

## Teachers Notes: Issue 1



Welcome to the first issue of Global Eye. This magazine will be published at the beginning of each term, and is available free on request, either singly or in multiples of 30 for class-use. See enclosed letter for further details.

With economic development such an important aspect of the curriculum, Global Eye sets out to explain the development process, give some insights into development issues and economically developing countries, and to explain the work of the Overseas Development Administration (ODA). Please let us know what you think about the magazine, or suggest items we could include in future issues. *Vincent Bunce, Editor*

### Eye on Bangladesh

This article provides a variety of resources to supplement those already available in texts or from agencies like Worldaware and Christian Aid. It should help with place studies at Key Stage 3 and provide useful case-study information for GCSE.

Christian Aid has published a video-pack called 'Bangladesh – People and Environment' which provides 55 minutes of video footage as well as photocopiable activity sheets. Topics featured include economic development, aid, rivers, deforestation and flooding. Further information from:

Christian Aid, P O Box 100,  
London SE1 7RT.

Worldaware has just published 'Salaam Bangladesh', a comprehensive package of resources focusing on the geography, economy and development of Bangladesh.

Further details from:

Worldaware, 31-35 Kirby Street,  
London EC1N 8TE

### Focus on Aid

This article examines the issue of aid. There is a summary of definitions and of the key issues involved before two detailed case-studies of aid projects are examined.

The terms 'development' and 'developed' need examination as they contain implicit value judgements that can imply superiority on the part of "developed" countries over "less developed" ones. Students should be encouraged to understand that "less developed" simply means materially poorer, rather than culturally inferior.

### Working for Change: ActionAid

This article provides a case-study of the charity ActionAid. It can usefully be studied alongside pages 10-13 which focus on aid and also provide case-studies of two ActionAid projects, one aimed at short-term emergency relief, the other a longer-term literacy programme.

Discussion starter: Some people feel that charities like ActionAid should not exist and that governments should provide the funding or aid that is needed. What do you think ?

To find out more about ActionAid's educational activities and resources, write to:  
ActionAid, Hamlyn House,  
Archway, London N19 5PG

## Teachers Notes: Issue 2



Welcome to Issue 2 of Global Eye. Our main articles look at Namibia, population issues and Comic Relief. We have had a huge response to Issue 1 with many telephone calls and faxes from teachers requesting additional copies. We do still have a few copies remaining, please contact us if you would like to receive some more (up to 10 only please). Thank you to those of you who have contacted us with comments. If anyone else has comments or suggestions please get in touch. *Vincent Bunce, Editor*

### Eye on Namibia

This article provides some interesting stimulus material which may persuade you that Namibia is worth taking seriously as a country for further study at Key Stage 3 or GCSE. A variety of resources are becoming available about this fascinating country:

- Worldaware have already published a 'Namibia Mapcard' and 'Developing Namibia – Case-studies'.
- There is a whole unit on Namibia in 'Challenge' (Longman Geography).
- 'The Developing World', published by Hodder & Stoughton contains many Namibia case studies.

### Focus on Population

This article examines a few of the issues related to world population growth. Case studies explain the work of two agencies concerned with population programmes.

### Working for Change: Comic Relief

It is particularly appropriate that this issue of Global Eye looks at the work of Comic Relief. On March 14th Comic Relief (with the help of the great British public!) will be celebrating the 6th Red Nose Day.



Welcome to the third issue of Global Eye. This issue marks the end of our first year of publishing, and we have tried to include a range of materials which will support teaching about development issues and developing countries in the classroom. Please let us know what you think about the content and format of Global Eye. This is even more important now, as we are planning for next year's issues. *Vincent Bunce, Editor*

### Eye on Brazil

Brazil is a popular choice as a case study of a developing country, partly because a variety of resources are available for teachers and students to use. Most teachers will be familiar with resources on Brazil. Here are some of the newer ones which are available:

- 'The Developing World' published by Worldaware and Hodder and Stoughton contains many Brazilian case studies. It is available from Worldaware.
- The following resources can also be obtained from Worldaware: 'Brazil: Rondonia's cattle frontiers and the destruction of the rainforest', 'Brazil (Country Fact File)', Brazil', (Worldfocus)'Fala Favela', 'Greater Carajás Programme', 'Views from Brazil', 'exploring Brazil Mapcards'.
- A video titled 'Brazil 2000' along with a Resource Pack are available from BBC Education. Further details from: BBC Education Information, White City, London W12 7TS.

- The Brazilian Embassy in London has a web site at: <http://www.demon.co.uk/Itamaraty/> on which it publishes information about Brazil.

### Focus on Tourism

This article provides some focus material which can be used to introduce the topic of tourism pages 10-11, together with a couple of detailed case-studies which illustrate initiatives which set out to manage tourism in a way that is good for local people.

Tourism Concern, the educational and campaigning organisation mentioned in the article can be reached at: Tourism Concern, Stapleton House, 277-281 Holloway Road, London N7 8HN telephone: 0171 753 3330.

### Working for Change: VSO

Further information about VSO and its work is available from: VSO, 317 Putney Bridge Road, London SW15 2PN.



## Teachers Notes: Issue 4

Welcome to the fourth issue of Global Eye, and thanks to all those of you who completed the questionnaire which we sent out with the last issue. We were encouraged by the number of replies and the enthusiasm of your responses. I hope that we can continue to provide thoughtful, lively and objective information and features about development issues. We are always pleased to hear from teachers and students so please do get in touch. Why not also check out the new Worldaware web-site (<http://www.worldaware.org.uk>). *Vincent Bunce, Editor*

### Eye on India

With Independence celebrations this autumn, India is certain to be in the media spotlight. This article presents some additional materials which will make a country-study more interesting.

There are lots of resources available for teaching about India. Among the more recent are:

- 'Namaste India Pack', includes the photocopiable Countryfile India, a set of Mapcards and a set of India in Brief sheets is available from Worldaware price £45.00. These items are also available individually.
- 'Exploring India', a 32-page pupil book for Key Stage 3 is available from Hodder & Stoughton.

### Focus on Water

Water is a topic which features in many geography courses both at KS3 and GCSE level. The resources here present an overview of the main issues and offer two case-studies of projects in the developing world where water management schemes have made a difference.

A variety of relevant information is available from:  
WaterAid, Prince Consort House,  
27-29 Albert Embankment,  
London SE1 7UB  
(tel. 0171 793 4500)

'Down to the last drop', an interesting article about water issues appears in The Geographical Magazine (August 1997).

Further work: ask students to carry out some research into a variety of water related diseases. When they have done this, suggest that they draw a table divided into two columns. Use the left hand column to show how a disease is caused and the right hand column to explain how it could be treated.

### Working for Change: Intermediate Technology

IT have an education enquiry service, which answers letters from teachers on issues related to environment, energy and appropriate technology. They also publish a number of education resources.

Details from:

Intermediate Technology,  
Myson House, Railway Terrace,  
Rugby CV21 3HT.

ITs web-site is at:

<http://www.oneworld.org/itdg/>



This issue of Global Eye is a 'special' issue. We have decided to abandon our usual format for one issue only, in order to focus on two topics of special importance: the publication at the end of 1997 of the first White Paper on Development Policy for 22 years, and to mark the UK's Presidency of the Council of the European Union (between January and June 1998), a look at the role of the EU in the Developing World.

I hope that we are able to provide a thoughtful, lively and objective approach to these two topics which will encourage you to present them in your teaching. We will resume our normal size and shape next issue with features on Mexico, Developing World Cities and WaterAid. This should be published in late-April. *Vincent Bunce, Editor*

### Development Targets

The idea of 'measuring development' is important. It has resonance in the Key Stage 3 geography curriculum which requires that pupils be taught 'about ways of identifying differences in development' (14A). Many GCSE syllabuses also require that pupils have an understanding of the different measures or indicators of development.

The White Paper published in November 1997 sets out a number of development targets which the UK is committed to trying to achieve, with the support of other countries. Much useful classroom discussion could centre around how useful these targets actually are, and how progress towards them can actually be achieved.

A useful resource on this topic is: *Can Development be Measured?* Price £3.00 plus postage and packing. Details from ACTIONAID Education, Chataway House, Leach Road, CHARD, Somerset TA20 1FA (tel. 01460-62972).

### The EU and the Developing World

The United Kingdom has the Presidency of the Council of the European Union (EU) for the first six months of 1998. This article looks at the whole relationship between the EU and the Developing World. It also refers to the priorities which the Department for International Development (DFID) have for Britain's period of presidency:

- agreeing the EU's mandate for negotiating the successor to the Lomé Convention
- securing the EU's commitment to international development targets
- progressing work which has already begun on the poverty focus and gender equality aspects of the Community's development assistance.

### News

- The Development Education Journal is published three times a year and aims to create a forum for debate on issues relating to development education. The Journal takes the widest possible view of development education, including campaigns, public debate and the media. Further details from: Barbara Wiggins, Trentham Books Limited, Westview House, 734 London Road, Oakhill, Stoke-on-Trent, ST4 5NP.



Welcome to our sixth issue. We return to our normal format for this Summer Term's Global Eye. Our three main articles look at Mexico, developing world cities and WaterAid. We are also now busy planning next year's issues of Global Eye, so if you have any ideas about topics or countries that you would like us to feature, we would be pleased to hear from you. *Vincent Bunce, Editor*

### Eye on Mexico

Mexico is an increasingly popular choice as a case study of a developing country. Its rich cultural heritage and growing economic development make for a stimulating and interesting country-study.

- Further information on Mexico can be obtained from the Mexican Embassy in London:  
Embassy of Mexico  
(Cultural Section),  
42 Hertford Street,  
London, W1Y 7TF
- 'Mexico Resources Guide' published by the Latin American Bureau, lists a variety of resources available on the country. It is available from:  
Latin American Bureau,  
1 Amwell Street,  
London, EC1R 1UL  
telephone: 0171 278 2829.
- The Mexican National Statistical and Geographical Institute (INEGI) has an internet site which contains a range of statistical indicators for Mexico at a national and state level.  
<http://www.inegi.gob.mx/homeing/homeinegi/homeing.html>

### Focus on Cities

This article provides some focus material which can be used to introduce the topic of cities in the developing world, looking at why the urban population is growing so rapidly, the effect this is having on city life, and giving illustrations of initiatives which combat some of the problems.

There are lots of resources available for teaching about developing world cities. Among the resources available from Worldaware are:

- 'Change in the City', focused on Dhaka, Bangladesh.
- 'Cities: a better life?' comparing urban living in Cidade do Lobo, London and Mexico City.
- 'Fala Favela' portraying life in a shanty town in Brazil.

### Working for Change: WaterAid

Further information about WaterAid and its work is available from:  
WaterAid, 27-29 Albert Embankment, London, SE1 7UB  
tel: 0171 793 4500  
<http://www.oneworld.org/wateraid>



With so much media attention focused on literacy in UK schools at present, this issue of Global Eye looks at the importance of literacy in a development context. We also throw the spotlight on Book Aid International, a small NGO who aim to provide reading materials for people in developing countries, and our country focus is on South Africa. Viewpoint, a new regular back-page feature presents a short interview with a person involved in development. We start with Clare Short, the Secretary of State for International Development. *Vincent Bunce, Editor.*

### Eye on South Africa

Following the ending of apartheid, South Africa is an increasingly popular choice for country studies. This article provides interesting and stimulating material which will help to bring the country alive to students.

- Further information on South Africa can be obtained from: The Library, South African High Commission, Trafalgar Square, London, WC2N 5DP. N.B. Please apply in writing ensuring that your request is as specific as possible, as telephone enquiries cannot be accepted.
- 'South Africa 2000', a video and resource pack is currently available from: BBC Education 0181 746 1111
- The Central Statistical Service (South Africa) has an internet site which contains some interesting data.  
<http://www.css.gov.za/>
- The South Africa National Parks Board can be found online at: <http://www.eco africa.com/saparks/npbhome.htm>

- Links to a number of other South Africa related sites can be accessed via the Worldaware website:  
<http://www.worldaware.org.uk>

- Also see: 'A Place for Parks' National Geographic (July 1996)
- 'Focus on Tourism' Global Eye (Issue 3 – Summer 1997)

### Focus on Literacy

Although geography syllabuses don't generally include literacy as an issue on its own, it is both an important indicator of social development and a subject which students in this country can relate to in their daily lives. This article looks at the importance of literacy to the development of a country; at why levels in some countries remain so low; and at the importance of educating women. Case studies focus on Senegal and Nepal.

### Working for Change: Book Aid International

For further information on Book Aid International and the work that it carries out, please contact: Book Aid International, 39-41 Coldharbour Lane, Camberwell, London, SE5 9NR.  
Tel: 0171 733 3577.



## Teachers Notes: Issue 8

Welcome to Issue 8 of Global Eye. Our main articles look at China, agriculture and Tools For Self Reliance. Due to the impact of Hurricane Mitch, we have replaced the Viewpoint article on the back page, with a special stop press section. This looks at some of the issues faced by the people of Central America in the aftermath of the hurricane. Please take time to complete the questionnaire which is enclosed. It will help us to continue to develop Global Eye to meet your needs *Vincent Bunce, Editor*

### Eye on China

China is not yet a popular choice as a case study of a developing country. However, its rich cultural heritage and growing economic development make for a stimulating and interesting case study of a country in a state of rapid change.

Among the resources on China available from Worldaware are:

- 'Asia Pacific', providing the opportunity to compare and contrast a number of countries in the Asia Pacific region, at different stages of economic development.
- 'China: Country Fact File', featuring detailed descriptions of the country, backed up by facts, figures, photographs, maps and diagrams.

The following web sites are also of interest:

- <http://www.odci.gov/cia/publications/factbook/index.html>  
– 1997 World Factbook
- <http://www.travelfile.com/get/chinanto>  
China National Tourist Board, New York

#### Answers for activity sheet 1:

- largest, billion
- Japan
- 97
- coal, industrial

### Focus on Agriculture

This article provides focus material which can be used to introduce the topic of agriculture in the developing world, looking at the problems facing many farmers, the initiatives used to combat them and some of the advances which are currently taking place in world farming.

There are lots of resources available for teaching about world agriculture. Among the resources available from Worldaware are:

- 'Learning For Life: Agriculture and Development in Equatorial Uganda', a case study of sustainable development in Kitenga, Uganda, providing information on climate, vegetation, farming systems and education projects.
- 'We Are What We Eat', focusing on the food we eat, where it comes from, and why we buy it.

Also of interest are:

- <http://www.fao.org/>  
– Food and Agricultural Organisation (FAO)
- <http://www.wfp.org/>  
– World Food Programme
- <http://www.new-agri.co.uk/>  
– New Agriculturalist Online

### Working for Change: Tools for Self Reliance

Schools can help by sponsoring the shipping costs of £30 to get specific kits to their destination group and hear more about how these African people will be helped. This would make a great contribution towards our twentieth birthday campaign.

At present tool collection appeals are not a priority as we have a network of collection points for tools. Volunteers are always needed though to help refurbish tools, as are volunteers to increase our network of collectors across the UK.

For further information please contact:

Jan Kidd, Co-ordinator

Richard Thurley, Group Support

Tools for Self Reliance,  
Ringwood Road, Netley Marsh,  
Southampton, SO40 7GY  
tel: 01703 869697  
email: [tools@gn.apc.org](mailto:tools@gn.apc.org)



This issue of Global Eye includes a detailed look at China, a focus on health and health care and a look at one of the UK's major charities, Save the Children. As with Issue 8, we have used the back page to feature recent news story, this time about the earthquake which hit Armenia, Colombia at the start of the year. The magazine begins with a look at plans to relieve debt in some of the world's poorest countries. *Vincent Bunce, Editor*

### Eye on Kenya

Kenya is a very popular developing country to study, especially at Key Stage 3. Its historical links with the UK and the growing number of tourists who choose it as a holiday destination contribute to this. It offers a diverse range physical environments, peoples and cultures to study.

Worldaware offers a wide range of resources on Kenya including:

**Jambo Kenya Pack:**  
a comprehensive set of materials including Kenya In Brief Sheets, Mapcards and Countryfile. All three resources are also available as separate packs, but can be purchased together at the special price of £45.00.

The following web sites might also be of interest:

- [www.kenyaweb.com/](http://www.kenyaweb.com/)
- [www.karibu-Keny.com/](http://www.karibu-Keny.com/)
- [www.africaonline.co.ke/](http://www.africaonline.co.ke/)

#### Answers for activity sheet 1

**2a.** flour, sugar, clothing, cigarettes

**2b.** Kenya has few of its own energy resources, so has to import most of what it needs.

### Focus on Health

This article looks at how the occurrence of different diseases has changed during the twentieth century. Some have been controlled or eradicated by the use of vaccines whilst other new diseases e.g. CJD and AIDS have appeared. It also looks at the importance of healthy eating and the need to improve living conditions if the incidence of disease and malnutrition is to be lowered in the future. Case studies on Primary Health Care (PHC) and the role of Save the Children in Bangladesh look at health issues on a global and local scale.

Useful websites:

- World Health Organisation:  
[www.who.org/](http://www.who.org/)
- National Centre for Infectious Diseases Centre for Disease Control and Prevention:  
[www.cdc.gov/ncidod/ncid.htm](http://www.cdc.gov/ncidod/ncid.htm)

#### Answers for activity sheet 2:

**1a.** Past diseases: measles, tetanus, polio, diphtheria, whooping cough

Today: AIDS, Ebola fever, Creutzfeldt Jakob disease (CJD)

**1b.** TB was almost wiped out by immunisation programmes, but as countries relaxed programmes to control it, TB has once again become widespread.

### Working for Change: Save the Children

Save the Children is one of the UK's most well-known charities, operating not only in the UK but in 65 other countries. The article looks at the foundation of the charity, its main aims and some of the many ways it is involved with emergency relief and long-term development and prevention work for children and their families.

For further information and a catalogue of educational resources please contact:

#### Save the Children Fund

Mary Datchelor House  
17 Grove Lane

London

SE5 8RD

Tel: 0171-703-5400

web:

<http://www.oneworld.org/scf/>