

## Development Education opportunities for Junior Cycle Business

### Relevant Statement of Learning (SoL)

**SoL 9** The student understands the origins and impacts of social, economic and environmental aspects of the world around him/ her

**SoL 18** The student observes and evaluates empirical events and processes and draws valid deductions and conclusions

### Syllabus links

Topics such as trade, enterprise, banking and basic economic s can all be linked with activity and developments in the Global South

### Sample learning activities

#### Banking

A different way to bank: Mobile money

Vodafone CEO explains the success of mobile banking in the Global South, where the concept of traditional banking has been revolutionised through the use of the mobile phone, allowing marginalised groups to partake in a banking system

<https://www.youtube.com/watch?v=TNrDv4PQdCc>

<https://www.youtube.com/watch?v=GvY9pHI5AbE>

**Concern** short video showing the positive effects of mobile phone possession in isolated and vulnerable communities

#### Enterprise

Two interesting article on the powerful effect the mobile phone has had on opportunity in many walks of life in Africa, including enterprise and business:

<http://www.bbc.com/news/business-28061813>

<http://www.theguardian.com/technology/2011/jul/24/mobile-phones-africa-microfinance-farming>

<http://www.theguardian.com/world/video/2011/jul/24/uganda-mobile-phone-development-video>

#### Trade

A well detailed resource which looks at the “big players” in the global food economy such as WTO, GATT agreements etc and the impact this has on other countries. It also addresses issues such as quotas and food dumping coexisting alongside food poverty.

<http://www.trocaire.org/education/resources/business-food-who-makes-rules>

**Value Added in Africa, (Irish NGO)** : A useful specifically made pack for business teachers exploring Irish trade links with particular African countries, Ethiopia, Tanzania, Lesotho, Mozambique, Uganda, and Zambia. This is designed as a TY unit or alternatively to be “dipped” into for a business teacher.

<http://www.proudlymadeinafrica.org/education/2nd-level1>

(PDF and word versions)

**Profit and Loss** .. looking at exploitative labour

<http://www.oxfam.org.uk/education/resources/looking-behind-the-logo>

Simple but effective activities from Oxfam UK. Using the life of 25 year-old sweatshop worker Mara from Cambodia, pupils will learn about:

the labor behind branded trainers and sportswear  
factory conditions and workers' rights  
the causes and consequences of the use of cheap labour in poorer countries

[http://www.fairtradesouthwest.org.uk/uploads/resources/17\\_pdf.pdf](http://www.fairtradesouthwest.org.uk/uploads/resources/17_pdf.pdf)

Useful resource which focuses on the unfair trade supply line in the production of cotton. There are many short video links included in this resource, and also a section relating to the danger for many in the developing world in joining a trade union.( It also includes guidelines on how you might make your school a “Fair Trade School.)