

Disability and Development

A DVD-based learning resource for Key Stage 3 and 4



INTRODUCTION

This resource explores the concept of disability in a local and global context. It is structured around specially commissioned short films of real life stories of young people living with disabilities on the island of Ireland and around the world. A range of active learning methods are suggested to engage pupils in meaningful exploration and discussion of the key issues. It is written for use in:

Northern Ireland

Key Stage 3 and 4 pupils (aged 11 to 16) within the Northern Ireland curriculum.

Republic Of Ireland

First to third year students (aged 12 to 15 years) studying the Junior Certificate.

Aims

The aims of this resource are to help pupils:

1. Explore the concept of disability.
2. Gain insight into the lives of young people living with disabilities around the world.
3. Explore the interconnection between poverty and disability.
4. Learn about the rights of people with disabilities.
5. Explore disability and the Millennium Development Goals.
6. Consider action projects in response to the challenges of disability locally and globally.

Learning Intentions

This resource will facilitate participants to address a total of fourteen Learning Intentions, spread across the 7 sessions:

- Identify different types of disabilities: including physical, sensory and intellectual.
- Consider how disability is defined, by whom and for what purpose.
- Consider how the lives we lead, and the places we live in, can lead to disability.
- Discuss how disability may, or may not, compromise our life choices and life quality.
- Discuss the concept of poverty.

- Explore the interconnections that often exist between poverty and disability.
- Listen to young people with disabilities describing the attitudes they have experienced from others in society.
- Reflect upon their own attitudes towards people with disabilities.
- Discuss the UN Convention on the Rights of Persons with Disabilities.
- Consider why the rights of persons with disabilities may be compromised in different life situations.
- Understand the UN Millennium Development Goals.
- Consider how addressing the UNCRPD might contribute to the attainment of the MDGs.
- Discuss the responses that could be made to issues of disability, both locally and globally.
- Prepare and implement an individual or group Action Plan focused upon a chosen response.

Evaluating Learning

A participatory method of facilitating pupils to evaluate their own learning is provided at the end of the Session Plans.

How To Use This Resource

Pages 4 to 6 give an overview of the Session Plans with suggested activities and the resources provided. We encourage you to use this resource in a flexible way, simplifying or expanding activities depending upon the ability of the learning group.

Inside this resource you will find:

- Session Plans.
- A DVD containing 7 films.
- A CD of resources to print out for each session.

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INSIDE BACK COVER

DVD Films
CD of teaching resources

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*special thanks to the teachers and pupils
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ALL THE IMAGES OF CHILDREN IN THIS RESOURCE
ARE USED WITH THEIR PERMISSION

CURRICULUM RATIONALE

NORTHERN IRELAND

Learning for Life and Work (LLW) is a core component of the Northern Ireland Curriculum. Local and Global Citizenship is a discreet strand within this component. The key themes of Local and Global Citizenship are:

- Human Rights and Responsibility.
- Diversity and Inclusion.
- Equality and Social Justice.
- Democracy and Active Participation.

This resource is focused particularly on the **lives of young people living with disabilities** around the world. The real life stories in the films allow pupils to personally reflect and explore key issues from both **local and global** perspectives. This supports the following guidance from CCEA:

'Local and global Citizenship is important because it helps young people learn how to participate positively in society, to influence democratic processes and to make informed and responsible decisions as local and global citizens throughout their lives. Through looking at real life situations, pupils explore and express their own values and attitudes about current issues and are challenged to develop an appreciation of the needs and perspectives of others.'

Cross-Curricular Learning

This resource has been written to support cross-curricular learning. Although it has a focus on Learning for Life and Work, suggested activities can be taught within all of the Key Stage 3 and 4 subject areas:

- Language and Literacy
- Mathematics and Numeracy
- The Arts
- Learning for Life and Work
- Environment and Society
- Science and Technology
- Physical Education
- Religious Education

This learning resource was developed through a participatory process, involving curricula advisors and post-primary teachers. Pilot materials were used with a range of mixed ability pupil groups, and feedback from pilot teaching sessions was used to shape the final resource.



Community Relations, Equality and Diversity Policy

This resource supports implementation of the Department of Education's Community Relations, Equality and Diversity policy, by promoting:

- An understanding of, and respect for, the rights, equality and diversity of all without discrimination.
- Respect for difference.
- Skills, attitudes and behaviours needed to develop mutual understanding.

Curriculum Link:

www.nicurriculum.org.uk

REPUBLIC OF IRELAND

Civic, Social and Political Education is a Junior Certificate course in Citizenship based on Human Rights and Social Responsibilities. The Universal Declaration on Human Rights and the United Nations Convention on the Rights of Persons with Disabilities are two key documents which underpin this course. The course aims to prepare students for active participatory citizenship. There are 7 Concepts and 4 Units of study in CSPE.

The Seven Concepts are:

- Rights and Responsibilities
- Human Dignity
- Development
- Democracy
- Law
- Interdependence
- Stewardship.

The Four Units are:

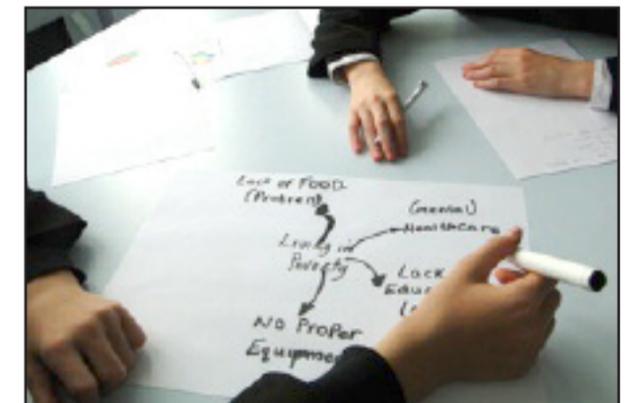
- The Individual and Citizenship
- The Community
- The State-Ireland
- Ireland and the World.

Disability and Development is a learning resource that links with Rights & Responsibilities, Human Dignity and Development in the CSPE Course. The issues explored and the human stories told will help students to understand these concepts.

This resource will help students become aware that every individual is entitled to basic social, cultural, economic, civic, religious and political rights and to the safeguarding and protection of these rights. Denial of human rights results in the domination and oppression of people. Responsibilities go hand in hand with the rights accorded to individuals. Civic, Social and Political Education helps students

to understand the rights and responsibilities of the individual in society. Every person is responsible for their actions towards other people at all levels. Irresponsibility results in self-interested or careless actions which can be damaging to other people.

Development can be understood as improvements within a country to meet the needs of its people. 'Improvements' can be made in social, economic, cultural and political areas, affecting people's lives on a personal level, as well as locally, nationally and internationally. Through a focus on the UN Convention on the Rights of Persons with Disabilities and The Millennium Development Goals, this resource will help students appreciate that development can be planned and can be influenced through the democratic process. The films of young people's lives in this resource will help students to appreciate that the process of development is complex and often controversial. Sometimes planned solutions do not meet the needs of the individuals involved.



Curriculum Links:

<http://cspe.slss.ie/resources/CSPE%20Syllabus.pdf>
<http://cspe.slss.ie/resources/CSPE%20Teacher%20Guidelines%20Revised%202005.pdf>

OVERVIEW OF LEARNING ACTIVITIES

continued overleaf

SESSION ONE EXPLORING DISABILITIES	SESSION TWO LIFE SITUATIONS AND DISABILITIES	SESSION THREE POVERTY AND DISABILITIES	SESSION FOUR EXPLORING ATTITUDES TOWARDS DISABILITIES	SESSION FIVE THE RIGHTS OF PERSONS WITH DISABILITIES	SESSION SIX DISABILITIES AND THE MILLENNIUM DEVELOPMENT GOALS
<p>Main Activities</p> <p>1. Life-lines Reflect on experiences of disability, and identify different types of disability.</p> <p>2. Watch a Film and Discuss Watch and discuss real life stories of disability in Haiti caused by an earthquake.</p> <p>3. Defining Disability Explore the different ways that disability is described.</p> <p><i>Further Activities:</i></p> <p>1. Collage Create collages exploring different types of disability: physical, sensory and intellectual.</p> <p>2. Web Research Research key disability-related organisations.</p>	<p>Main Activities</p> <p>1. Watch a Film and Discuss Watch and discuss real life stories of disability in Nepal caused by accidents falling from trees and mountains.</p> <p>2. Mind-Mapping Use spider diagrams to consider the impacts of disability on the lives of the girls in the Nepal film.</p> <p><i>Further Activities:</i></p> <p>1. Watch a Film and Discuss Watch and discuss real life stories from Vietnam of birth defects caused by chemical pollution from war.</p> <p>2. Industrial Accident Research Research the Gas leak tragedy at Bhopal, India, in 1984.</p> <p>3. Wheelchair Designs Research the various designs of wheelchairs for different situations.</p>	<p>Main Activities</p> <p>1. Understanding Poverty Explore the different ways that poverty is defined.</p> <p>2. Watch a Film and Discuss Watch and discuss a real life story from Ethiopia of a poverty-related disability.</p> <p>3. Poverty and Disability Explore the interconnections between poverty and disability using post-it notes activity.</p> <p><i>Further Activities:</i></p> <p>1. Exploring Statistics Use mathematical pie/bar charts to explore poverty statistics.</p> <p>2. Write a Profile of Ethiopia Research Ethiopia and write a one page country profile.</p>	<p>Main Activities</p> <p>1. Experience Feelings Simulate disabilities and ask pupils to describe their feelings.</p> <p>2. Watch a Film and Discuss Watch and discuss a real life story of a girl with a disability living in Northern Ireland.</p> <p>3. Human Sculptures Create human sculptures that depict typical daily experiences that people with disabilities face.</p> <p><i>Further Activities:</i></p> <p>1. Recording Sculptures Photograph the human sculptures, or use self-drying clay to turn human sculptures into clay ones. Write about the images and make a display.</p> <p>2. Conduct an Interview Interview a person with a disability, focusing on their feelings and experiences.</p>	<p>Main Activities</p> <p>1. Explore the UN Convention Explore a simplified version of the UN Convention on the Rights of Persons with Disabilities.</p> <p>2. Watch a Film and Discuss Watch and discuss a real life story from Tanzania exploring the rights of children with intellectual disabilities.</p> <p>3. Priority Poster Debate Use a priority poster debate to explore the lives of the children in the Tanzania film.</p> <p><i>Further Activities:</i></p> <p>1. Write a Film Review Write a review of the Tanzania film.</p> <p>2. Write a Profile of Tanzania Research Tanzania and write a one page country profile.</p>	<p>Main Activities</p> <p>1. Watch a Film and Discuss Watch and discuss real life stories of disability in Bolivia.</p> <p>2. Disability and the MDGs Make links between disability issues and the MDGs and understand the interconnections.</p> <p>3. Write an Advocacy letter Write a letter to the Government explaining why disability issues are essential to the attainment of the MDGs.</p>
<p>Resources Provided</p> <ol style="list-style-type: none"> 1. Film from Haiti on DVD. 2. Definitions of disability PDF to print out, or project. 3. A world map identifying Haiti. 4. Profiles of Sebastian and Rodinson. 	<p>Resources Provided</p> <ol style="list-style-type: none"> 1. Film from Nepal on DVD. 2. Film from Vietnam on DVD. 3. Sample Spider Diagram sheets on PDF. 4. A world map showing Nepal and Vietnam. 4. Profiles of Anita, Laxmi, and Phan Van Huy 	<p>Resources Provided</p> <ol style="list-style-type: none"> 1. Ethiopia statistics PDF. 2. Key disability and poverty statistics PDF. 3. Film from Ethiopia on DVD. 4. A world map identifying Ethiopia. 4. Profile of Elias. 	<p>Resources Provided</p> <ol style="list-style-type: none"> 1. Film from Northern Ireland on DVD. 4. Profile of Kirsten. 	<p>Resources Provided</p> <ol style="list-style-type: none"> 1. UN Convention on the Rights of Persons with Disabilities in simplified form to print out. 2. Film from Tanzania on DVD. 3. Priority posters to print out. 4. A world map identifying Tanzania. 4. Profile of Judith. 	<p>Resources Provided</p> <ol style="list-style-type: none"> 1. Film from Bolivia on DVD. 2. The MDGs as a PDF to print. 3. Links between the MDGs and Disability Rights as PDF to print. 4. A world map identifying Bolivia. 4. Profile of Fabiola and Mack.

SESSION SEVEN

MAKING ACTION RESPONSES

Main Activities

1. Levels of Response

Examine different levels of response: government, society, class, self.

2. Action Planning

Make a class action plan in response to learning.

Resources Provided

1. UN Convention on the Rights of Persons with Disabilities in simplified form to print out.
2. Action Plan template as PDF to print.
3. Target Evaluation sheet as a PDF to print.

MAKING ACTION RESPONSES

This resource culminates in Session 7 where pupils are encouraged to consider responses that can be made to issues around disability and development. Pupils are encouraged to reflect on their learning, and to develop group and individual actions in response. The disability and development organisations involved in producing this learning resource are all available to visit schools and to help pupils consider appropriate action responses. Organisational profiles are provided on pages 23-24. If you would like to arrange a school visit please contact the organisations below.

NORTH WEST

Children In Crossfire

2 St Joseph's Avenue
Derry / Londonderry
BT48 6TH
Telephone: 028 71 269898
Email: admin@childrenincrossfire.org

EAST

War On Want NI

1 Rugby Avenue
Belfast
Northern Ireland
BT7 1RD
Telephone: 028 90 232064
Email: information@waronwantni.org

Disability Aid Abroad

C/O Disability Action
Portside Busniness Park
189 Airport Road West
Belfast BT3 9ED
Telephone: 028 90 297880
Email: info@disabilityaidabroad.org

SOUTH

CBM Ireland

FREEPOST
M:TEK Building
Knockaconny
Monaghan
Co.Monaghan
Telephone: +353 (0) 47 71820
Email: info@cbm.ie

SOUTH WEST

Livability

Fermanagh House
Broadmeadown Place
Enniskillen
Co. Fermanagh BT747HR
Telephone 028 66 320091
Email: info@livability.ie

SESSION PLANS

SESSION 1

Exploring Disabilities

LEARNING INTENTIONS

In this session students will be encouraged to:

- Identify different types of disabilities: including physical, sensory and intellectual.
- Consider how disability is defined, by whom and for what purpose.

SUGGESTED ACTIVITIES

1. LIFE-LINES

Activity:

Individual activity and group sharing

Time required:

5 minutes individual activity

10 minutes group activity

Method:

On an A4 landscape sheet of paper ask each pupil to draw a horizontal line, and to incrementally mark it from 0 to their current age, reflecting the years of their life. Ask pupils to think of their earliest awareness of someone with a disability and to note it on their life-line, stating where the person was and the disability they observed. Ask pupils to fill up their lifeline, noting as many experiences as they can. Then, as a whole group, take five minutes for pupils to share experiences from the lifelines. Following on from their sharing of experiences now ask pupils if they think different disabilities could be grouped together into categories to reflect similarities. What

categories could they suggest? What disabilities would they put under each heading? Alternatively, write these three headings onto the board or flip chart and then list all the different types of disabilities that pupils can identify under the appropriate heading:

Physical

relating to our physical body and limbs.

Sensory

relating to our five senses of sight, hearing, smell, taste and touch.

Intellectual

relating to our mental and emotional abilities.

2. REAL LIFE STORY

Activity:

Watch the film *Rodinson and Sebastian*

Time required:

2 minutes to introduce

10 minutes to watch film

10 minutes to discuss



RODINSON and SEBASTIAN in Haiti

Running Time: 10 mins

Method:

Explain to the class that you are going to watch a short film about two young boys who live in Haiti. Clarify that Haiti is a country in the Caribbean. You may want to show it on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly. After watching the film, begin a discussion by asking:

What disabilities do Rodinson and Sebastian have?

What are the impacts of their disabilities on their lives?

3. HOW IS DISABILITY DEFINED, AND WHY?

Activity:

Whole group discussion.

Time required:

20 minute whole group reflection

Method:

Northern Ireland and the Republic of Ireland have their own national legislation relating to disability, each with specific definitions of disability. Definitions of disability vary depending on the organisation writing it, but in general official definitions say that a person has a disability if:

they have a physical, sensory or intellectual impairment and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

'Substantial' means more than minor or trivial.

'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months.

'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

Now explain that The United Nations has produced an international Convention on the Rights of Persons with Disabilities. This Convention will be explored more fully in Session 5. The UN Convention defines disability in a different way:

'disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.'

In the first definition disability is defined as a **state of being**. (A person is disabled regardless of the world around them.) In the UN's definition disability is an **interaction with our community**. (A person is only disabled if they cannot fully participate in the world around them.)

The above definitions of disability are available in the resources for this session entitled 'Disability_Definitions.pdf'. You may want to project or print these out for this discussion, or display it on the wall alongside pupils' collages.

Discuss the key differences in the above definitions.

Summarise this activity, helping pupils to understand that disability is usually defined in order to;

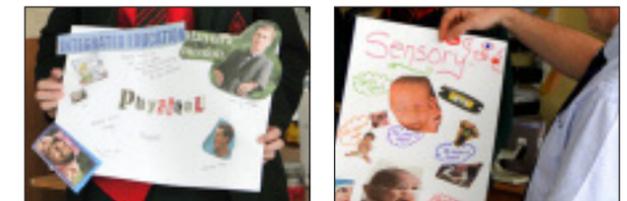
- protect the rights of people with disabilities
- promote the equality and inclusion of people with disabilities into society.

KEY FACTS

- There are 1 billion disabled people in the world.
- 700 million of them live in economically poorer countries.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Ask pupils to create collages using images from old magazines to depict Physical, Sensory and Intellectual disabilities.



Collages produced may look something like these examples.

2. Ask pupils to explore, and write a one page summary, of the following websites:

www.equalityni.org

(The Equality Commission for Northern Ireland)

www.nda.ie

(National Disability Authority, Republic of Ireland)

SESSION 2

Life Situations and Disabilities

LEARNING INTENTIONS

In this session students will be encouraged to:

- Consider how the lives we lead, and the places we live in, can lead to disability.
- Discuss how disability may, or may not, compromise our life choices and quality.

SUGGESTED ACTIVITIES

1. REAL LIFE STORY

Activity:

Watch the film 'Anita and Laxmi' and discuss

Time required:

- 2 minutes to introduce
- 17 minutes to watch film
- 10 minutes to discuss

Method:

Explain to the class that you are going to watch a short film about two young women who live in Nepal. Clarify that Nepal is a country in Asia. You may want to show it on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly. After watching the film, begin a discussion by asking:

What disabilities do Anita and Laxmi have?

How has their life situation created their disability?

How did Rodinson's and Sebastian's life situation contribute to their disability? (Remind pupils of the film in Session One)



Anita and Laxmi
Spinal injury in Nepal



ANITA and LAXMI in Nepal
Running Time: 17 mins

2. SPIDER DIAGRAMS

Activity:

Consider how disability may, or may not, affect our quality of life and our life choices

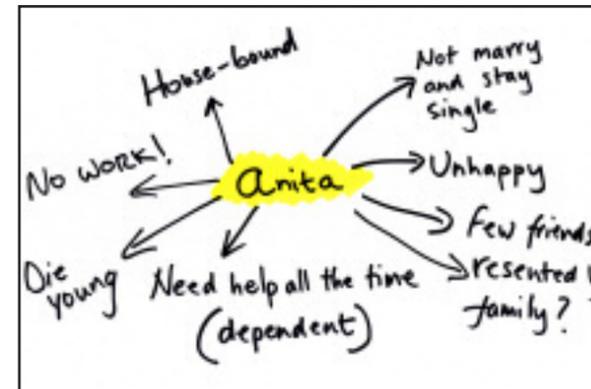
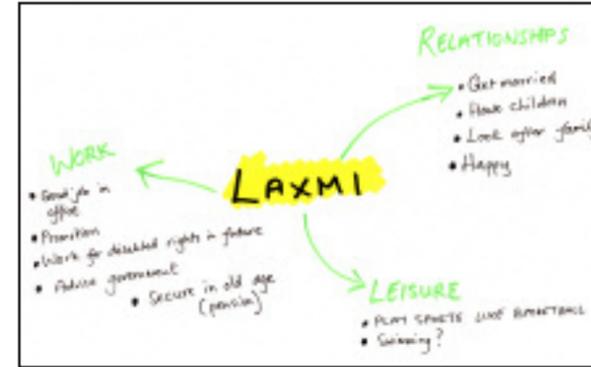
Time required:

- 15 minutes groupwork
- 10 minutes feedback

Method:

Divide the class into groups of about 4 people and give each group an A2 sheet of paper. Ask half of the groups to write 'ANITA' in the centre of their sheet and the other groups to write 'LAXMI'.

Explain to the class that you want them to create a spider diagram to explore how they think Anita's and Laxmi's lives will unfold. Use main branches for the broad areas of their lives like 'relationships', 'employment', 'education' and 'recreation'. Use sub branches to break these areas down further.



Spider Diagrams produced may look something like these examples. You may like to ask pupils to use a computer-based mind-mapping programme if available in your school.

The two spider diagrams above are included in the resources for this session entitled 'Spider_Diagrams.pdf'. You might like to use these as examples to help pupils understand what to do.

When the groups have finished ask each in turn to briefly present their diagram. Summarise the main differences that pupils think will exist between Anita's and Laxmi's future lives.

KEY FACTS

In economically poorer countries, small-scale unofficial research studies suggest that . . .

- Only 10% of primary school-aged children with a disability attend school.
- 50% of disabled women and girls suffer domestic violence.
- 25% of disabled women and girls are raped or sexually abused.
- 6% of disabled women and girls are forcibly sterilised.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Watch the film 'Phan Van Huy'. This film shows a real life story of disability caused by genetic defects (from chemicals used in the Vietnam war). Following the film, use these questions to promote discussion:

What disabilities are shown and why did they come about?

What lessons can be learnt from Phan Van Huy's story?

(The dangers of chemical warfare long after conflict is over.)

In what other ways can war leave innocent people disabled?

(Landmines, crossfire, bombings.)



Phan Van Huy
Intellectual disability in Vietnam



PHAN VAN HUY in Vietnam
Running Time: 17 mins

2. Ask pupils to research the 'Gas Leak' tragedy at Bhopal, India, in 1984. Consider how people's lives are still being affected today. What lessons can be learned with this accident?

3. Remind pupils of the two different types of wheel chairs used by Anita and Laxmi in their film. Ask pupils to research a specific wheelchair design of their choice. Think of high performance wheel chairs used in sports like basketball or marathons, mobility wheelchairs used by people for shopping, wheelchairs with motors, or a low cost wheelchair designed for use in poorer countries and so on. Ask pupils to produce a poster for a wheelchair exhibition using information that they have researched. Their poster should include a drawing of the wheelchair and should explain how the design reflects the purpose of the wheelchair, who designed the wheelchair and when, who the wheelchair is intended for, how much it costs and similar key information. You might like to make a wall display of these posters alongside the UN definition of disability where 'disability is an interaction with the community - a person is only disabled if they cannot fully participate in the world around them'.

SESSION 3

Poverty and Disabilities

LEARNING INTENTIONS

In this session students will be encouraged to:

- Discuss the concept of poverty.
- Explore the interconnections that often exist between poverty and disability.

SUGGESTED ACTIVITIES

1. EXPLORING THE CONCEPT OF POVERTY

Activity:
Explore Ethiopia's statistics

Time required:
10 minute whole group activity

Method:
In the resources for this session you will find a file called 'Ethiopia_Statistics.pdf'. Print out this file and hand out to the class, or project onto the white board. This file contains some basic statistical information on Ethiopia:

- Population: 85 million
- Below poverty line: 33 million
- Below 18 years of age: 42 million
- Access to improved drinking water: 32 million
(water from protected wells and springs, standpipes etc)
- Access to improved sanitation facilities: 10 million
(toilets using sewers, septic systems, pour/flush systems, pit latrines etc)

Clarify that Ethiopia is a country in East Africa. You may want to show it on a world map. Explain that economic poverty (the poverty line) is often

defined in one of two ways:

- Absolute Poverty:** a financial income less than a fixed cut-off point (currently US\$1.25 per day).
- Relative Poverty:** income in comparison to others in the same community (less than 50% of the national average income).

2. REAL LIFE STORY

Activity:
Watch the film 'Elias' and discuss

Time required:
2 minutes to introduce
10 minutes to watch film
5 minutes to discuss



ELIAS in Ethiopia
Running Time: 10 mins

Method:
Explain to the class that you are going to watch a short film about Elias who lives in Ethiopia. Ask the

group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly.

Briefly discuss the film asking pupils the following questions:

- What physical problem does Elias have?
- Why does Elias have this problem?
- What long-term consequences could Elias face?

3. EXPLORING CONNECTIONS

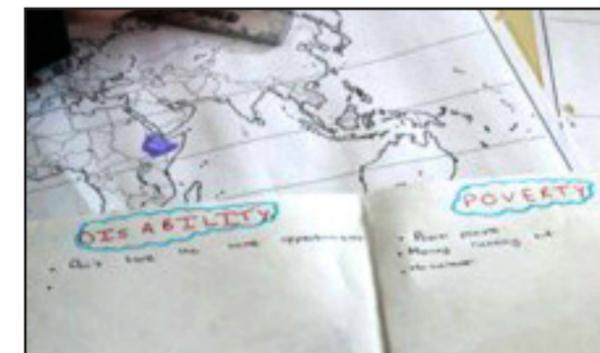
Activity:
Explore the connections between poverty and disability

Time required:
15 minutes small group activity
10 minutes to discuss

Method:
After watching the film explain to the class that they are going to explore the connections between poverty and disability. On two separate A2 sheets of paper write these headings:

- Living in poverty can lead to disability because...**
- Becoming disabled can lead to increased poverty because...**

Distribute 'post-it' notes throughout the class. Ask pupils to work in pairs and to write on the 'post-it' notes all the reasons they can think of for the two statements above. Use just one 'post-it' note per statement, and then stick them beside the relevant sheet. When the class have finished read through their suggestions, and use them to discuss the



interconnections that often exist between disability and poverty:

- Why are people in poverty vulnerable to experiencing a disability?
- Why are disabled people vulnerable to falling into poverty?

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Use the statistics on Ethiopia, and other global poverty statistics pupils research, to create bar charts. Pupils can be asked to use a scale in % as well as in millions.



Charts produced may look something like this example.

KEY FACTS

- There are 1 billion disabled people in the world and 700 million of them live in economically poorer countries. Of these 700 million:
- About 80% are unemployed.
- The adult literacy rate is just 3%

2. Research the country of Ethiopia where Elias lives and write a 1 page description; Where is it?, How many people live there?, What language is spoken?, What jobs do people do?, What religions do people follow?, What is the average earning per year?



For a Country Profile of Ethiopia a useful website is www.news.bbc.co.uk Go to the homepage and search for 'Country Profiles'.

SESSION 4

Exploring Attitudes Towards Disabilities

LEARNING INTENTIONS

In this lesson students will be encouraged to:

- Listen to young people with disabilities describing the attitudes they have experienced from others in society.
- Reflect upon their own attitudes towards people with disabilities.

SUGGESTED ACTIVITIES

1. EXPERIENCING FEELINGS

Activity:

Whole group introduction and individual action

Time required:

5 minutes to introduce and prepare
10 minutes for whole group feedback

Method:

Explain to the class that this session will explore attitudes and feelings that people with disabilities experience in society. In this session 3 volunteers are needed to experience the session with a simulated disability; chair-bound, reduced hearing, reduced sight. Ask for 3 volunteers. Place a blind-fold on one pupil, ear-plugs on one pupil, and confine one pupil to their chair.

Deliver the session as normal, making sure the 3 volunteers maintain their simulated disability.

At the end of the session release the volunteers

from their simulated disabilities and ask them to describe their feelings:

What did it feel like to be blind, deaf or chair-bound?

How was their experience of the session affected by their disability?

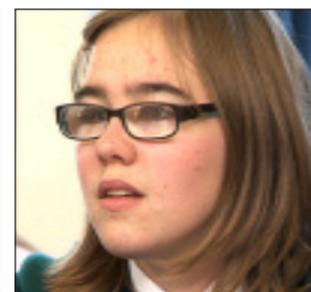
2. REAL LIFE STORY

Activity:

Watch the film 'Kirsten' and discuss

Time required:

2 minutes to introduce
12 minutes to watch film
6 minutes to discuss



Kirsten in Northern Ireland
Running Time: 12 mins

Method:

Explain to the class that you are going to watch a short film about Kirsten, a girl who lives in Northern Ireland. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure

that you connect to speakers so everyone can hear properly.

After watching the film, begin a discussion about Kirsten's life by asking students:

What disability does Kirsten have?

Why does Kirsten have a disability?

What challenges does Kirsten face every day?

What attitudes has Kirsten experienced in her life from others?

How are Kirsten's feelings affected by the attitudes she has encountered?

2. HUMAN SCULPTURES

Activity:

Small group drama exercise and whole group performance

Time required:

2 minutes to introduce
10 minutes groupwork
10 minutes to discuss

Method:

Divide the class into groups of 6 pupils. Ask each group to use themselves only (without any props) to create a human 'freeze-frame' sculpture. Their sculptures should convey:

- a typical day to day experience that a visually or hearing impaired person may have that makes them feel different or excluded from society.
- a typical day to day experience that a visually or hearing impaired person may have that makes them feel integrated into society.

Allocate your groups equally between these two themes. While some groups may make a very literal sculpture, advanced ability groups may like to be more abstract. Give the groups 10 minutes to prepare their sculpture and then ask each group to 'perform' their sculpture in front of the class. Groups should not say what their sculpture is, but should invite suggestions from the rest of the class. Focus discuss on:

What experience is being portrayed?

What are the likely feelings of the people in the sculpture?



Human sculptures that pupils create may look something like this example. Sculptures may be literal or abstract, depicting feelings and emotions as well as situations.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Take photographs of the human sculptures and display them on the wall. Ask pupils to write a 200 word personal description of their sculpture explaining the 'feelings' of the people represented. Display the pictures and writing together.

2. Use self-drying clay for pupils to turn their human sculptures into mini clay sculptures.

3. Expand the experiment of simulated disabilities by undertaking this for a whole school day. You may like to obtain a wheelchair for a pupil to sit in through a whole school day. Draw out, and document the experiences and feelings that pupils describe.

4. Invite a person with a disability to your class, and prepare a series of questions to interview them about their experiences and feelings of being excluded or integrated into society in their daily life.

SESSION 5

The Rights of Persons with Disabilities

LEARNING INTENTIONS

In this session students will be encouraged to:

- Discuss the UN Convention on the Rights of Persons with Disabilities.
- Consider why the rights of persons with disabilities may be compromised in different life situations.

SUGGESTED ACTIVITIES

1. EXPLORE THE UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Activity:

Whole group introduction and exercise in pairs

Time required:

2 minutes to introduce
5 minutes in pairs
10 minutes for whole group feedback

Method:

Introduce the whole group to the theme of exploring the UN Convention on the Rights of Persons with Disabilities. Explain that the Convention was written by the United Nations, and ratified by the UN General Assembly, coming into force in 2008. The British and Irish Governments have both signed the Convention. The Convention is an international agreement that sets out the rights of persons with disabilities around the world. In the resources for this lesson you will find a PDF called 'UNCRPD_Simplified'. The original UN

document contains 50 main Articles, and some of them are very complicated, with a certain amount of overlap. To make the Articles more accessible to young people we have simplified the Convention by selecting key Articles and editing them. Prior to running this lesson, print out the 'UNCRPD_Simplified' file and cut the pages into individual Articles.

Ask the class to make a large circle and form pairs. Randomly give out to each pair an Article. You can ask people to work individually if you have a smaller class. Ask each pair to read and understand the Article they have been given. Then go round the circle asking each pair to read out their Article to the whole class. Make sure each Article is understood, and allow students to ask for clarity if they don't understand an Article's meaning, but don't discuss the merits of any Article yet; this comes later.



2. REAL LIFE STORY



JUDITH in Tanzania
Running Time: 17 mins

Activity:

Watch the film 'Judith' and discuss

Time required:

2 minutes to introduce
17 minutes to watch film
5 minutes to discuss

Method:

Explain to the class that you are going to watch a short film about Judith, a girl who lives in Tanzania. Briefly introduce Tanzania and show where it is on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly.

After watching the film, begin a discussion about Judith's life by asking students:

What disability does Judith have?

Why does Judith have a disability?

What challenges does Judith face every day?

What might happen to Judith as she grows older?

3. EXPLORING JUDITH'S RIGHTS

Activity:

Prioritising exercise and discussion.

Time required:

2 minutes to introduce
15 minutes for exercise and discussion

Method:

In the resources for this lesson you will find a PDF called 'Priority_Posters'. This contains two posters; one saying 'Most Important' and one saying 'Less Important'. Prior to running this lesson print out these two posters and stick them in opposite corners of the back wall of the classroom. Point out the posters to the class and explain they represent the two ends of a spectrum, along which they will prioritise Articles from the UNCRPD, specifically in relation to Judith's situation. Give out an Article to each person (or work in pairs), and ask students to consider how important their Article is to Judith in her situation. Then ask students to physically walk to a position somewhere on the spectrum between 'Most Important' and 'Less Important'. It is important to ask people to physically stand in a position because it requires students to make a firm commitment. Now ask each student to read out their Article and justify where they are standing on the spectrum. Encourage students to think about the respective importance of different Articles. Stress that all Rights are equal, but ask participants if they think that, in different situations, some Rights need greater enforcement. Ask them to explain their thinking.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Write a 1 page review for the Radio Times or RTE Guide describing Judith's film and encouraging young people to tune in and watch. What can young people in the UK and Ireland learn from watching Judith's film?

2. Research the country of Tanzania where Judith lives and write a 1 page description; Where is it?, How many people live there?, What language is spoken?, What jobs do people do?, What religions do people follow?, What is the average earning per year?



For a Country Profile of Tanzania a useful website is www.news.bbc.co.uk Go to the homepage and search for 'Country Profiles'.

SESSION 6

Disabilities and the Millennium Development Goals

LEARNING INTENTIONS

In this lesson students will be encouraged to:

- Understand the UN Millennium Development Goals.
- Consider why addressing disability issues is vital to the attainment of the MDGs.

SUGGESTED ACTIVITIES

2. REAL LIFE STORY

Activity:

Watch the film *Fabiola and Mack*

Time required:

- 2 minutes to introduce
- 12 minutes to watch film
- 10 minutes to discuss

Method:

Explain to the class that you are going to watch a short film about Fabiola and Mack who live in Bolivia. Briefly introduce Bolivia and show where it is on a world map. Ask the group to watch carefully, and not to talk. Play the DVD film on a television or data projector. If you use a data projector ensure that you connect to speakers so everyone can hear properly.

After watching the film, begin a discussion by asking students:

What disabilities do Fabiola and Mack have?

Why do they have a disability?

Fabiola and Mack
Intellectual disability in Bolivia

Fabiola is ten years old and lives in the city of La Paz, the capital of Bolivia in South America. Fabiola suffers from intellectual disability. Even though she has a hearing aid, she has a great deal of trouble hearing. She has a hearing aid on the back of her head, which she has to wear all day and has to be changed down one side of her body.

Her mother brings Fabiola to a special school for children with hearing difficulties. There, she meets Mack, a boy who has a hearing aid. In school Fabiola receives attention in a way that makes her feel safe, understood and helps her to learn.

Mack also suffered brain damage at birth. When his father discovered Mack had a hearing difficulty he went away. Mack's mother would like to support her but has no money to do so. She has to work in a small shop and has little money. Mack's mother is very sad and often cries. Mack's mother has to work in a small shop and has little money. Mack's mother is very sad and often cries. Mack's mother has to work in a small shop and has little money. Mack's mother is very sad and often cries.

When a supporter from Fabiola's school is disappointed about his father, who will look after him if and when she dies?



FABIOLA and MACK in Bolivia
Running Time: 16 mins

How has poverty contributed to their disabilities and their ongoing quality of life?

What might happen to Mack as he grows older?

2. THE MILLENNIUM DEVELOPMENT GOALS

Activity:

Explore connections between disability and the Millennium Development Goals

Time required:

- 2 minutes to introduce
- 15 minutes small group work
- 15 minutes to whole group work

Method:

Introduce the class to the Millennium Development Goals. These 'goals' were derived from the United Nations Millennium Declaration, adopted by 189 nations in 2000, and they set out 8 targets to be achieved by the year 2015.

In the resources for this session you will find a file called 'Millennium_Development_Goals.pdf'. Display this diagram to the class and read through the 8 goals together. Discuss any phrases that participants do not fully understand. In the resources for this session you will also find a file called 'MDG_Report_2006'. This gives concise information and an explanation for each goal. You may want to read this through in advance so that you can help pupils understand each of the goals clearly. Before the class, print the file in this Session's resources called 'Disability_and_MDGs'. Explain to the class that you are going to explore the connections between Disability and the Millennium Development Goals. Divide the class into 8 groups and give each group one of the MD Goals from the file you have printed out. Tell each group that they must write a 2 minute speech to be made to their Government, explaining why the Rights of Persons with Disabilities are vital if the Millennium Development Goals are to be achieved. Ask a spokesperson from each group to make their speech to the class and invite feedback.

MDG 1 - Eradicate Extreme Poverty and Hunger

Poverty and exclusion mutually reinforce one another. People with disabilities are disproportionately represented among the world's poorest people. Hunger and malnutrition cause avoidable disability. Poverty forces people to live and work in unsafe and unsanitary conditions which can lead to disability.

MDG 2 - Achieve Universal Primary Education

In economically poorer countries there are an estimated 72 million children not going to school. Of these, one third have a disability. In economically poorer countries 98% of children with a disability do not attend school. Universal primary education requires specifically targeting children with disabilities.

MDG 3 - Promote Gender Equality and Empower Women

Women perform 66% of the world's work and produce 50% of the food, but earn 10% of the income and own 1% of the property. It is estimated that 70% of the world's poor are women. In economically poorer countries this discrimination and marginalisation places women and girls at high risk of developing a disability, and less able to cope with the impacts of disability on their lives.

MDG 4 - Reduce Child Mortality

Mortality for children with disabilities under five can be as high as 80% in economically poorer countries. Children under five diagnosed with a disability are less likely to receive the same level of health care given to non-disabled children. Disabled children can be looked upon as a burden, and families living in poverty may not be able, or willing, to spend scarce resource on a disabled child. Reducing child mortality requires a focus on children with disabilities.



MDG 5 - Improve Maternal Health

Up to 20 million women a year are believed to be affected by disabling impairments associated with pregnancy and childbirth. Furthermore, disabled women are routinely excluded from sex education and reproductive health initiatives. A lack of focused research is currently hindering effective programmes that target the maternal health needs of disabled women.

MDG 6 - Combat HIV/AIDS, Malaria and Other Diseases

People with disabilities are particularly vulnerable to HIV and AIDS and other diseases, which in turn cause disabilities. The 'other diseases' category is very vague and many neglected tropical diseases (NTDs) are currently being ignored. In economically poorer countries there are an estimated 2 billion people currently suffering with a neglected tropical disease, placing them at high risk of developing a life-long disability as a result.

MDG 7 - Ensure Environmental Sustainability

According to a UN working group, there are an estimated 30 million environmental refugees or 'eco-refugees' in the world today. These are people displaced from their homes and land by man-made and natural disasters. Refugees typically live in temporary accommodation in camps with poor quality of water and sanitation. They are vulnerable to illnesses like Trachoma, that can lead to permanent blindness. Refugees generally live below the poverty line, and outside of mainstream health services and support. Furthermore, people with disabilities are especially vulnerable to major climate events like floods, earthquakes, tsunamis, and landslides.

MDG 8 - Developing a Global Partnership for Development

Disability issues are inseparable from development issues. A true global partnership for development cannot be achieved as long as people with disabilities remain outside development policy, planning and programming. See Articles 31 and 32 of UNCRPD.

FURTHER ACTIVITIES AND HOMEWORK IDEAS

1. Write a letter to your Government Minister responsible for overseas development, explaining why the Rights of Persons with Disabilities are vital to the successful achievement of the Millennium Development Goals.

SESSION 7

Making Action Responses

LEARNING OUTCOMES

In this session pupils will be encouraged to:

- Discuss the responses that could be made to issues of disability, both locally and globally.
- Prepare and implement an individual or group Action Plan focused upon a chosen response.

SUGGESTED ACTIVITIES

1. EXPLORING LEVELS OF RESPONSE

Activity:

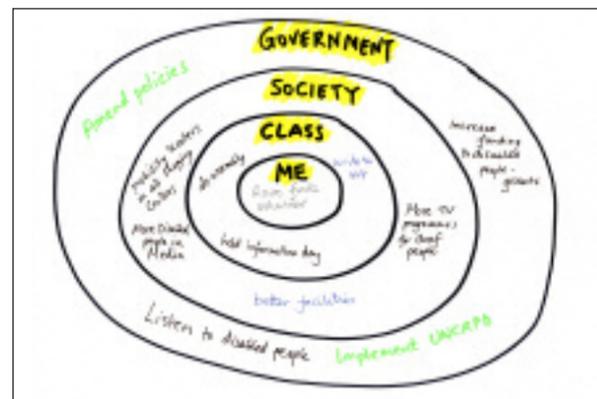
Small group exercise and whole group feedback

Time required:

- 2 minutes to introduce
- 15 minutes in small groups
- 20 minutes to feedback

Method:

Explain to the class that you are going to explore ways of responding to the challenge of protecting the rights of persons with disabilities, locally and globally. Ask the class if they can remember specific rights from the UN Convention on the Rights of Persons with Disabilities. List their answers, and then read through the simplified UN Convention provided in the resources for this session. Split the class into groups of about 6 people. Give each group a large sheet of paper and a marker pen. Ask each group to draw four concentric circles like a target, and to label the inner circle 'Me', the second circle 'Class', the third



An example of exploring different levels of response.

circle 'Society', and the outer circle 'Government'. Now ask each group to write three things into the outer and third circles to suggest practical ways that the 'Government' and 'Society' can protect disability rights locally and globally. When the groups have finished ask them to read out their ideas to the class and discuss their suggestions. Ideas written may include:

GOVERNMENT

- Implement UNCRPD in fullest possible way nationally.
- Support UNCRPD implementation in other countries by providing funding to disability rights projects, and by using diplomatic pressure.
- Increase the voices of persons with disabilities in government ministries and consultations.

SOCIETY

- Promote more positive attitudes to persons with disabilities.
- Increase facilities to meet the needs of disabled people.

Now ask each group to write down three ideas that the whole class could do. Feedback and discuss ideas in the whole group. These could be ideas within the school, or within the wider community. Ideas might include:

CLASS

- Prepare a school assembly on disability rights, perhaps coinciding with the UN Disability Day.
- Conduct a school audit to see how disability-friendly the school is, and what changes could be made.
- Invite an organisation to come in and talk about their work on disability rights.
- Produce a magazine, or a film, that discusses disability rights issues.

Finally, ask students to think about what they could do as an individual. Ask students to write one idea into the 'Me' circle on their group's chart. Feedback and discuss as a whole group. Ideas might include:

INDIVIDUAL

- Become more aware of disability rights issues and amend my own attitudes and behaviour.
- Volunteer with, or raise money for, a disability-focused organisation.
- If doing the Duke of Edinburgh Award or the President's Award, focus the community activity part on disability rights work.

2. MAKE A CLASS ACTION PLAN

Activity:

Whole group exercise

Time required:

- 2 minutes to introduce.
- 20 minutes for group exercise

Method:

From the previous activity 'Exploring Levels of Response', make a list on the board of all the ideas for 'Class' responses to disability rights issues. Summarise these ideas, and ask if anyone has thought of anything else to add. Explain to the class that you are going to vote for the most popular idea, and then you will make an Action Plan to implement the idea. This Action Plan may be theoretical, or it may be something you as a

class decide to go ahead and implement. Students have 1 vote. Go down the list and ask for a show of hands for support as you come to each idea. Write the number of votes alongside each idea. If there is a tie between 2 or more ideas, ask the students to vote again for just the ones that are tied. Keep going until the most popular idea is reached. Now use the Action Plan Template (provided in the resources of this lesson) to explore the chosen idea in more detail and to develop a project:

WHO

Who will be involved in the project, and what roles will people have?

WHAT

What is the aim of the project (general statement of intent) and what are the specific objectives (actual things you will do).

WHOM

At whom will the project be aimed - who is the target audience?

WHEN

When exactly will your activities happen?

WHERE

Where will your project happen?

WHY

What is your motivation for this project, and what changes will it bring about? How will you know if you have been successful and what methods do you have for evaluating your project?

ACTION PLAN					
WHO	WHAT	WHOM	WHEN	WHERE	WHY
Who will be involved in the project, and what roles will people have?	What is the aim of the project (general statement of intent) and what are the specific objectives (actual things you will do).	To whom will the project be aimed, and who is the target audience?	When exactly will your activities happen?	Where will your project happen?	What is your motivation for this project, and what changes will it bring about? How will you know if you have been successful and what methods do you have for evaluating your project?

Organisations offering support to help you develop disability-focused action projects are listed over the page.

EVALUATING SESSIONS

What Are Participants Learning?

It is important to evaluate the effectiveness of each of the 7 sessions. This will help you to see if you need to:

- Amend the techniques that you use to facilitate lessons, especially in relation to groups of different ability.
- Expand, or reduce, the information given in the different lessons, or introduce new sources of content.

It will allow participants to:

- Recognise what they have learnt.
- Reflect on their own contribution to, and participation in, group learning.

Activity:

Group exercise and feedback

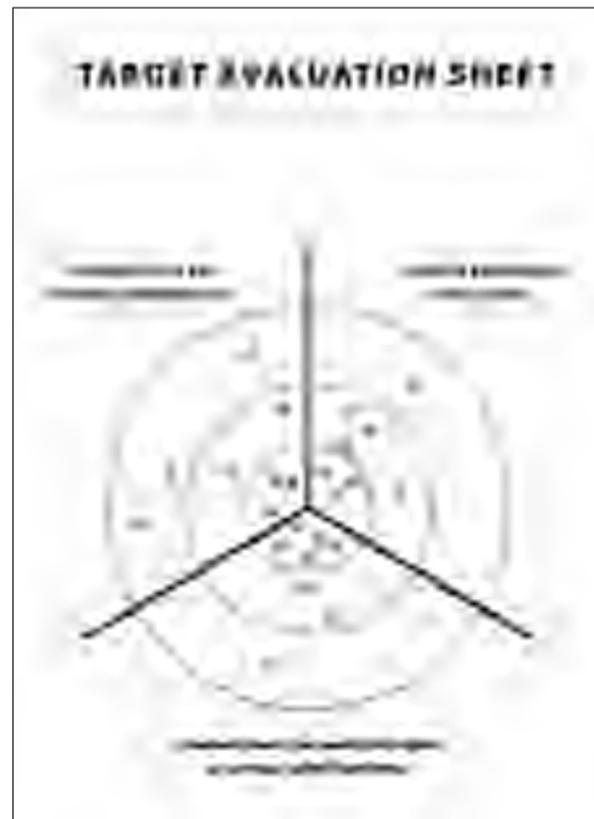
Time required:

2 minutes to introduce
3 minutes in small groups
2 minutes to feedback

Method:

Introduce the group to the theme of reflecting on what they have learnt. Included in the resources is a PDF called 'Evaluation Target Sheet' in A4 size. You can use an A4 sheet but it is much better to draw it up onto a flip chart size piece of paper. On the target there are three statements. Participants should put three dots (one in each segment) onto the target. If they strongly agree with a statement, their dot goes in the bull's eye. If they half agree,

their dot goes in the middle ring. If they don't agree, their dot goes in the outer ring. Participants can make a dot with a marker pen but giving them small round stickers is more effective. When everyone has marked the target you will all be able to stand back and get a good overview of what has been achieved. You can do this exercise after each session, or periodically as pupils progress through the sessions.



ORGANISATIONAL CONTACTS

The following organisations may be contacted by teachers and pupils seeking further information and support in the area of disability and development. Staff representing these organisations are available to visit your school to provide classroom-based activities, and to advise on Action Projects.

If you would like to arrange a school visit please contact the organisations below.



NORTH WEST

Children In Crossfire

2 St Joseph's Avenue
Derry / Londonderry
BT48 6TH

Telephone: 028 71 269898

Email: admin@childrenincrossfire.org

Children In Crossfire

Children in Crossfire is committed to the protection and promotion of the rights of the most vulnerable children caught in the crossfire of poverty. The organisation was founded in 1996 by Richard Moore. Children in Crossfire's International programme focuses on Early Childhood Development in the key areas of Healthcare and Education in Tanzania, Ethiopia and The Gambia. CiC is aware that for aid programmes to be effective in eradicating poverty and promoting human rights they must be flanked by work to change the local and international structures which underlie and perpetuate poverty. The development education team at Children in Crossfire contributes to this through raising public awareness and understanding of the causes of global injustice and providing opportunities for the public to contribute to change towards a more just and equal world. We offer training opportunities for teachers who wish to bring a global justice dimension to their teaching and we also offer training and support for volunteers and supporters who would like to be active global citizens and make a difference.

"Be the change you wish to see in the world" Gandhi.



EAST

War On Want NI

1 Rugby Avenue
Belfast

Northern Ireland

BT7 1RD

Telephone: 028 90 232064

Email: information@waronwantni.org

War on Want NI

War on Want NI has been in existence for 50 years. Our Vision is of a world where everyone has access to the resources they need to achieve their full potential. Our Mission is to alleviate poverty by working in partnership with organisations representing poor communities in developing countries, and challenging the systems that keep them poor. To achieve our mission, War on Want NI works in some of the poorest countries in Africa, in partnership with local poverty alleviation groups who representing vulnerable people. Together we provide financial, organisational and capacity building support to bring about sustainable livelihood security. At home we raise awareness of the causes and effects of poverty by delivering development education and, through our membership of the Coalition of Aid and Development Agencies, Climate Change Group and Dochas, we campaign and lobby for change to benefit poor people.



EAST
Disability Aid Abroad
 C/O Disability Action
 Portside Business Park
 189 Airport Road West
 Belfast BT3 9ED
 Telephone: 028 90 297880
 Email: info@disabilityaidabroad.org

Disability Aid Abroad

Disability Aid Abroad is an International charity based in Belfast Northern Ireland and Portland Oregon, established to improve the lives of people with disabilities living in developing countries. These people are the 'forgotten voice' of international aid, and they need urgent specific targeted help. Disability Aid Abroad is organised and run by people who have professional expertise in developing programmes to assist disabled people with employment support, educational training, mobility and disability awareness. We run similar disability programmes in developing countries directly and indirectly using this expertise.



SOUTH
CBM Ireland,
 FREEPOST,
 M:TEK Building,
 Knockaconny,
 Monaghan,
 Co.Monaghan
 Telephone: +353 (0) 47 71820
 Email: info@cbm.ie

CBM Ireland

CBM Ireland is a voluntary member of CBM International – a global Christian development organisation committed to improving the quality of life of persons with disabilities throughout the world's poorest communities. CBM Ireland believes that significantly improving the life of persons with disability can only be achieved by a comprehensive approach including the provision of medical and rehabilitation services but also to enable persons with disability to look after themselves by creating opportunities to go to school, learn a trade or access a job and thrive within their own community. CBM not only provides life changing surgery and treatment, we also work at preventing disability from occurring for thousands of people every year and relentlessly fight for the elimination of diseases such as river blindness, trachoma and other neglected tropical diseases. CBM is also actively involved in the fight against HIV AIDS especially in making sure that persons with disability have equal access to information and treatments.



SOUTH WEST
Livability
 Fermanagh House
 Broadmeadow Place
 Enniskillen
 Co. Fermanagh BT747H
 Telephone 028 66 320091
 Email: info@livability.ie

Livability

Livability gives disabled and disadvantaged people real choice about how they live their lives. Livability is the UK's largest Christian disability charity and we run a wide range of services for disabled adults and children. Our overseas work aims to increase the quality and coverage of essential healthcare, rehabilitation and community inclusion services for disabled people in the developing world; and to advocate for positive change and facilitate practical action in relation to their rights as enshrined in the UN Convention on the Rights of Persons with Disabilities. In furtherance of our mission, we have developed an operating model and programmes, that incorporates service, technical and capacity development; training and human resource development; organisational capacity development; networking, exchange and collaboration; research; and advocacy, awareness and development education.

THE FILMS



RODINSON and SEBASTIAN in Haiti
 Running Time: 10 mins



ANITA and LAXMI in Nepal
 Running Time: 17 mins



PHAN VAN HUY in Vietnam
 Running Time: 17 mins



ELIAS in Ethiopia
 Running Time: 10 mins



KIRSTEN in Northern Ireland
 Running Time: 12 mins



JUDITH in Tanzania
 Running Time: 15 mins



FABIOLA and MACK in Bolivia
 Running Time: 16 mins

THE FILM-MAKER

The films were made by Michael Brown, the Director of the Development Media Workshop. Michael has over twenty years experience working in development communication and development education, both locally and globally. He has a PhD in participatory development communication.



The Development Media Workshop was established in 2005. It focuses on development and environmental issues, using media and educational materials to promote awareness and discussion of important issues, locally and globally.



DEVELOPMENT MEDIA WORKSHOP
www.developmentmediaworkshop.org
www.vimeo.com/channels/dmw

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www.developmentmediaworkshop.org
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