

# CITIZENSHIP ACTION PROJECT - WALK IN THEIR SHOES

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VINCENTIAN LAY  
MISSIONARIES (VLM)



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# Introduction

Welcome to Walk in their Shoes! This teaching and learning resource has been written as a framework from which to base a Strand Two - Global Citizenship Action Record. In particular, this framework builds upon the Sample Strand Two Action, as per the Junior Cycle CSPE Specification, to “Support the work of a non-government organisation (NGO) that is working to address local or global inequalities, by supporting their awareness raising, campaigning or fundraising efforts.”

This resource aims to engage and inspire students to be curious and interested in global citizenship and quality education throughout our world. This resource should facilitate discussion and the exploration of issues of poverty, inequality and education.

Included are case studies from VLM partner projects across Africa, offering a unique opportunity to reflect on the lived experiences of poverty, inequality and access to education for children in these projects.

## CSPE Learning Outcomes

2.5: examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this

2.9: analyse one global issue or challenge, under the following headings: causes, consequences, impact on people’s lives and possible solutions

2.10: evaluate how they can contribute to responding to one challenge currently facing the world

2.12: reflect on their ongoing learning and what it means for them

## The Sustainable Development Goals (SDGs)

Throughout the resource students are encouraged to engage with a number of SDG’s, including:



# Learning Objectives



To engage with marginalised communities in Africa



To develop knowledge and understanding of the issues facing young people across Africa in accessing quality education



To practice the skills associated with CSPE



To organise and participate in an action project and 'walk in their shoes'

# Lesson Plans

01

## Introduction

Walk in their shoes as a CSPE Action Project. Introduction to SDG4 - Quality Education

02

## Quality Education

Causes, consequences, impact on children's lives and possible solutions

03

## Case Studies / VLM Speaker

VLM Speaker will visit your school and facilitate a class discussion building on lesson one.

04

## Planning Session

Designation of committee roles and responsibilities. Set a date for sponsored walk and other logistics. Fundraising planning.

05

## Walk in their Shoes

The sponsored walk! Replicate the walk a child in one of VLM's partner projects makes to school every day.

06

## Reflection Session

Opportunity to conclude Action Record. Reflect on learnings as a class and what can be done into the future.

# Lesson 1: Introduction and SDG 4 - Quality Education

## **CSPE Learning Outcome:**

2.9: analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions

**ACTIVITY 1:** Introduction to SDG 4 - Quality Education

**RESOURCE:** Video and slides

## **NOTES**

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

This module will focus on SDG4 - Quality Education primarily but the goals are interlinked and SDG 1 (No poverty), SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) will also likely be introduced through discussions.

# SDG 4 - Quality Education

This goal reflects the understanding that education is a fundamental driver of sustainable development. Access to quality education is seen as crucial for breaking the cycle of poverty, promoting economic growth, fostering gender equality, and empowering individuals and communities to lead healthier and more productive lives.

Key targets associated with SDG 4 include:

1. Ensure that all girls and boys complete free, equitable, and quality primary and secondary education.
2. Ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education.
3. Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.
4. Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.
5. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
6. Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

By addressing these targets, SDG 4 aims to contribute to the development of an educated, skilled, and empowered global population capable of addressing the complex challenges facing the world and promoting sustainable development. The deadline for achieving the Sustainable Development Goals, including SDG 4, is set for 2030.



## **ACTIVITY 2:** Walking debate

To encourage the class to start thinking about and debating the important global issue of education.

### **RESOURCE: Statements**

Education should be available and free for all children in the world

Nelson Mandela said “Education is the most powerful weapon which you can use to change the world”. Do you agree with this?

Quality education for all will mean a better world

Everyone’s right to education is recognised in Ireland

If I have no food to eat I do not care about education

Education in Africa has nothing to do with me



# Lesson 2: SDG 4 - Quality Education

## CSPE Learning Outcome:

2.9: analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions

**NOTE:** Although the right to education is a universal right, there are still big inequalities in education across the world. Around 58.4 million children of primary school age do not go to school worldwide. Sub-Saharan Africa is the most affected area with over 32 million children of primary school age remaining uneducated. What are the causes of this?

### ACTIVITY 1: Causes

What are the barriers to quality education?

In groups think of any factors that may prevent children in the Global South from accessing and obtaining quality education. Feedback.

**RESOURCE:** Slides

**NOTE:** If these barriers did not exist and all children had the opportunity to take up their human right of an education what would the benefits/consequences of this be? How might it impact the individual's life? How might it impact the whole community they are living in? How might it impact the world as a whole?

**ACTIVITY 3:** What are the benefits of quality education? To individuals, communities, the world.

Think. Pair. Share

**RESOURCE:** Slide

## **ACTIVITY 4:** Education Can Transform the World

### Learning Outcomes

- To understand the power of education for transforming lives
- To know that not everyone has the same access to education
- To advocate for equal access to education for everyone around the world

### **INSTRUCTIONS**

In a bigger group of 4, students draw a large outline of a person. Ask them to think about what qualities and characteristics an educated person might have. Students should write these within the outline of the person.

Next ask them to draw a big circle around the drawing of the person to represent the world. Students should now discuss what the qualities and characteristics of a world full of educated people would be and write these down. Students can also add pictures and symbols to their drawing.

Share with bigger group.

Map of enrolment rates in secondary education and questions -

- What does the data show about education access in Ireland and Europe?
- How does this compare with other countries and continents in the world?
- What does it show about education levels or access around the world?
- Is there fair access to education across the world?
- What impact does this inequality have on the countries?

**NOTE:** Slides on benefits of education, to girls and some statistics

# Lesson 3: VLM and Case Studies



VLM partners with schools run by the Vincentian Fathers and Daughters of Charity in Ethiopia, Ghana, Kenya and Tanzania, aiming to make quality education more accessible for all.

## CSPE Learning Outcome:

2.5: examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this



### ADDIS ABABA, ETHIOPIA

This is Mariam. Her school was recently demolished to make way for a new motorway. No alternative school has been built. Her family now have to try and pay higher fees for her to attend school in Addis Ababa.

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### MEKELE, ETHIOPIA

This is Jemal. His town has been at the centre of a recent conflict in Ethiopia. The school he attends has been damaged by local bombings. He missed over two years of school due to war.

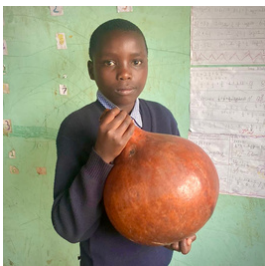
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### MASANGA, TANZANIA

This is Flora. She walks 12km each way, every day, to get to school. Her school is on the outskirts of the Serengeti, which means her journey to school is often dangerous as she may encounter wild animals. She is exhausted when she gets to school.

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### THIGIO, KENYA

This is Barasa. He is 14 years old and will sit state exams soon. He would love to stay on at school and go to university where he dreams of becoming an engineer but his parents need him to work.

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# Lesson 4: Planning Session

## CSPE Learning Outcome:

2.10: evaluate how they can contribute to responding to one challenge currently facing the world

**NOTE:** Last week we learnt that the distance to school and getting to school is a major barrier to children in countries that VLM works in from receiving an education. VLM have proposed that we organise to 'Walk in their Shoes'. This will involve us organising a walk that mimics the journey children in the Global South take every day just to get to school. The effort their walk takes means sometimes they do not attend school or they drop-out early. When they do make the long walk to school, they often arrive tired and hungry and are less able to concentrate on their studies.

To organise the walk we will split into committees.

## COMMITTEE ROLES AND RESPONSIBILITIES

### PLANNING COMMITTEE

1. Organise the route and length - what resources will you need for this?
2. Organise the date
3. Organise how you will get to the start of the walk
4. Is the route safe?
5. Is the route interesting/pleasant?
6. How will people return at the end of the walk?

**NOTE:** Last week we learnt that many children in the Global South do not go to school because they cannot afford to pay the school fees. We also learnt that to educate a child for one year in Tigray in Ethiopia costs €130 for the whole year. Our aim is a class is to raise enough for one child to attend school for a year thanks to our fundraising walk. It is important that we inform the whole school community about this initiative and the way in which we as a class are taking action to help children in the Global South gain an education.

### **FUNDRAISING COMMITTEE**

1. How will the walk be advertised/promoted?
2. How will we fundraise? Do we need any resources for this?

### **EDUCATION COMMITTEE**

1. How will the class raise awareness of the issue in the school?
2. Can we write something for the school bulletin? Talk to classes? Design posters?

# Lesson 5: Citizenship Action

## Walk in their Shoes

ACTION: COMPLETE A SPONSORED WALK MIRRORING THE JOURNEY TO SCHOOL MADE BY ONE OF THE CHILDREN BELOW TO GET TO SCHOOL. RAISE AWARENESS OF THE BARRIERS TO EDUCATION.

Name	Journey	Distance
Ernest Amos Matiko	Gorong'a to Masanga	10km
Flora Manga Gibeche	Nyanungu to Masanga	12km
Godfrey Chaca Samwel	Itiryo to Masanga	5km
Rebecca Marwa Hassan	Kitawasi to Masanga	9km

# Lesson 6: Reflection and Next Steps

## CSPE Learning Outcome:

2.12: reflect on their ongoing learning and what it means for them

01

### Reflection in groups

- A fact I learned
- Something I found interesting
- Something that surprised me
- A question I'm left with
- Feedback

02

### Learning Journal

How did you find the walk?

How do you think you would feel if you had to do this every day?

How does it make you feel now about your education? Has anything changed for you?

What did the walk achieve?

What new knowledge have you gained about the Global South?

Can you think of any other actions you could take?

How well did our planning sessions go?

What could I/we have done differently?

# Next Steps



## Schools Immersion Programme

This is a schools programme for 5th year students. It is a two-week long immersion trip to volunteer with one of our partner schools in the Global South. Participants stay in the community, fully immersed in the work of the Vincentian Fathers and/or Daughters of Charity.

## Fundraising

As a class or as individuals you can help to fundraise for VLM partner projects. Some ideas for fundraising include -

- Bake sale/coffee morning
- Sponsored sleepout
- Quiz night
- Raffle

## Speak about your experience

Perhaps you would like to speak about your experience at your local parish or at an event organised by VLM. As well as raising awareness this could give you valuable experience in public speaking. VLM can help facilitate these opportunities.

## Help Raise Awareness of the Work of VLM

VLM send volunteers overseas and you can help by talking to your family, friends about VLM, by putting up posters and by following our Instagram page @vlm\_volunteering.



# Acknowledgements

VLM would like to acknowledge the tireless work of our partners, the Vincentian Fathers and the Daughters of Charity on the schools mentioned within.

**We thank you for your continued support in our efforts to ‘Do One Thing. Do Something.’**

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