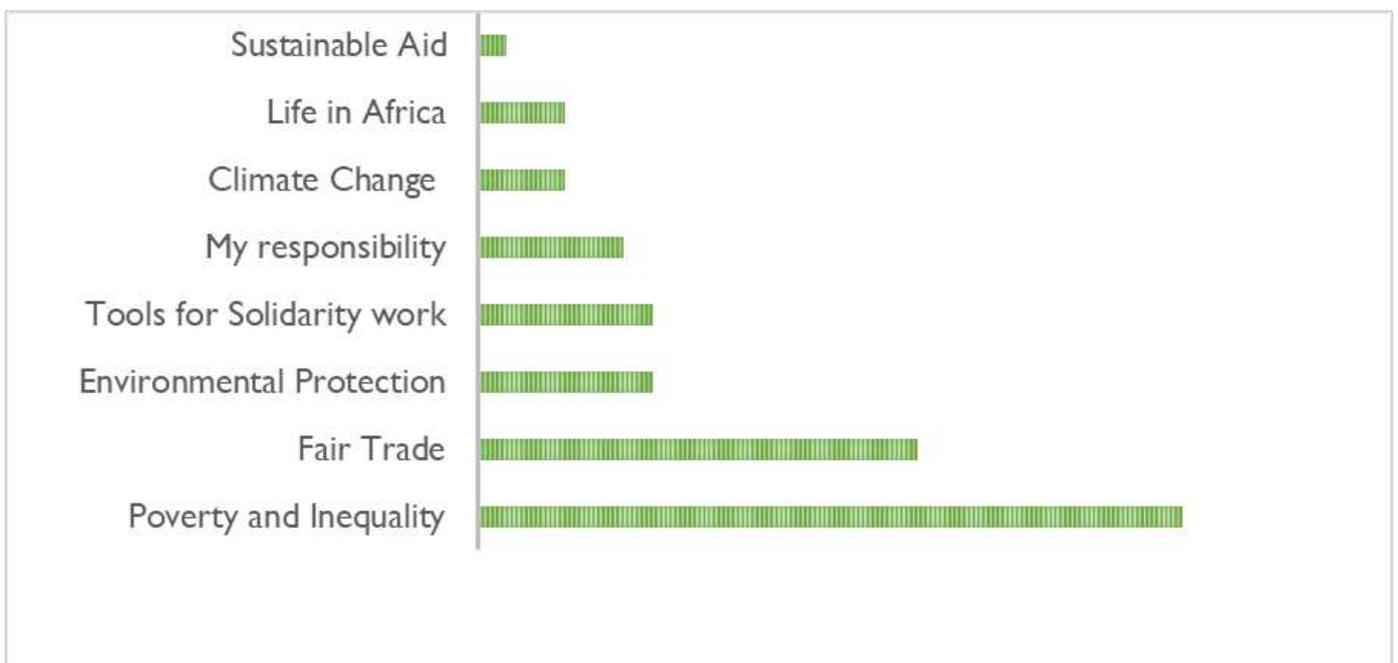
PARTICIPANTS BREAKDOWN



PRIMARY SCHOOLS BREAKDOWN



What the teachers like the most is as follows:





9. Farewell from Laura

After working on the Education for Sustainable Development programme for 6 years and being part of Tools for Solidarity (TFS) since 2012, I am moving on to a new position as Development Education officer with Trocaire.

I am leaving with excitement to start a new chapter, but before doing so I would like to express my immense gratitude.

Thank you to Tools for Solidarity for letting me develop the Education for Sustainable Development programme and to all the volunteers who collaborated in this process. Thanks to all of you who believed and trusted me unconditionally.

Thank you to all of the teachers who allowed me in their classrooms and for the opportunity to meet all of your pupils. For all of the fun moments and fun answers I received when delivering the workshops, for all the feedback that helped to build and improve the programme and to all the students who challenged me to become a better educator. The experience gave me hope that the world will be a fairer place tomorrow.

I am very proud to work and represent an organisation as ethical as Tools for Solidarity and to deliver a programme that, I hope, helped to open the mind of the generation that will create a better future.

Currently, Tools For Solidarity is in the process of recruiting a new education officer and someone else will be contacting you in the next academic year. I will support the transition with the new person as much as I can and hope they will enjoy working on the ESD projects as much as I did.

Best wishes,

Laura

Notes

Notes



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