JUNIOR CYCLE
HISTORY

Irish Aid
An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

WorldWise Global Schools

Change
Cooperation
Diaspora
Displacement
European Union
Famine
Gender equality
Genocide
Human rights
Identity
International relations
Justice
Memory
Peace
Sustainable development
United Nations
War and conflict

DOING DEVELOPMENT
EDUCATION

CHANGING
ATTITUDES
DEVELOPING
SKILLS
GROWING
KNOWLEDGE

WHAT IS DEVELOPMENT EDUCATION?

Development Education (DE) is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. DE seeks to engage people in analysis, reflection and action for local and global citizenship and participation. DE is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels.

Key components of Development Education:

- **Methodologies** which are learner-centred and participatory

- **Knowledge** about how the world works

- **Skills** of critical thinking, reflection, problem solving, analysis and teamwork

- **Values and attitudes** of solidarity, respect and empowerment

- **Action** to effect change for a more just and equal world

History says, Don't hope
On this side of the grave,
But then, once in a lifetime
The longed-for tidal wave
Of justice can rise up
And hope and history rhyme.

Seamus Heaney, The Cure at Troy:
A Version of Sophocles' Philoctetes

"QUOTE HERE...."

- Teacher Name, School.

THE AIM OF THIS RESOURCE

This resource aims to support teachers of History to teach through a global justice lens, a lens with great educational benefits, which meets the requirements as laid out in the junior cycle History specification, and in the (2015) *Framework for junior cycle*. It is one of a series of WorldWise Global Schools resources that support teachers in different subject areas to address Development Education-related themes and concepts. The Doing DE resource series enables teachers to challenge their students to look at our world, and our place in making it more just, equitable and sustainable.

DEVELOPMENT EDUCATION (DE) AND JUNIOR CYCLE HISTORY

The rationale for junior cycle History recognises the importance of historical consciousness, the ability to 'orient ourselves in time and to place our experiences in a broader framework of human experience,' as being an important skill to transform 'the way that we perceive the world and our place in it' and to inform 'how we see the future development of the world' (NCCA, 2017: 6).

Both Development Education and junior cycle History share the central aims of striving to instil in people 'a respect for integrity, objectivity and looking at issues from different perspectives'; to support them to become critical thinkers so that they can 'interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda'. Both also try to help 'students to understand more about how people live today' and 'how to address the problems of today' (NCCA, 2017: 7).

STATEMENTS OF LEARNING

DE contributes to the achievement of all seven Statements of Learning mentioned in the junior cycle History specification, but is most explicitly evident in:

Statement of Learning 6:

The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

Statement of Learning 7:

The student values what it means to be an active citizen, with rights and responsibilities to local and wider contexts.

Statement of Learning 8:

The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.
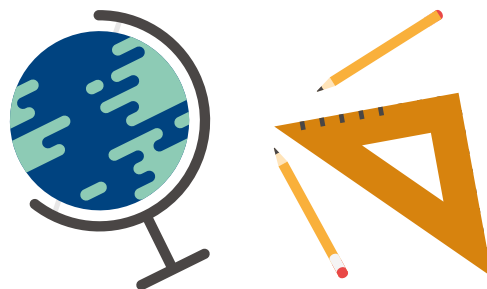
Statement of Learning 9:

The student understands the origins and impact of social, economic and environmental aspects of the world around him/her.

> **Doing DE in junior cycle History does not mean doing something extra.**

KEY SKILLS

The eight key skills outlined in the *Framework for junior cycle* (2015) have much in common with those engendered when a DE approach is employed. DE therefore contributes to the key skill elements articulated in the junior cycle History specification.

Key Skills of Junior Cycle

Developing my understanding and enjoyment of words and language

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

BEING LITERATE

MANAGING MYSELF

COMMUNICATING

KEY SKILLS

STAYING WELL

WORKING WITH OTHERS

BEING CREATIVE

MANAGING INFORMATION & THINKING

BEING NUMERATE

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding
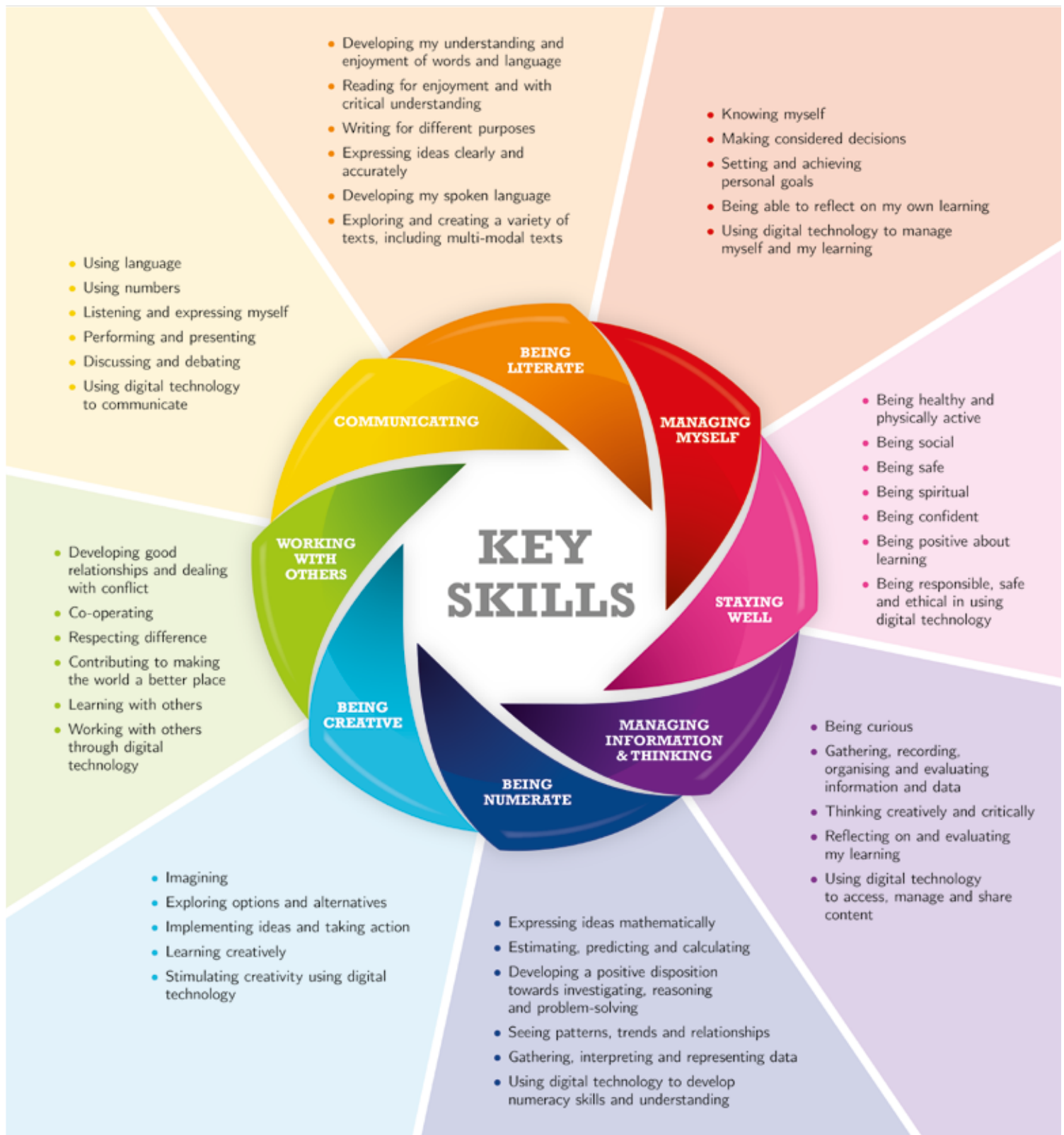
Figure 1: Eight junior cycle key skills with associated key skill elements

LEARNING OUTCOMES AND ASSESSMENT

DE themes are integral to learning outcomes from across the three strands of the junior cycle History specification. This resource supports teachers to take advantage of the opportunities to create rich and layered learning experiences and outcomes for students, supporting ongoing and summative assessment tasks, with opportunities for self and peer-assessment, as well as opportunities for teachers to give feedback to individual learners.

Learning outcomes in the History specification are organised into three strands. Strand One: The Nature of History is both a formational and a unifying strand. Strands Two (The History of Ireland) and Three (The History of Europe and the Wider World) are contextual strands. The learning outcomes in Strand One focus on the nature of history as a discipline, while the skills, concepts, values and attitudes that inform the learning of history are intended to inform teaching, learning and assessment associated with learning outcomes in the two contextual strands.

Figure 2: History strands and strand elements

Learning outcomes and assessment (cont.)

To show how DE is embedded across junior cycle History, this resource exemplifies a cross-section of eight learning outcomes from across Strand Two (The History of Ireland) and Strand Three (The History of Europe and the Wider World), representing each of the three cross-cutting contextual strand elements. In keeping with the formational and unifying nature of The Nature of History, Strand One learning outcomes are embedded throughout the activities suggested in this resource.

Strand One The Nature of History	Strand Two The History of Ireland	Strand Three The History of Europe and the Wider World
Developing historical consciousness LOs 1.1-1.4	Recognising key changes LO 2.1	LO 3.1 LO 3.4
Working with evidence LOs 1.1-1.4	Exploring people, culture and ideas LO 2.7	LO 3.10
Acquiring the 'big picture' LOs 1.1-1.4	Applying historical thinking LO 2.13	LO 3.12 LO 3.14

Figure 3: Learning outcomes supported in this resource

Doing DE in junior cycle History lends itself to the completion of Classroom-Based Assessments (CBAs). For example, in their individual, pairs or group 'The past in my place' display (CBA 1) in second year, students investigate, discover, display and reflect on their study of an issue, event, theme or person relating to their locality. The Assessment Guidelines encourage students who come from other countries (or whose families have origins in other countries) to consider focusing on the place from which they or their families originate. In this way, students gain 'greater appreciation and understanding of difference and diversity in the classroom and in society' (page 9).

A deliberate DE focus in junior cycle History can help students to achieve in the individual 'A life in time' written record (CBA2), carried out in third year. For example, you could support your students to consider scoping, researching, creating a written record and then reflecting on their learning and the experience of being a historian through a focus on:

- A significant historical figure from the Global South - for example, using UNESCO's Women in African history resources: https://en.unesco.org/womeninafrica/

- A significant Irish, European or wider world historical figure who held strong views on issues that are still current and/or controversial, for example Lady Jane Wilde (on women's rights), John Mitchel, William Wilberforce or Frederick Douglass (on slavery), Padraig Pearse (on blood sacrifice), James Connolly (on labour rights), Caroline Chisholm (on migrant rights), Che Guevara (on poverty), Harvey Milk (on LGBT+ rights), Maya Angelou (on civil rights), Wangari Maathai (on the environment) etc.

- A significant historical figure who committed atrocities against specific groups of people, for example King Leopold II of Belgium (in the Congo), Adolf Hitler, Ismail Enver Pasha (against Armenians in Turkey), Pol Pot (in Cambodia).

RESOURCE STRUCTURE

In the following pages the twelve learning outcomes identified in Figure 2 on page 5 are presented with relevant background information, ideas for activities in the classroom and beyond, and useful links with additional information to support teaching, learning and assessment in Digital Media Literacy classrooms.

There is a Thinking about Global Goals heading in each section, referencing one or more of the United Nations (UN) Global Goals for Sustainable Development. These are a universal set of goals, targets and indicators that UN member states, including Ireland, have committed to use to frame their agendas and policies until 2030. As Digital Media Literacy teachers, you will find the Global Goals very useful in terms of ensuring your students experience teaching and learning which 'encourages participation, generates engagement and enthusiasm, and connects with life outside the school' (DES, 2015. Framework for Junior Cycle, page 11).

MAIN LEARNING OUTCOME (LO)	PAGE NUMBER
LO 2.1	
LO 2.7	
LO 2.13	
LO 3.1	
LO 3.4	
LO 3.10	
LO 3.12	
LO 3.14	

STRAND TWO: THE HISTORY OF IRELAND

STRAND ELEMENT: RECOGNISING KEY CHANGES

Entry point learning outcome = 1.2

Students should be able to: '**recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns,** and one plantation'.

FOCUS:
Quaker influence on the growth of towns, economic activity and identity on the island of Ireland

George Fox (1624-1691) was born in Leicestershire, England. As a young man he became disillusioned with what he perceived as the excess of the church. Together with other 'seekers' who wanted to live simple Christian lives, he founded The Religious Society of Friends, also known as Quakers. The first recorded Friends Meetings for Worship in Ireland were held in 1654 at the home of William Edmundson in Lurgan, Co. Armagh. From then until World War 1, Quakers contributed greatly to social and economic development on the island of Ireland.

During the 1680s, Quakers from the North of England were amongst those arriving as settlers under the Ulster Plantation. From Ulster, some of the early Quaker settlers moved to the midlands. Towns like Mountmellick, Co. Laois grew from very small to large settlements because of the employment opportunities available in Quaker-owned industries. In Mountmellick, these businesses were so successful that the town became known as the 'Manchester of Ireland'.

All around Ireland, Quakers owned and operated milling, textiles, shipping, imports and exports, food, tobacco, brewing and iron production and railways. Today, many Quaker names are still prominent in commercial life, including as Goodbodys, Bewleys, Pims, Lambs, Jacobs, Edmundsons, Perrys and Bells.

Quaker families were successful in business for several reasons: their religious convictions meant that they believed it was right to offer a good product for a fixed, and reasonable, price; and they believed in honesty and integrity in all their dealings. They led relatively simple lives, did not gamble, drink alcohol or engage in lavish spending on housing or clothing, and they did not overextend financially. This helped them to build up capital to start their businesses and weather economic difficulties. As their religious beliefs also forbade them to swear the oath, including the oath of allegiance to the monarch, they could not go to university and instead they put their energies into business. Quaker families around Ireland kept in close contact, regularly visiting each other's Meeting houses. Members of one family would serve their apprenticeships in the businesses of other Quaker families and they regularly intermarried.

Friends were good employers, and this led to a loyal workforce. The Malcomsons, who had a huge cotton mill in Portlaw, Co. Waterford, employing 1,800 workers in the 1840s, built a model village for their workers. The Richardsons, who were involved in the linen business in Co Armagh, built a model village in Bessbrook.
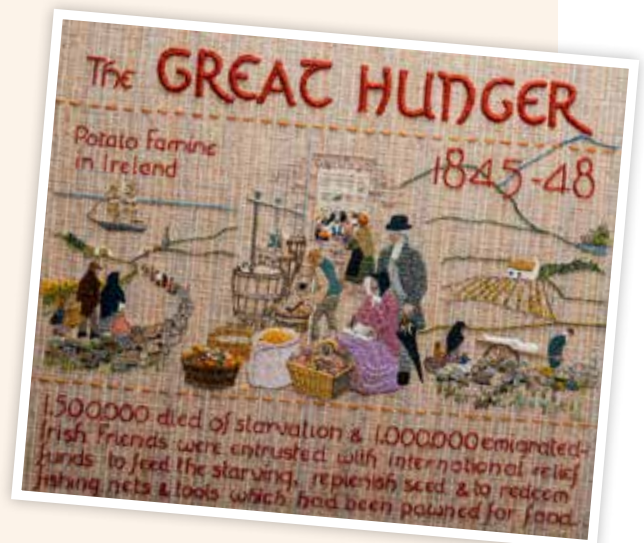
Over the years, the Quakers gained a reputation as reformers, spurred on by their core belief that all people were equal. They opposed slavery and all war 'as inconsistent with the spirit and teaching of Christ'. They were involved in prison reform and attempts to abolish the death penalty. Quaker schools were highly regarded for the quality of their education. These schools were multi-denominational, for example the Quaker boarding school in Ballitore, Co Kildare, another Quaker-founded town, was attended by Paul Cullen (first Irish Catholic Cardinal), Napper Tandy (revolutionary) and Edmund Burke (parliamentarian).

In 1846, one of the worst years of the Great Famine, Quakers were instrumental in setting up soup kitchens, providing seeds for planting, and promoting the fishing industry. Letterfrack, in County Galway, was founded by Quakers at this time. As resident landlords in Letterfrack from 1849, James and Mary Ellis built a schoolhouse, provided housing for tradesmen, a shop, a dispensary, and a temperance hotel.

Irish Friends set up a Central Relief Committee in Dublin, with members from Belfast, Waterford, and Limerick distributing clothing and over 36,000lbs of seeds to sow 10,000 acres, along with tools for farming and fishing. By 1852, the Quakers had helped 40,000 people and handled £100,000 in aid, the equivalent of €10 million in today's money. Some of the money was used to fund emigration to Canada and America.

'The Great Hunger'
a scene from the Quaker Tapestry*

In Northern Ireland, the Quakers were active in the peace process and reconciliation activities. With the introduction of internment in 1971, the Ulster Quaker Service Committee set up the Visitors' Centre in the Maze prison, providing a minibus to help families of prisoners with transport difficulties. In 1980, 'Quaker Cottage' was opened on a site in Black Mountain, west of Belfast and developed into a cross-community support group working with mothers and children from mixed communities. In 1982, 'Quaker House' was opened in Belfast as a joint project of British and Irish Friends to provide space where people with differing viewpoints could meet and talk.

The social and economic decline of the Friends in Ireland has been traced back to 1860, when they introduced reforms allowing marriage outside their society. After the first World War many Quaker millers went bust and as the 20th century progressed, the Quaker presence in Irish business ebbed. Bewleys cafes was the last large Quaker-run business in Dublin and the family's control ended in the 1980s. The 2016 Census recorded 848 Quakers living in the Republic of Ireland.

* The Quaker Tapestry consists of 77 panels illustrating the history of the Society of Friends from the 17th century to the present day. In 1981, an 11-year-old boy at a Quaker meeting in the southwest of England suggested that the Quaker story could be told on tapestry. His teacher, Anne Wynn-Wilson, an accomplished embroiderer, took the lead on the project. Four thousand men, women and children from 15 countries worked on the tapestry between 1981 and 1989. The tapestry is worked in crewel embroidery using woollen yarns on a handwoven woollen background. In addition to using four well-known stitches (split stitch, stem stitch, chain stitch and Peking knot), Wynn-Wilson invented a new stitch, known as Quaker stitch, to allow for curves on the lettering.

Thinking about Global Goals

By 2030...

- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

- **Goal 10:** Reduce inequality within and among countries.

- **Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable.

8 DECENT WORK AND ECONOMIC GROWTH   **10 REDUCED INEQUALITIES**   **11 SUSTAINABLE CITIES AND COMMUNITIES**

Teaching and learning activities

Town planning
Links also to LOs 1.3 & 2.11

Choose your nearest Irish town where there was significant Quaker influence (e.g. Mountmellick, Co. Laois; Clara, Co. Offaly; Portlaw, Co. Waterford; Bessbook or Lurgan, Co. Armagh).

Carry out online research into the Quaker history in this town, searching particularly for information and images relating to historic Quaker buildings.

Use what you know about the Religious Society of Friends to create a plan for a Quaker town which must include: homes, a school, a meeting house, a temperance hotel, a cemetery (graveyard) and a model farm.

Historical jigsaw
Divide into five groups. Each group researches and becomes an 'expert' on one of the following Quaker-founded businesses: Bewleys cafe Dublin, Jacob's biscuits, A & L Goodbody's law firm, Pim's railway company, Penrose Waterford glass works.

Mix your groups so that at least one expert on each Quaker business is in your new group.

Take turns to teach each other what you have learned.

Source location
Links also to LOs 1.8 & 2.7

William Bennett was an English Quaker, who travelled around west and south-west Ireland in March and April 1847. Shortly afterwards he published a book, called Narrative of a Recent Journey of Six Weeks in Ireland in Connexion with the Subject of Supplying Small Seed to some of the Remoter Districts with Current Observations on the Depressed

Circumstances of the People, and the Means Presented for the Permanent Improvement of their Social Condition (London 1847). Bennett donated the proceeds of this book to famine relief.

Search for William Bennett's book using http://www.worldcat.org and make a list of three or more libraries where the book can be found.

Friendly Activists
Links also to LOs 1.8 & 2.7

Over time, Quakers all around the world have been active in (1) the anti-slavery movement; (2) in favour of women's rights; (3) prison reform; (4) the treatment of patients in mental health institutions or asylums; and (5) peace and reconciliation campaigns.

Identify Quaker figures of historical significance for each of these movements or campaigns.

Create a timeline of Quaker activists, tracking the rise and fall of these movements or campaigns for social change.

Quaker commitment
Links also to LO 1.10

In 2011, Quakers in Britain publicly committed to becoming a low-carbon, sustainable community. They campaign for climate and energy justice, and to build a fairer economy which is not powered by fossil fuels (coal, oil and gas).

Imagine that you have been asked to design a 78th panel for the Quaker Tapestry to mark this commitment to sustainable development. Present your finished sketch to the rest of the class, explaining the various elements of your design.

NOTE FOR TEACHERS:
In 2018, Ireland made history by becoming the first country to pass a bill stopping the investment of public money in fossil fuels. This is known as fossil fuel divestment.

Useful Links

Bibliography

- M. Goodbody, *The Goodbodys: Millers, Merchants and Manufacturers – the story of an Irish family*, 1630-1950 (Dublin, 2011)

- C. Keena, 'A Quaker take on Irish business history' in *Irish Times*, 2 March 2013: **https://www.irishtimes.com**

- J. O'Brien, 'How the Quakers changed Ireland for good' in Irish Independent, 16 July 2018: **https://www.independent.ie**

- Quaker Tapestry: **https://www.quaker-tapestry.co.uk/**

- The Religious Society of Friends in Ireland: **https://quakers-in-ireland.ie**

STRAND ELEMENT: EXPLORING PEOPLE, CULTURE AND IDEAS

Entry point learning outcome = 2.7

Students should be able to: investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and **examine the significance of the Irish Diaspora.**

FOCUS:
The significance of the Irish diaspora in the context of the global displacement of people today

In 2017, at a speech at the unveiling of an Irish famine memorial in Subiaco, Perth, Australia, Michael D. Higgins compared modern refugees to the millions of Irish people who fled Ireland during and after the Great Famine.

Can we, of Irish extraction, borrow from our own history when faced, as we are today, with the largest number of displaced people on the planet since the Second World War? Is the plight of those risking everything to cross continents and seas in search of refuge or a better life so different from the choices that faced our own people?

Approximately ten million people have emigrated from Ireland since 1800. Historians estimate that 1.5 million of these left Ireland during and in the years immediately after the Great Famine of 1845-1849. Today, an estimated 70 million people around the world claim Irish ancestry.

The concept of migration as adaptation is evident across several of the Global Goals for Sustainable Development. People leave their homeplace because of hunger (Goal 2), in search of work and a decent standard of living (Goal 8), in response to persecution or conflict (Goal 10) and/or because of an inability to live with the consequences of climate change (Goal 13).

Most countries send out oil or iron, steel or gold, or some other crop, but Ireland has had only one export and that is its people.

American President John F. Kennedy, speech during his 1963 visit to Ireland

Adapt or perish, now as ever, is nature's inexorable imperative.

H.G. Wells,
British author

We are now witnessing the highest levels of forced displacement on record. In 2018, the UNHCR estimated that an unprecedented 68.5 million people around the world have been forced from home. This included nearly 25.4 million refugees, over half of whom are under the age of 18. Forty million of those forced to flee are internally displaced, meaning that, unlike refugees, they have not left the borders of their own country. In 2018, refugees were mainly hosted in Turkey, Uganda, Pakistan, Lebanon and the Islamic Republic of Iran.

Europe is the destination for a minority of refugees each year:

YEAR	Mediterranean arrivals by sea	Dead & missing
2017	172,301	3,139
2016	362,753	5,096
2015	1,015,078	3,771
2014	216,054	3,538

Despite a perception to the contrary, the refugee crisis is therefore a crisis in the Global South, rather than a crisis that is affecting solely rich countries in the Global North.

In 2015, the Irish Refugee Protection Programme (IRPP) was established. Under this programme the Irish government committed to accept 4,000 refugees, using a variety of mechanisms. By 5 July 2018, 1,022 of the 2,622 expected asylum seekers had been relocated from Greece to Ireland via the EU Relocation Programme. 1,040 programme refugees were to arrive under the UNHCR resettlement programme, but many of these people are now expected in late 2018 or 2019. Others were come to Ireland via the Calais Special Project, although only 36 of the 200 expected unaccompanied minors arrived by March 2018, and also via family reunification schemes. Delays in meeting targets have been attributed to red tape in other EU countries, mostly to do with security clearance for refugees.

Thinking about Global Goals

By 2030...

- **Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

- **Goal 10:** Reduce inequality within and among countries.

- **Goal 13:** Take urgent action to combat climate change and its impacts.

Teaching and learning activities

Mapped
Linked also to LOs 1.1 & 2.11

Talk to family members about your own family's experience of migration in the past. Find out where your relatives came from or moved to.

In class, use two different coloured pins (one for came from and the other for moved to) to identify these locations on a map of the world. Discuss the range of places on the map, your family's current connection to these places and any interesting or surprising recollections you heard during your research.

Venn diagram
Linked also to LOs 1.1 & 3.14

People leave their countries of origins for lots of different reasons, these are sometimes referred to as push or pull factors.

Compare the reasons why Irish people left Ireland during the Great Famine and the things that force refugees to flee their homes, using a Venn diagram with two overlapping circles.

Use your completed Venn diagram to answer the question posed by Michael D. Higgins: *Is the plight of those risking everything to cross continents and seas in search of refuge or a better life so different from the choices that faced our own people?*

Gallery
Linked also to LO 1.1

According to historian L. Perry Curtis, between 1840 and 1900 the way that Irish people were portrayed in the newspapers in the United Kingdom and America changed (see link below). Initially, in political cartoons, they were drawn as harmless, alcoholic peasants. There was a change after the 1860s to showing them as scary ape-like creatures who were a threat to law and order. In the United Kingdom, this change was linked to the fear of Fenianism and in America, this change is associated with a rise in nativism in response to the growing number of Irish and other immigrants.

Google cartoon images of Irish immigrants in Victorian publications (e.g. UK: *Punch, July,* USA: *Harper's Weekly, Puck*).

Create a class gallery of these cartoons and discuss the possible impact of these images on Irish immigrants arriving in the United Kingdom and America.

Diaspora on our doorstep
Linked also to LOs 1.1 & 3.14

Carry out a media audit and find examples of images, headlines and articles that portray modern-day refugees positively, negatively and from a balanced perspective. Hint: you might like to start with Sorcha Pollak's *Irish Times* series of articles 'New to the Parish' (see link below).

Use mind maps to compare media portrayal of modern-day refugees with the way that Irish immigrants were portrayed in the past.

Placard

Linked also to LOs 1.1, 2.13 & 3.14

Imagine you are attending a march either celebrating or protesting Ireland's record in relation to the current refugee crisis.

Design the placard you would carry on the march. Your placard should: include an image and/or text making it clear whether you are celebrating or protesting Ireland's record; and make a link between the refugee crisis and Ireland's emigrant past.

Useful Links

Background information

- Dail debates written answer re refugee resettlement programme (Mick Wallace & David Staunton), 5 July 2018: **https://www.kildarestreet.com**

- Department of Justice and Equality, 'Irish Refugee Protection Programme': **http://www.integration.ie**

- EMIGRE: Current Irish Emigration and Return, Geography Department, UCC: **https://www.ucc.ie/en/emigre/**

- EPIC: The Irish emigration museum: **https://epicchq.com/**

- Government of Ireland, 'This is Ireland: global and diaspora': **https://www.ireland.ie**

- M. D. Higgins, speech by the President of Ireland Unveiling of Irish Famine Memorial Subiaco, Perth, Australia Monday, 9th October 2017: **https://static.rasset.ie/documents/news/2017/10/president-higgins-speech-perth-australia.pdf**

- UNHCR operations data portal - Mediterranean arrival statistics: **http://data2.unhcr.org/en/**

- UNHCR refugee figures at a glance: **http://www.unhcr.org**

Gallery

- L. Perry Curtis. *Apes and Angels: The Irishman in Victorian caricature* (Washington & London, 1974).

Diaspora on our doorstep

- Sorcha Pollak's *Irish Times* series of articles 'New to the Parish': **https://www.irishtimes.com**

STRAND TWO: THE HISTORY OF IRELAND

STRAND ELEMENT: APPLYING HISTORICAL THINKING

Entry point learning outcome = 2.13

Students should be able to: '**analyse the** evolution and **development of Ireland's links with Europe**'.

FOCUS:
THE ROLE OF THE EUROPEAN UNION IN THE PEACE PROCESS

In 2012, the European Union (EU) was awarded the Nobel Peace Prize. In justifying its decision, the Norwegian Nobel Peace Prize committee recognised the EU's most important result as 'the successful struggle for peace and reconciliation and for democracy and human rights'. The EU played and continues to play a 'stabilizing part' which has 'helped to transform most of Europe from a continent of war to a continent of peace' (Norwegian Nobel Committee, 2012).

The committee noted the EU's contribution to making war among the founding member states 'unthinkable'. The committee also praised how the prospect of accession (joining) to the EU had helped to settle ethnically-based national conflicts and foster reconciliation in the Balkans. It stressed the EU's role in consolidating democracy in member states. Peace, for the committee, was thus more than the absence of war, but also the reduced prospect of conflict.

After WWII, the EU's founding fathers—including Jean Monnet, Robert Schuman, Paul-Henri Spaak, Alcide de Gaspari and Konrad Adenauer— envisaged a unique form of international partnership between former rivals and antagonists across the continent and sought to bring this about through strengthened trade links, the sharing of decision-making and the creation of supranational institutions. They held the deep moral and political conviction that Franco-German reconciliation was imperative to a lasting peace in Europe. What began as a purely economic union (European Economic Community or EEC) in 1958, has evolved into a political union with shared policies from climate, environment and health to external relations and security, justice and migration.

Britain and Ireland joined the European Economic Community (EEC) together in 1973. This new political reality had a transformative impact on Ireland's relations with our nearest neighbour. Before this, political ties between the two countries were often strained. There was disagreement on constitutional issues throughout the 1930s as the independent Irish State sought to complete its political separation from the UK. As late as the 1950s, Ireland was campaigning internationally against partition. The outbreak of the Northern Ireland 'Troubles' occurred just four years before the two countries joined the EU. At that time, London and Dublin had very different approaches to the Northern conflict and how it might be resolved. After joining, bilateral relations between Ireland and the UK strengthened within the multilateral setting provided by the EU.

Dedicated PEACE programmes in Northern Ireland have been funded by the EU since 1995. Between 1995-2013, this represented funding of EUR 1.3 billion. PEACE I (1995-1999) and PEACE II (2000-2006) received funding from all the EU Structural Funds, however PEACE III (2007-2013) was funded solely by the European Regional Development Fund (ERDF). All PEACE programmes on the island are cross-border cooperation programmes, between Ireland and the UK and have two main aims:

- reconciliation between communities involved in the conflict in Northern Ireland and the border counties of Ireland; and
- contributing to peace through investment in economic and social stability.

The current programme (PEACE IV, 2014-2020), with a total value of EUR 270 million, has four main objectives:

- shared education;
- helping children and young people;
- creating shared spaces and services;
- building positive relations at a local level.

Since 1995, the EU-funded PEACE programme has invested in projects to support victims and survivors, young people, businesses, infrastructure and urban regeneration projects, as well as projects in support of immigrants and to celebrate the ethnic diversity in society. This programme is now seen as model peace-building policy with application in other post-conflict regions in Europe and beyond.

The United Kingdom's vote to leave the EU raised the prospect of the reintroduction of the border between Northern Ireland and the Republic of Ireland, even if only to ensure the integrity of the EU's customs union. At the very least, the symbolism of this border would undermine the EU's quiet but vital contribution to the Northern Ireland peace process.
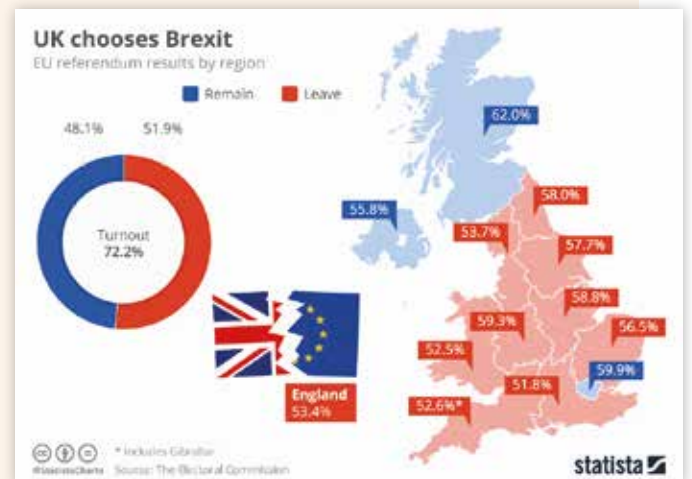

Figure 1: Research undertaken in 2018 by European Movement, an independent NGO that campaigns for people to get involved in and shape the European Union.

Figure 2: The results of the 2016 United Kingdom European Union membership (Brexit) referendum

Thinking about Global Goals

By 2030...

- **Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Teaching and learning activities

Discover sources
Links also to LOs 1.6, 1.8, 1.10

Learn about Ireland's journey to membership of the European Union (then the EEC) between 1950-1973 by reading a Department of Foreign Affairs and Trade downloadable pdf (see Links section).

Make a list of the different types of sources used to trace Ireland's accession journey in this document. In each case, indicate whether the source is a primary or secondary source.

Source quote
Links also to LOs 1.6 & 3.12

Find quotes by the founding fathers of the European Union, about the importance of integration for peace and reconciliation. Use these quotes, together with relevant images, in a poster for Europe Day (9 May). On the bottom right hand corner of your poster, include a bibliography referencing the sources you consulted in the creation of your poster.

Europass CV
Links also to LOs 1.7, 1.9, 2.5 & 3.12

Using the Europass CV template, work together in small groups to create the CV of one significant historical figure involved founding of the EU or in the peace process on island of Ireland (see Links section).

Your finished CV should focus on the experiences and career of your chosen subject that helped to bring about peace.

European memories
Links also to LOs 1.11, 2.11 & 3.12

There have been seven referendums relating to Ireland's membership of the European Union, the first of which was in 1972. These are:

1972: Accession to the European Communities

1987: Single European Act

1992: Treaty on European Union

2002: Treaty of Nice

2008: Treaty of Lisbon

2009: Treaty of Lisbon

2012: Treaty on Stability, Coordination and Governance in the Economic and Monetary Union

All except the first Treaty of Lisbon were passed and resulted in changes to Bunreacht na hÉireann (Irish constitution).

Pick one of these referendum to research (see Links section), then interview older relatives or members of the community who voted in this referendum. Ask them to recall their voting experience and attitudes to the European Union at the time and now.

Audio record their recollections (with their permission!) and create an electronic archive for donation to your school library or local library, museum or historical society.

'Peace' of pie
Links also to LOs 1.2, 2.5 & 3.12

Copy the 'peace' of pie graphic organiser, on your right. Use what you know about the evolution and development of Ireland's relationship with the EU to identify different arguments in response to one of the following statements:

- The European Union has played a vital role in maintaining peace in Northern Ireland

- Brexit will have no impact on peace in the European Union
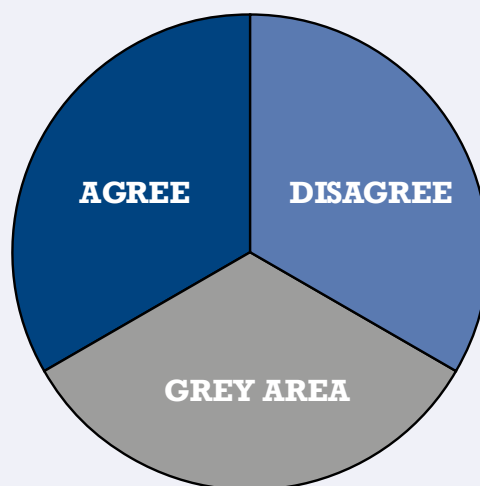
Useful Links

Bibliography

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- The European Union in brief: **https://europa.eu**

- European Commission Representation in Ireland, 'Ireland in the European Union': **https://ec.europa.eu/ireland/about-us/ireland-in-eu_en**

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- D. Mulhall, 'How the European Union Helped the U.K. and Ireland Move from War to Peace' in *TIME* magazine, 2016: **http://time.com**

Discover source

- Department of Foreign Affairs and Trade, 'Ireland's accession journey, 1950-1973': **https://www.dfa.ie/our-role-policies/ireland-in-the-eu/our-engagement-with-the-eu/**

Europass CV

- Europass CV template: **https://europass.cedefop.europa.eu/editors/en/cv/compose**

- European Union, 'The founding fathers of the European Union': **https://europa.eu/european-union/about-eu/history/founding-fathers_en**

- L. Kennedy, C. Parr, J. Morrison & M. Callaghan, 'Good Friday Agreement: ten key people who helped bring about peace in Northern Ireland 20 years ago' in *The Conversation*, April 2018: **https://theconversation.com**

European memories

- Referendum commission - information on past referendums: **https://www.refcom.ie**

STRAND TWO: THE HISTORY OF EUROPE AND THE WIDER WORLD

STRAND ELEMENT: RECOGNISING KEY CHANGES

Entry point learning outcome = 3.1

Students should be able to: '**investigate the lives of people in one ancient or medieval civilisation** of their choosing, **explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world**'.

FOCUS:
THE ANCIENT CIVILISATION ON RAPA NUI (EASTER ISLAND)

On Easter Day, 5th April 1722, the Dutch explorer, Jacob Roggeveen spotted an island he named Easter Island. Easter Island or Rapa Nui, covers an area of 66 square miles and lies 2,300 miles west of the Chilean coast and 1,300 miles east of Polynesia's Pitcairn Island. Roggeveen was surprised to find that the islanders only had small, leaky canoes which could hold two people at most. Roggeveen registered a landscape that 'could give no other impression than of a singular poverty and barrenness'. However, he was astonished by the stone statues facing inland and could not comprehend how a people 'devoid of heavy thick timber for making any machines, as well as strong ropes…had been able to erect such images, which were fully 30 feet high and thick in proportion'. Roggeveen was referring to the 393 statues or *moai* mainly located along the coast.

In his book, *Collapse: How societies choose to fail or succeed*, author Jared Diamond contends that organising the carving, transport and erection of the statues required a populous society, with specialised workers living in an environment rich enough to support this work. At peak population, Diamond believes that up to 30,000 people lived on the island, even though Roggeveen estimated a population of 3,000 when he was there in 1722.

Easter Island was likely settled by Polynesians some time before 900 A.D. These settlers were masters navigators and sailors. The settlement was planned and prepared for, with people bringing products from their original homes. There is a folk tradition amongst Easter Islanders that the first settlers were led by a chief named Hotu Matu'a (the Great Parent), sailing in a large canoe with is wife, six sons and others. It is thought that Easter Island was isolated for up to one thousand years from settlement until the arrival of Roggeveen's ships in 1722.

The population on Easter Island was divided into chiefs and commoners, with chiefs living in large houses along the coast and commoners residing further inland. The island was divided into approximately 12 territories, each belonging to a clan or family group. Each territory had its own chief and ceremonial *ahu* or platform-supporting *moai* - statutes which represent high-ranking ancestors and always face inland over the clan's land. A heavy red stone cylinder was often placed on top of the flat heads of the *moai*. This is thought to represent the headdress of red birds' feathers that were highly valued through Polynesia and were
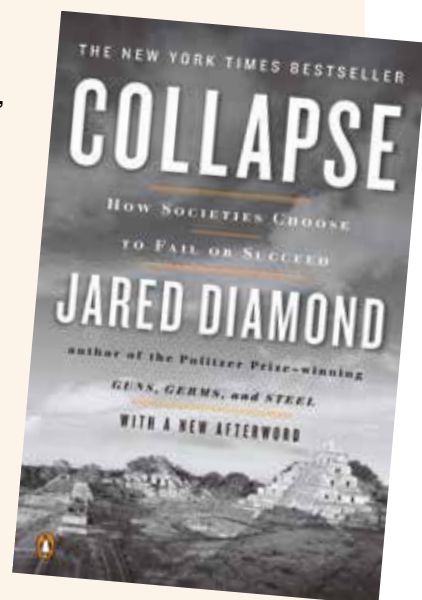
worn by chiefs. At the back of an *ahu* are crematoria containing the remains of thousands of bodies.

For a long time, clans competed against one another in their statue building, but they also cooperated by sharing resources between territories. So, for example, the best stone for carving statues was in one clan's territory, while another had the best beaches for launching canoes and others had the best agricultural land. Roads to transport the statues out of quarries to the coastline ran through multiple territories, further pointing to high levels of cooperation between clans.

Jared Diamond contends that once maoi were carved they were most likely transported mounted on a wooden sled with ropes attached and hauled by people across parallel wooden rails joined by fixed wooden crosspieces. In *Collapse* he maintains that statue production required lots of food for workers, lots of rope and lots of big strong trees. But by the time Roggeveen arrived in 1772, Easter Island was the most treeless island in all of Polynesia.

Evidence suggests that Easter Island was not always a barren place, but for hundreds of thousands of years and during the early days of human settlement, was a subtropical forest of tall trees and woody bushes, with native birds, a rich nesting site for seabird species, shellfish etc. Diamond claims that Easter Island was a fragile environment and at high risk of deforestation, and trees simply could not regenerate fast enough to keep up with the rate at which they were cut down. Trees were burned for firewood and to cremate bodies. They were cut down to clear land for gardens, to make canoes, to supply timber and rope for transporting and erecting statues.

Diamond's theory is that the immediate consequence of deforestation for islanders was losses of raw materials, losses of wild-caught foods and decreased crop yields caused by soil erosion due to wind and rain. Canoes could no longer be built, which impacted on the ability of islanders to fish off shore. By the mid-1600s islanders were forced to burn herbs, grasses and other crops for fuel. Cremation of bodies stopped and was replaced by mummification and bone burials. Easter Island has a mild climate, but it is a windy place, and although rainfall is modest, the rain that does fall is soaked up quickly by the volcanic soil. These factors compounded the environmental difficulties caused by deforestation and overconsumption.

Islanders began to starve, and according to Diamond, the population crashed, and cannibalism became commonplace. Statue building slowed, then stopped in approximately 1620. The power of the chiefs and their priests gradually declined, and they were overthrown in around 1680 after which a civil war broke out. Rival clans deliberately toppled each other's *moai*, breaking them at the neck. By 1868 no standing *moai* remained on the island.

In 1774 Captain Cook spent four days in Easter Island and he described the islanders as 'small, lean, timid, and miserable'. Thereafter the steady trickle of Europeans to the island led to the introduction of new diseases. The first smallpox epidemic was recorded in 1836. The kidnapping of islanders for their labour, labelled 'black-birding', began around 1805. In 1862-63, Peruvian ships abducted approximately 1,500 people from Easter, an estimated half of the surviving population, and sold them as workers in Peru's guano mines. In 1888, the Chilean government annexed Easter and turned the island into a sheep ranch. All the islanders were confined to one village and worked for the Chile-based Scottish company that ran the ranch. Soil erosion worsened because of the grazing and all the remaining native vegetation disappeared as a result.

Thinking about Global Goals

By 2030...

- **Goal 12:** Ensure sustainable consumption and production patterns.
- **Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
- **Goal 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Teaching and learning activities

Ozymandias
Links also to LO 1.3

"Ozymandias," by Percy Bysshe Shelley (1817)

I met a traveller from an antique land
Who said: 'Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip and sneer of cold command,
Tell that its sculptor well those passions read,
Which yet survive, stampt on these lifeless things,
The hand that mockt the and the heart that fed:
And on the pedestal these words appear:
'My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!'
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sand stretch far away.
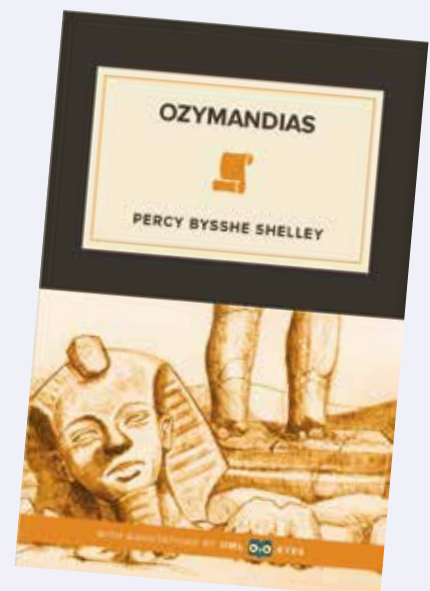
Summarise what you think Shelley was trying to say using your own words.

In small groups, decide whether Shelley's poem could apply to what you know about the decline of the Easter Island civilization.

Present the main points of your conversation to the rest of the class.

Debating contributions

Organise a class date on the following motion: 'To ignore the lessons of Easter Island is the ignore the importance of sustainable development'.

Walking with Giants
Links also to LOs 1.5 & 1.6

Search YouTube for and watch National Geographic's 'Walking with Giants: How the Easter Island Moai Moved' (see Links section).

Discuss which of the five theories about how the *maoi* were moved fits with Jared Diamond's theory about Easter Island being heavily populated and *maoi* production contributing to deforestation.

Revising history
Links also to LOs 1.3, 1.5, 1.6 & 3.2

Archaeologist Carl Lipo disagreed with Jared Diamond's collapse theory on Easter Island. After years studying archaeological evidence on the island, Lipo presented an alternative theory based on new evidence he unearthed.

Search YouTube for and watch Carl Lipo's 'Lessons from Easter Island' (see Links section). As you watch, record three or more pieces of evidence presented by Lipo against Diamond's collapse theory of Easter Island.

Easter Island manifesto
Links also to LOs 1.3 & 3.2

In small groups, read one of the extracts of personal diaries and ships logs by explorers and visitors to Easter Island between 1687 and 1884 (see Links section).

Imagine Easter Islanders from the past left behind a letter for people in the present to read.

Your letter must include: detail about the lives of islanders (chiefs and/or commoners); a description of actions and the achievements of Easter Islanders; and advice for the present generation of young people.

Useful Links

Bibliography

- J. Diamond, *Collapse: How societies choose to fail or succeed* (New York, 2005)
- J. Diamond, 'Why do societies collapse', TedTalk 2003,
  (18.08mins): **https://www.ted.com**

Walking with Giants

- National Geographic, 'Walking with Giants: How the Easter Island Moai Moved' 2012
  (4.14mins): **https://www.youtube.com**

Revising history

- Carl Lipo 'Lessons from Easter Island,' TEDxBermuda 2014
  (21.50mins): **https://www.youtube.com**
- Easter island manifesto
- Extracts from ships logs and journals, 1687-1884: **https://www.easterisland.travel/ easter-island-facts-and-info/history/ship-logs-and-journals/**

STRAND THREE: THE HISTORY OF EUROPE AND THE WIDER WORLD

STRAND ELEMENT: RECOGNISING KEY CHANGES

Entry point learning outcome = 3.4

Students should be able to: '**discuss** the general causes and course of World War One or **World War Two and the immediate and long-term impact of the war on people** and nations'.
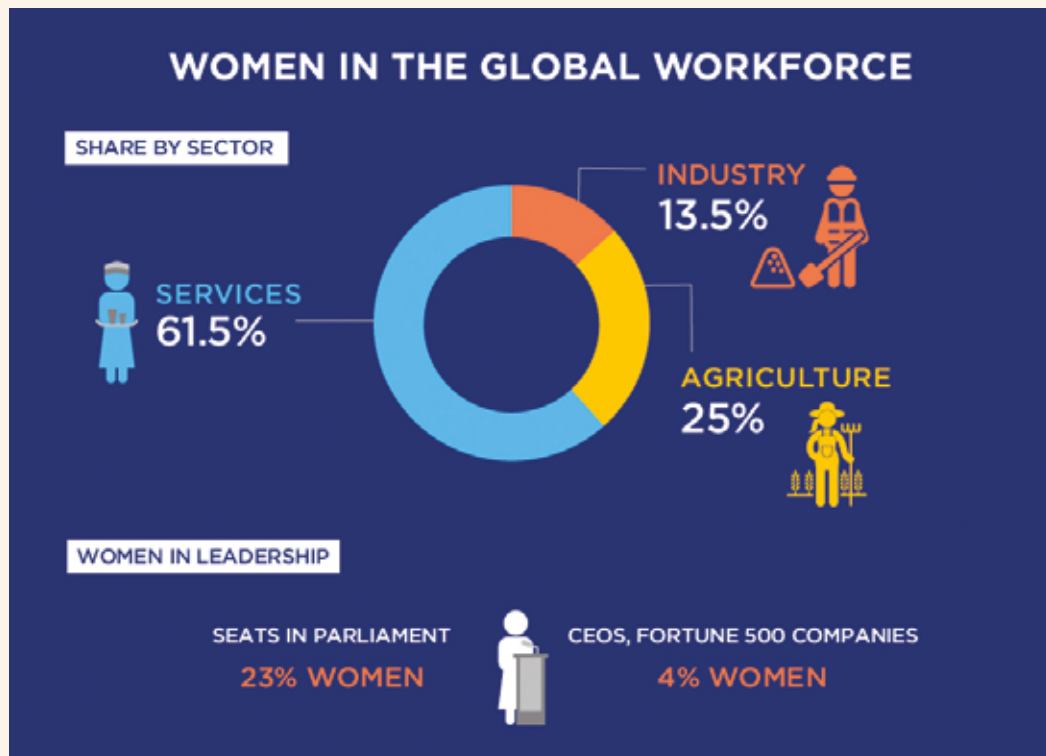
FOCUS:
The impact on and of working women in WWII

During WWII, women in the United Kingdom and United States of America worked in factories producing munitions, building ships and aeroplanes, as air-raid wardens, fire officers and evacuation officers, as drivers of fire engines, trains and trams, as conductors, nurses, codebreakers, pilots, scientists and spies. At the height of the conflict, governments prioritised getting enough workers to service industries and the war effort. 'Rosie the Riveter' was the star of an American campaign aimed at recruiting female workers, and she became an iconic image of working women. Her image first appeared on the cover of *The Saturday Evening Post* on 29 May 1943. The artist, Norman Rockwell, portrayed Rosie as a masculine figure with a flag in the background and Adolf Hitler's *Mein Kampf* under her feet. In more recent years, the Rosie image that has captured imagination is a more 'feminine' image by J. Howard Miller, with Rosie flexing her arm, wearing a red bandana, and the text "We Can Do It!".

During WWII, the entry of women into highly skilled 'male' occupations led to debates about equal pay. Trade unions were concerned about the impact on men's wages after the war when men would return to these jobs. Some limited agreement was reached that allowed equal pay for women where they performed the same job as men had 'without assistance or supervision'. But, for the most part, women's pay remained on average 53% of the pay of the men they replaced. Semi-skilled and unskilled jobs were designated as 'women's jobs' and were exempt from equal pay negotiations.

Working women, especially mothers, faced great challenges during World War II. Eleanor Roosevelt urged her husband, President Franklin D. Roosevelt, to approve the first US government childcare facilities under the Community Facilities Act of 1942. Eventually, seven centres, servicing 105,000 children, were built. In the UK, state funding was provided to establish wartime nurseries, to cater for the childcare needs of working mothers.

Women were praised for their wartime work but expected to make way for the returning male troops at the end of the war. The government encouraged women to return to their roles as housewives and the bar on married women working continued in many jobs. However, the increase in the numbers of women working during both WWI and WWII laid the foundations for the emergence of feminist groups in the 60s and 70s and led to a heightened awareness of gender inequality.

WOMEN IN THE GLOBAL WORKFORCE

SHARE BY SECTOR

INDUSTRY
13.5%

SERVICES
61.5%

AGRICULTURE
25%

WOMEN IN LEADERSHIP

SEATS IN PARLIAMENT
23% WOMEN

CEOS, FORTUNE 500 COMPANIES
4% WOMEN

UN Women infographic (2017) Women in the global workforce

Although there has been progress in relation to gender equality, UN Women claims if present trends continue that it will be 2086 before we close the gender pay gap. Globally today, women do three times as much domestic and unpaid work as men; only 30% of professionals in the sciences are women; only one in four parliamentarians worldwide are women. It is in answer to these challenges that gender equality is not only a standalone Global Goal, but a theme that cuts across many of the United Nation's Global Goals for Sustainable Development. Without gender equality, the rest of the Goals are in jeopardy.

Thinking about Global Goals

By 2030...

- **Goal 5:** Achieve gender equality and empower all women and girls.

- **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

- **Goal 10:** Reduce inequalities within and among countries.

5 GENDER EQUALITY **8 DECENT WORK AND ECONOMIC GROWTH** **10 REDUCED INEQUALITIES**

Teaching and learning activities

Webquest *Links also to LOs 1.7*

Research the contribution of individual women workers in WWII. Hint: Google a combination of the words used in the first sentence in the background information section above.

Imagine you are working on a special WWII edition of the popular children's book, *Good Night stories for rebel girls* (see Links section). Choose the woman you think most deserves to be remembered and create a one-page biography for her, focusing to her wartime activities and contribution.

Include a short reflection at the end of the biography, outlining one reason you picked this individual, two things you found most interesting and three questions you would like to ask her if you got stuck in a lift with her.

Women after the War *Links also to LOs 1.1 & 1.2*

Search YouTube for and watch the 'Women after the war' film (9.48mins), produced in 1946 by the Directorate of Kinematography in the United Kingdom to generate debate about the issue of women and work.

Create a Word table with three columns, as below. Populate the first column with the arguments you hear/see in the film about women's place in the home and at work. Place a tick in the second or the third column for each argument (one tick only per argument/row).

Participate in a whole class discussion about the relevance of these arguments for women immediately after WWII and today.

Arguments	Women in the home only	Women at home and at work
Insert argument here	Tick here if your argument for women's place being in the home only	Tick here if the argument is in favour of women having a role at home and at work

Women of the world, unite! Table Quiz
Links also to LOs 1.10 & 2.9

UN Women is the United Nations organisation dedicated to gender equality and the empowerment of women. Explore the UN Women's interactive timeline of female activism (see Links section). Focus on the period since WWII. Take notes about people, groups or events you find particularly interesting.

Working in small groups, use your combined notes to come up with five or more table quiz questions. Try to have a mixture of question types, for example, questions that require a yes/no or true/false answer, fill in the missing word, complete the sentence or tick the correct answer.

Give your completed questions (with the correct answers) to your teacher and ask him/her to combine them into a table quiz for the class.

Finding Rosie
Links also to LOs 1.1, 1.2, 1.11 & 2.9

Watch the film 'Rosie the Riveter: Real Women Workers in World War II' to find out more about the Rosie the Riveter image (see Links section).

Participate in a whole class discussion about gender equality role models and who you think would be a good Rosie the Riveter today.

Create your own Rosie the Riveter image – using a photo or drawing of someone you find inspiring and with text about a gender equality issue you find concerning or inspiring. Display your completed images around the school to raise awareness about gender equality.

Useful Links

Bibliography

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- BBC. 'Did WWII change life for women': **http://www.bbc.co.uk/guides/z2j9d2p**
- Myers S. and Kurt Piehler, G. (2018) 'How one 'Rosie the Riveter' poster won out over all the others and became a symbol of female empowerment' in The Conversation, May 2018: **https://theconversation.com**

Women after the war

- Directorate of Kinematography (1946), 'Women after the war' (9.48mins): **https://www.youtube.com**
- Women of the world, unite! Table Quiz
- UN Women, 'Women of the world, unite!' interactive timeline: **http://www.unwomen.org/en/digital-library/multimedia/2018/2/timeline-womenunite**

Finding Rosie

- Library of Congress, 'Rosie the Riveter: Real Women Workers in World War II' (14mins): **https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3350**
- Library of Congress 'Veteran's History Project' collection: **https://www.loc.gov/vets/** (click on search the veteran's collection, enter search word 'riveter', tick WWII, civilian, female, digitised – yes, audio/video).

STRAND THREE: THE HISTORY OF EUROPE AND THE WIDER WORLD

STRAND ELEMENT: EXPLORING PEOPLE, CULTURE AND IDEAS

Entry point learning outcome = 3.10

Students should be able to: **explore the significance of genocide**, including the causes, course and consequences of the Holocaust.

FOCUS:
The origin and implementation of the UN Convention on the Prevention and Punishment of the Crime of Genocide

The Convention on the Prevention and Punishment of the Crime of Genocide was adopted by the United Nations General Assembly on 9 December 1948 as General Assembly Resolution 260. The Convention entered into force on 12 January 1951. It defines genocide in legal terms and is the culmination of years of campaigning by Polish-American lawyer Raphael Lemkin. Lemkin coined the word genocide in 1944 from *genos* (the Greek word for family, tribe, or race) and *-cide* (Latin for killing). He was responding to the systematic murder of Jewish people by the Nazis during World War II, but he was also very affected by previous instances of actions aimed at the destruction of specific groups, such as Ottoman action against Armenians in 1915-17.

Article I of the Convention establishes that the crime of genocide may take place in the context of an armed conflict, international or non-international, but also in the context of a peaceful situation. The popular understanding of what constitutes genocide is often broader than the norm under international law. Article II of the Genocide Convention defines the crime of genocide as having two main elements:

1. A mental element: the 'intent to destroy, in whole or in part, a national, ethnical, racial or religious group'

2. A physical element, including one or more of the following acts:
    - Killing members of the group
    - Causing serious bodily or mental harm to members of the group
    - Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
    - Imposing measures intended to prevent births within the group
    - Forcibly transferring children of the group to another group

The 'intent' in the mental element is very difficult to determine. To constitute genocide, there must be a proven intent on the part of perpetrators to physically destroy a national, ethnic, racial or religious group. Cultural destruction is not considered enough, nor are actions taken to scatter or separate a group. In addition, case law has associated intent with the existence of a State or organisational plan or policy, even if the definition of genocide in international law does not include that element.

The Convention has been ratified by 149 States (as of January 2018). All participating countries are advised to prevent and punish actions of genocide in war and in peacetime. Article 3 of the Convention sates that the following acts shall be punishable:

a Genocide

b Conspiracy to commit genocide

c Direct and public incitement to commit genocide

d Attempt to commit genocide

e Complicity in genocide

Although the Genocide Convention was adopted in 1951, at that time enforcement was a problem because there was no permanent international court with the power to bring charges against violators. After mass violence, 'ethnic cleansing' and genocide took place in Yugoslavia and Rwanda during the 1990s, two temporary courts were created by the United Nations Security Council to bring perpetrators to trial. Then in 1998 representatives from more than 160 countries gathered in Italy for the Rome conference. This conference led to the approval of the Rome Statute which established the International Criminal Court.

The International Criminal Court (ICC) began investigating its first cases in 2002. The court is independent of the United Nations and is a 'court of last resort', meaning it can only begin legal proceedings if the courts of individual countries cannot or will not act. It can accept cases when a member country requests its help, when the UN Security Council directs it to investigate, or when its own chief prosecutor decides to do so. Since its establishment, the ICC has opened investigations of crimes in ten countries, including Uganda, Sudan (for the situation in Darfur), the Democratic Republic of Congo, Libya, and the Central African Republic.

Thinking about Global Goals

By 2030...

- **Goal 10:** Reduce inequalities within and among countries.
- **Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

STRAND ELEMENT: EXPLORING PEOPLE, CULTURE AND IDEAS

Teaching and learning activities

The crime without a name

Search www.facinghistory.org for a film called 'Conventional Revolution: Raphael Lemkin and the Crime Without a Name'. Take notes as you watch. Then, imagine you work for a TV magazine and have been asked to write the blurb for this short film which is due to be televised next week. Pitch your blurb at junior cycle students who might be studying genocide in History class.

Holocaust railcar *Links also to LO 1.1*

WWII-era German railcars were approximately 10 feet by 25 feet, and up to 200 people were transported to the concentration camps in these railcars. Often up to 30% of the people did not survive the trip.

Mark out a space 10 feet by 25 feet and stand with your classmates in that space. Add as many people as possible, then count how many you managed to cram in. Work out how many more would need to be added to reach 200.

Survivors *Links also to LO 1.1 & LO 1.4*

Write down three or more questions you would like to ask a Holocaust survivor – your questions might be about the causes, course or consequence of the Holocaust at a personal level or more generally.

Watch Holocaust survivors who lived in Ireland recount their stories (see Links section) and see if you get an answer to your question.

Write a letter to the Holocaust Education Trust with your reactions to watching the accounts of survivors. Your letter should include: your school address; the address of the Holocaust Education Trust; the date of the letter; an opening salutation; detail about what you learned from hearing survivor stories and any questions you still have; and, a closing salutation. Time the postage of your letter so that it arrives on or around Holocaust Memorial Day, 29 January.

Call to action

Search YouTube for and watch a United Nations (2018) film called 'The Genocide Convention: A Call for Action' (see Links section). Make a list of the genocides that are referenced in this film (Hint: there are 3 in total).

Explore another *Linked also to LO 1.7*

Choose one of the possible genocide cases below, or another of your own choosing. Research your chosen case and write an evidence-based reflection on whether the term genocide applies.

From 1492: treatment of American Indians (First Nations)	**1970s:** Cambodia
Nineteenth & twentieth centuries: Stolen Generation (Australia)	**1994:** Rwanda
1840s: Irish famine (actions of the British government)	**1990s:** Yugoslavia (Bosnia - Srebrenica)
1910s: Armenians in the Ottoman Empire	**2000s:** Sudan (Darfur)
	2010s: Syria
	2010s: Myanmar (Rohingya persecution)

Paper clips

Linked also to LOs 1.1 & 1.3

In 1998, teachers at Whitwell Middle School, Tennessee began a Holocaust education class. Students discovered that during WWII, people in Norway wore paper clips as a protest and symbols of resistance to Nazi occupation. The Whitwell students struggled to grasp the enormity of the six million Jews who died during the Holocaust and decided to collect six million paper clips – one for each person who was killed.

By 2001 the school had, with help from people all over the world, sourced and renovated an authentic German railcar which they filled with a portion of the more than 30 million paper clips collected. The project was filmed and a documentary, entitled *Paper Clips*, was released in 2004.

Discuss the importance of young people today remembering and commemorating the Holocaust and other genocides.

Useful Links

Bibliography

- United Nations Office on Genocide Prevention and the responsibility to protect: **http://www.un.org/en/genocideprevention/genocide.html**

The crime without a name

- 'Conventional Revolution: Raphael Lemkin and the Crime Without a Name' (13.44mins): **http://www.facinghistory.org**

Survivors

- Holocaust Education Trust Ireland 'Holocaust survivors living in Ireland recount their stories' (37.15mins): **http://hetireland.org/videos/holocaust-survivors-living-in-ireland-recount-their-stories/**

Call to action

- United Nations, 'The Genocide Convention: A Call for Action' 2018 (4.04mins): **http://www.youtube.com**

Paper clips and people

- One clip at a time – Paper Clip project: **http://www.oneclipatatime.org/**

STRAND THREE: THE HISTORY OF EUROPE AND THE WIDER WORLD

Entry point learning outcome = 3.12

Students should be able to: '**evaluate the role of a** movement or **organisation, such as the** European Union or **United Nations, in promoting international co-operation, justice and human rights'.**

FOCUS:
The United Nations, and Ireland's contribution and role as a member state since 1955

The name 'United Nations', coined by United States President Franklin D. Roosevelt, was first used on 1 January 1942, during the Second World War, when representatives of 26 nations pledged their Governments to continue fighting together against the Axis Powers (Germany, Italy and Japan). After the war, world leaders recognised a need for a global organisation that would help bring peace and stop future wars. The founding document of the United Nations, the UN Charter, was signed on 26 June 1945, in San Francisco.

The United Nations serves as a forum where the 193 member countries can raise and discuss difficult issues, including problems of war and peace. In addition to maintaining international peace and security, the United Nations protects human rights, delivers humanitarian aid, promotes sustainable development and upholds international law. The members of the United Nations pay for everything that the organisation does, according to a scale of assessments agreed upon by all. This scale is based on a country's ability to pay, national income and population.

The United Nations:

- Provides food and assistance to 80 million people in 80 countries

- Supplies vaccines to 45% of the world's children, helping save three million lives every year

- Assists and protects more the 65 million people fleeing from war, famine and persecution

- Works with 195 nations to hold the rise in global temperature below 2 degrees Celsius (Paris Agreement)

- Keeps peace with 117,000 peacekeepers in 15 operations on four continents

- Fights extreme poverty, helping improve the lives of more than 1 billion people

- Protects and promotes human rights globally and through 80 treaties/declarations

- Coordinates a US$23.5 billion appeal for the humanitarian needs of more than 101 million people

- Uses diplomacy to prevent conflict: assists approximately 67 countries a year with their elections

- Supports maternal health, helping over one million women a month overcome pregnancy risks

Ireland joined the United Nations in 1955. Irish troops have been serving the cause of peace around the world under the UN flag for over 50 years - since 1958, in such difficult and challenging places as the Middle East, the Congo and West and North Africa. 2018 marked the 60th anniversary of Ireland's first peacekeeping deployment in 1958. Ireland have maintained the longest unbroken service as UN peacekeepers, with over 70,000 individual tours of duty completed by the men and women of Óglaigh na hÉireann.

UN membership means that despite being a small country, Ireland can impact on global issues.   Former President of Ireland, Mary Robinson served as UN High Commissioner for Human Rights from 1997 – 2002. Ireland was elected to serve on the Human Rights Council of the UN during the period 2013-2015. Ireland's Permanent Representative to the United Nations, Ambassador David Donoghue, together with the Permanent Representative of Kenya, Macharia Kamau, were given the task of facilitating the final phase of negotiations leading to the United Nations Global Goals for Sustainable Development.

The Global Goals were the result of the largest ever public consultation exercise ever undertaken by the United Nations, with an estimated nine million people taking part in negotiation rounds, public meetings and an online survey. The Global Goals were adopted by the UN member states, including Ireland, in September 2015. They are a set of 17 goals and 169 targets which aim to:

✓ End poverty in all its forms everywhere

✓ End hunger

✓ Achieve gender equality

✓ Ensure healthy lives and promote well-being for all at all ages

✓ Ensure access to affordable, reliable, sustainable, and modern energy for all

The Global Goals are not legally binding, but governments are expected to establish and report progress on national frameworks. Ireland published its Sustainable Development Goals National Implementation Plan in April 2018, and the Minister for Communications, Climate Action and Environment presented our first Voluntary National Review (Global Goals progress report) to the United Nations in New York in July 2018.

Thinking about Global Goals
By 2030...

Teaching and learning activities

Rights timeline *Links also to LO 1.10*

Create a timeline of five or more United Nations Declarations/Conventions (instruments) that focus on the topic of human rights. Your completed timeline must include at least one human rights instrument that has specific relevance to young people. You should include images and text on your timeline and you could produce your timeline using digital technology.

Share a sample of your completed timelines with one or more CSPE teachers in your school. Ask them to show it to their students when they are learning about human rights and responsibilities (Strand One - CSPE short course).

Sources of evidence
Links also to LOs 1.4, 1.6 & 1.11

Prepare a list of possible sources about Ireland's role and responsibility as a United Nations member state. Your list must include: both primary and secondary sources; and, sources that are likely to include evidence from 1955 (when Ireland became a UN member) to present.

Practice your historical skills by interrogating one of the sources in your list more deeply. When considering this source, ask the following questions:

1. Who made this source? When did they make it?

2. Why was this source made? What historical events contributed to its making?

3. What does this source tell us? What clues does it reveal?
   What does it tell us about the historical era in general?

4. Do other sources confirm or contest what this source tells us?
   What discrepancies, if any, are there?

5. What questions does this source leave unanswered?

Peace info
Links also to LOs 1.6, 1.9 & 1.11

Create an infographic with data relating to the history of Ireland's contribution to UN peacekeeping missions. See Links section below for a website where you will find relevant data.

Security Council bid
Links also to LOs 1.9 & 1.11

In July 2018, Ireland officially launched its bid for one of the non-permanent seats on the UN Security Council from 2021. Ireland previously held this two year rotating seat in 1962, in 1981-82 and in 2001-02. As part of the 2018-2020 campaign to win votes from other UN member states, the Irish government released a video (see Links section).

Search YouTube for this film. As you watch, make note of the references to: Ireland's historical past; and the United Nation's role in promoting international cooperation, justice and human rights. Use your notes to help inform your participation in a whole class discussion about whether Ireland should pursue the seat on the UN Security Council.

Useful Links

Bibliography

- The Essential UN: **http://www.un.org/en/essential-un/**

- Department of Foreign Affairs and Trade – Our international partners – United Nations: **https://www.dfa.ie**

- UN peacekeeping: **https://peacekeeping.un.org/en**

- Eoghan Rice 'David Donoghue: The SDGs can end extreme poverty' March 2018: **https://www.trocaire.org**

Peace info

- Defence Forces Ireland, 'Ireland's involvement with the UN': *http://www.military.ie/overseas/organisation/irelands-involvement-with-the-un/*

Security Council bid

- Ireland's campaign for a seat on the United Nations Security Council (4.57mins): **https://www.youtube.com**

STRAND THREE: THE HISTORY OF EUROPE AND THE WIDER WORLD

STRAND ELEMENT: APPLYING HISTORICAL THINKING

Entry point learning outcome = 3.14

Students should be able to: **illustrate patterns of change across different time periods in a chosen theme relating to life and society** (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

FOCUS:
Keepsakes and memories, then and now

People on the move give, receive and bring keepsakes, usually small items to help them keep the memory of a person or place alive in their minds. Sometimes these keepsakes have monetary value, but their true value is known only to the people who understand their emotional significance. The types of keepsakes that people leave behind or take with them have changed over time, usually in response to technological changes, but their intent remains the same.

Then…convict keepsakes

Convict transportation began with the transportation of the first convicts (prisoners) from England to colonies in America in the 1600s. With the American Revolutionary War (1775-1783) and the refusal of former colonies to accept convicts, dedicated penal colonies were established in New South Wales and Van Diemen's Land, and convicts were later also transported to Victoria and Western Australia. In 1853, transportation to Australia's eastern colonies ended, and the practice was brought to a complete close in 1868 when the last convict ship arrived in Freemantle in Western Australia. A total of 141,000 male and 26,000 female convicts on 825 convict vessels were sent to the Australian colonies up to cessation in 1868.

By 1853, an estimated 40,000 convicts (29,466 males and 9,104 females) had been transported directly from Ireland. A further 8,000 Irish-born convicts are thought to have been sent as convicts from England. This means that Irish-born convicts make up approximately one-quarter of all convicts transported to Australia between 1788-1853.

Roughly 60% of Irish convicts could read and between 40-50% could also write. Illiteracy was compounded by distance and length of time it took letters to travel from Australia to Ireland. For many of those transported, contact with those left behind was completely severed upon departure. Smoothing and engraving a coin with a message of affection was one of the few ways a convict could leave a memento or keepsake with loved ones before being transported. These small tokens are also known as 'leaden hearts' or 'postcards before sailing'. They record personal and emotional messages from convicts to those they leave behind.

The tokens often include the names of the convict and their loved one, the length of the convict's sentence and popular phrases and rhymes of separation. They were frequently created around the time of conviction. The tokens were engraved or stippled, which involves making marks with a series of small pin pricks. The National Museum of Australia holds the world's largest collection of convict love tokens, with 314 in the collection, including the following examples from Irishmen convicted and transported from England:

Peter Martin was a tanner from Dublin. He moved to Glouchester, a centre of the leather trade. He was married and had two daughters. Martin could read and write. At the age of 30, he was convicted of forging a bill of exchange. His transport ship, the Prince George, sailed for New South Wales on 20 December 1836 and arrived 8 May 1837. He received his ticket of leave in 1845. The love token he left behind included the following text:

A
KEEP SAKE
from
PETER MARTIN
tanner Gloster
to
Marcela Martin
August 24
1836

William Holmes (alias Dublin Bill) had worked as a tailor and groom. In 1844, at the age of 21, he was convicted at Warwick, Coventry Quarter Sessions for stealing a gold pin, worth ten guineas. He was transported on the Sir Robert Peel, which sailed to Van Diemen's Land (Tasmania) on 6 September 1844. He served an initial term of 12 months with the gang at Deloraine in Tasmania. He was refused a ticket of leave twice but it was finally granted in 1850. He died of a cold in Hobart in 1863, aged 43. His love token read:

Roasann
Holmes Aged
19ys Aquit July
5 1844. Dear
Wife Forget
Me Not

There are few known love tokens by convicts who were transported directly from Ireland. One of these is displayed in the Irish Emigration Museum in Dublin and simply says "Paddy".

The love token from "Paddy" was recently found in the archives of the Irish emigration museum

Most convicts had no personal possessions on their transportation journeys, but 37% of male convicts and 15% of female convicts arrived in the colonies with one or more tattoos. Analysis of designs that were dated show that 40% were tattooed the year the convict was convicted or transported and were these were often a direct response to the experience of forced separation from loved ones. One of the most popular tattoos was the anchor, a symbol of hope and constancy, often located close to a loved one's initials.

Now…refugee keepsakes

We are now witnessing the highest levels of forced displacement on record. By 2018, an unprecedented 68.5 million people around the world have been forced from home because of conflict or persecution. This included nearly 25.4 million refugees, over half of whom are under the age of 18.

Refugees leave most of their belongings behind. They travel light, because their journeys are dangerous and difficult. Sometimes they lose belongings on the way or they are forced to sell possessions to pay for their passage or for food and water. In 2015, the International Rescue Committee asked refugees to describe their possessions.

Mother from Syria:
- Hat for the baby
- An assortment of medication, a bottle of sterile water, and a jar of baby food
- A small supply of napkins for diaper changes
- A hat and a pair of socks for the baby
- Assortment of pain relievers, sunscreen and sunburn ointment, toothpaste
- Personal documents (including the baby's vaccination history)
- Wallet (with photo ID and money)
- Cell phone charger
- Yellow headband

Teenager from Afghanistan:
- 1 pair of pants, 1 shirt, 1 pair of shoes and 1 pair of socks
- Shampoo and hair gel, toothbrush and toothpaste, face whitening cream
- Comb, nail clipper
- Bandages
- 100 U.S. dollars
- 130 Turkish liras
- Smart phone and back-up cell phone
- SIM cards for Afghanistan, Iran and Turkey

Common refugee keepsakes include keys to the home that they fled, identification documents like passports and mobile phones. Phones are particularly important because they store contacts, photos, and refugees rely on apps such as WhatsApp, Viber and Line to communicate with the loved ones they leave behind. They use Google Maps and Facebook Messenger to find safe passage across borders. They constantly search for new local SIM cards or to access public wi-fi. To keep their phones protected on sea journeys they are wrapped in plastic bags or inside a balloon. Some people type out an SOS message and have it ready to send, with their exact GPS location, to preprogramed numbers in case their boat starts to sink. When they hit landfall, often their first act is to take a selfie and send it to family and friends as a way of indicating that they have arrived safely at shore.

Thinking about Global Goals

By 2030...
- **Goal 10:** Reduce inequalities within and among countries.

Teaching and learning activities

Love token screengrab
Linked also to LOs 1.1 & 1.8

Investigate the convict love tokens online archive (see link below). Find the four or more love tokens from different years. Explore your love tokens (front and back) and use the invert function to see if it makes the text any clearer. Take screengrabs of each love token (both sides) and the transcription of the text for each, if available.

Share your four love tokens in small groups and as a group decide on a favourite to present to the class.

Historical empathy
Linked also to LOs 1.1, 1.8 & 2.11

Search the Ireland-Australia transportation database (see link below) for convicts tried in your county. Examine the records from your search results and pick one convict that you find interesting.

Design either (1) a love token or (2) a tattoo that this convict might have (1) left behind before sailing, or (2) gotten during their voyage. Your design should include some of the information from the convict's transportation record, e.g. name, age, sex, place and date of trial, crime description, sentence and name of transport ship etc.

What they took with them
Linked also to LOs 1.1, 1.9 & 1.11

Watch Cate Blanchett and other celebrities perform a rhythmic poem about refugee memories, keepsakes and possessions called 'What They Took with Them' (see Links section). As you watch, make a list of the items that refugees take with them when they flee. Catalogue these items under the headings of needs (usually defined as things people need to survive, like food, water or shelter) and wants (usually defined as things that are non-essential or luxuries, like ice-cream or chocolate).

Note for teachers:

Watch the 'What they took with them' footage before showing it in class to make sure that your specific group of students are able for all the content.

Organise a class date on the following motion:
'Keepsakes are a luxury for people who are forced to leave their homelands'. Use examples from what you have learned about convicts, refugees and other groups who have been forcibly displaced or migrated to strengthen your argument.

Memory timeline
Linked also to LOs 1.1, 1.3, 1.4, 1.6, 1.10, 1.11 & 2.11

Research the different artefacts that people have commonly made or collected over time to remember loved ones or places. For example, portraits, locks of hair, mourning jewellery, homeware, cooking recipes, items of clothing, letters, photographs etc.

Ask family members and friends for examples of 'memory' artefacts from the past. Order all the artefacts collected by the class into a chronological timeline and photograph your timeline.

Use these photographs as the basis of a presentation (class, year group or whole school) about patterns of change and continuity across time.

Reflection rucksack

Reflect on everything that happened as you participated in the activities in this section.

Now imagine you own a rucksack designed especially for reflections.

Think about all the things that you want to leave behind – old ideas, misconceptions, attitudes, beliefs or difficult moments. Imagine that you can leave these behind when you leave with your rucksack.

Think about all the knowledge, skills, values and attitudes you learned and want to keep. Imagine yourself packing these into your reflection rucksack and carrying it with you when you leave.

Useful Links

Bibliography

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- Hyde Park Barracks Museum: **https://sydneylivingmuseums.com.au/hyde-park-barracks-museum**
- International Rescue Committee. What's in my bag? What refugees bring when they run for their lives: **https://medium.com/uprooted/**
- Patrick Kingsley and Sima Diab, 'Passport, lifejacket, lemons: what Syrian refugees pack for the crossing to Europe', Guardian newspaper, 4 September 2015: **https://www.theguardian.com**
- UNHCR refugee figures at a glance: **http://www.unhcr.org**
- Patrick Witty, 'See how smartphones have become a lifeline for refugees', TIME magazine, 2015: **http://time.com**

Love token screengrab

- National Museum of Australia, Convict love tokens: **http://love-tokens.nma.gov.au/**

Historical empathy

- National Archives of Ireland, Ireland-Australia transportation database: **http://findingaids.nationalarchives.ie/index.php?category=18&subcategory=147**

What they took with them

- UNHCR, 'What they took with them' 2016 (5.24mins): **http://www.youtube.com**

Get Active/Get Engaged

Resources to support the teaching and learning of development themes using Development Education approaches are available from specific non-governmental websites or from platforms such as **www.developmenteducation.ie**

There are several award programmes open to post-primary students engaged in DE action through junior cycle History, the most relevant of which are:

- WWGS Global Passport Award - **worldwiseschools.ie/wwgs-global-passport/**

- Decade of Centenaries Schools History Competition - **https://www.education.ie/historycompetition**

- EUStory learning through research competitions - **www.eustory.org**

- International History Bee and Bowl: European division - **http://www.ihbbeurope.com/**

- International History Olympiad - **http://www.historyolympiad.com/**

WorldWise Global Schools (WWGS)

WorldWise Global Schools (WWGS) is the national programme of support for Development Education (DE) at post primary level. It is a one-stop shop of funding, resources and guidance for post primary schools to engage in DE. WWGS is an initiative of Irish Aid (the Irish Government's programme for overseas development). The current WWGS programme is implemented through a consortium comprised of Self Help Africa, Concern Worldwide and the City of Dublin's Education and Training Board Curriculum Development Unit.

NOTES

Global Passport Award

JOIN NOW!

WHAT IS THE GLOBAL PASSPORT?

The Global Passport Award is a Development Education (DE) quality mark, which offers schools a framework to integrate DE into their teaching and learning.

It is a self-assessed and externally-audited accreditation for DE that is open to all post primary schools in the Republic of Ireland.

WHAT ARE THE BENEFITS?

- Externally audited DE quality mark for your school

- Validation and recognition for the DE work being done by your school

- Provision of a space for students to explore and take action on local to global issues

- Opportunity to raise your school's profile by showcasing and celebrating DE

WHAT IS INVOLVED?

You review and rate your school's level of DE activity in 7 categories (Global Passport 'stamps'), providing examples for what you are doing in each. The total score achieved in all 7 stamps will determine which of the three Global Passport types is awarded.

WHAT SUPPORTS ARE OFFERED?

WWGS provides a range of supports to assist schools:

- Workshops and support visits

- Phone and email support

- Tailored resources, guides and practical examples for each of the stamps

AWARDS

There are 3 different types of Global Passport you can apply for depending on your school's level of engagement:

Citizens Passport for emerging engagement with Development Education

Diplomatic Passport for established engagement with Development Education

Special Passport for exceptional engagement with Development Education

HOW TO APPLY

To get involved please register your interest online at **www.worldwiseschools.ie** or email global.passport@worldwiseschools.ie

WWGS Global Passport

Irish Aid
WorldWise Global Schools

For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Development Education - particularly how to apply for our school award, the Global Passport - visit our website **www.worldwiseschools.ie**

For further DE resources and ideas for use in English classes, **visit developmenteducation.ie** - a searchable, subject-specific, age-appropriate, thematic database of DE classroom materials from early childhood upwards.

Contact the WWGS team

The WorldWise Global Schools team is available to provide advice, guidance, training and resources for Development Education in post-primary schools in Ireland.

WorldWise Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8
www.worldwiseschools.ie | **Email.** info@worldwiseschools.ie | **Tel.** 01 685 2078

Irish Aid
An Roinn Gnóthaí Eachtracha agu
Department of Foreign Affairs and

Irish Aid
An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade
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Self Help Africa   CONCERN worldwide   CDETB   CDU