



Methodology Map

Transnational Solidarity

Proposed task (A):
Read the perspectives below and answer the questions [Simulus: storming and airing 1]

"We need to learn from them. If they are developed and rich it means that they can teach us. Of course not everyone in this country will be able to catch up, at the end of the day, most people here are uncultured and uneducated. But the best ones can be just like them if properly taught."

"When we say a country is 'underdeveloped' we are implying that it is backward and retarded in some way, that its people have shown little capacity to achieve and evolve. The use of the word 'developing' is less insulting, but still misleading. It still implies that poverty was an original historic condition based on the 'lack' of attributes of its people (in relation to characteristics 'we' have) – a mindset that was dominant in colonial times."

"They should not come here and think we are going to learn overnight. We are at least 50 years behind. We need much more time to become what they are now. But we do have the potential!"

"Developing countries are poor because they lack technology and education. Their systems of governance are not as mature as ours. We need to help by giving them technology, proper work habits and good education."

"They come here and impose their education, their technology and their way of seeing the world. This makes people more competitive and individualistic and breaks our communities. We do not need what they are trying to sell. We need a better distribution of resources so that we can define our own development."

"Developed countries are rich because they have exploited us for a long time. First, by colonising us, then with unfair trade rules, debt interests and sweatshops. If we were given a fair chance we could be even richer than they are."

Which perspectives would you say are 'Northern' or 'Southern'? What are the assumptions behind each of the perspectives? What are the limitations of these assumptions? How do you think each author would define 'development'? What are the implications of these definitions?

Proposed task (B): Read the text in the box that looks at how this issue is addressed in universities. What would you like to know more about this theme, where would you find more information? [Stimulus 2 + legitimisation]

During the past fifty years, colonial empires around the world have collapsed and vast areas that were once known as "colonies" have become known as "less developed countries" or "the third world." The idea of development- and the relationship it implies between industrialized, affluent nations and poor, emerging nations- has become the key to new ideas about what ideal societies should look like. Development has also become a vast industry, involving billions of dollars and a worldwide community of experts. In this period, the meaning of the word 'development' has also been used and interpreted in many different ways.

The concept of development has been questioned in recent years from different perspectives. Some critics see development as the imperialism of knowledge, a continuation of colonialism, imposing on the world a 'modernity' that it does not necessarily want. Others see development efforts as political moves that will benefit mainly the economies and positions of power of 'developed' countries. Some groups have tried to re-deploy the notion of development and the term 'sustainable development' is now the new 'buzz' word, which (of course) is interpreted in different ways by different groups of people.

[Adapted from the introduction to: *International Development and the Social Sciences Essays on the History and Politics of Knowledge*- edited by Frederick Cooper and Randall Packard]

Proposed task (D):
Read the questions below. Are there any other questions you would like to add to the list? [enquiry]

Proposed task (E):
In small groups, choose two or three questions to address [dialogue]

Proposed task (F):
Share what you have learned/unlearned in your dialogue with the rest of the group [airing 2]

Proposed task (G):
Perform the role play in small groups and share the outcomes with the rest of the group [simulation]

Proposed task (C):
The questions in this box relate to your personal perspective on this issue. You might not want to discuss this with others, but take some minutes to think about them. [identification]

1. Do you feel you have enough in life? What are your aspirations? Do you feel you hold any kind of responsibility towards other people outside your family or future generations?
2. Do you think poverty, hunger, war and disease in 'developing' countries have anything to do with your life and the choices you make, or are these things unrelated?
3. What changes do you think other people need to make (in your country and in other countries) to make the world fairer for all? What would you be prepared to change in your life if this change was necessary for this to happen?

1. How would you define development? How would you define underdevelopment? How would you define poverty?
2. What do people in the 'First world' have in common with people in the 'Third World'? Does it depend entirely on who you are or what social background you have?
3. Is there poverty in the first world? If so how is it different from poverty in the third world? How are people who are rich and who are poor interconnected? What are the consequences of poverty for rich people? What are the consequences of a high concentration of wealth in a few hands for poor people? How has wealth been generated and maintained in the world? And in your country?
4. Has economic growth in first world countries eradicated poverty 'at home'? Can economic growth in 'third world' countries eradicate poverty? Can free trade eradicate poverty?
5. Is the problem of inequality in the world (as concentration of wealth) getting better or worse? How can this be measured?
6. If a capitalist society depends on people competing with one another for consumption and accumulation of material goods (like land, houses cars, clothes) and symbolic goods (like education, 'culture', designer labels), is there a possibility that we will have a situation where the common good is achieved and everyone wins (there are no 'losers')? Does the existence of 'winners' depend on the existence of 'losers'? Does the excitement of being rich depend on the differentiation in relation to those who are 'poorer'? Does the power of developed countries depend on the disempowerment of developing countries?
7. What does charity do to poor people? What does charity do to privileged or rich people? What are the positive and negative consequences of charity for both sides in the short and longer terms?
8. Think about your 'privilege' (if you can read this sentence you belong to the top 20% of the world who are literate, can read English and have access to education or the Internet) - where does it come from? What privilege would you like your children and the children of your children to have? What kind of world ... children to

Your group has been given £2,000 for a project on the theme of development education or education for development (no conditions attached). As a group, suggest 3 potential 'good uses' of this funding and analyse the possibilities and implications/potentials and challenges for each of them.

Proposed task (H):
Evaluate this session [debriefing] and select a topic for the next session



Methodology Map Content Development

Proposed task (A):
Read the perspectives below
and answer the questions
[Simulus: storming and airing
1]

Objective: breaking the ice, causing dissonance, acknowledging complexity and contingency (context dependency)

Presents:

- More than two perspectives that 'make sense'
- Conflict/difference of understanding
- A 'devil's advocate' atmosphere

Challenge:

- Moving away from romanticisation
- Moving away from 'the right/wrong' and 'neutral/biased' or 'black/white' perception
- Keeping it short, accessible and clear!
- (lesson learned: if students perceive we have a 'direct action' agenda here the exercise is defeated)

Possible stimulæ:

Quotations (author acknowledged), perspectives, pictures, cartoons, case-studies, poems, song lyrics, film, interview, drama (role play/facilitator in role)

Questions: provocative questions related to the stimulus inviting participants to engage critically with the stimulus (trace origins/assumptions and implications of perspectives)

Proposed task (B): Read the text in the box that looks at how this issue is addressed in universities. What would you like to know more about this theme, where would you find more information? [legitimation]

**SHORT AND ACCESSIBLE TEXT ON POSSIBLE
'INSTITUTIONALISED' PERSPECTIVES**

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[enquiry]

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[dialogue]

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[simulation]

Problem solving, role-playing or another creative task

The idea is to enable participants either:
To test the value of the reflection process in decision making
To express their own feelings in relation to the process
(confusion, paralysis, joy, inspiration, disillusion, etc...)

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[identification]

QUESTIONS RELATED TO PERSONAL ASSUMPTIONS, CONTRADICTIONS AND 'RESPONSIBILITIES' (ADDRESSING THE READER)

OPEN SPACE QUESTIONS

Questions that:

- Engage participants in constructing meaning

"How would you define development? How would you define underdevelopment? How would you define poverty?"

- Help participants to clarify their perceptions and the perceptions of others (recognising legitimacy, origins and limitations)

"Is the problem of inequality in the world (as concentration of wealth) getting better or worse? How can this be measured?"

- Help participants to perceive connections

"What do people in the 'First world' have in common with people in the 'Third World'? Does it depend entirely on who you are or what social background you have?"

- Help participants to identify contradictions and complexity

"Is there poverty in the first world? If so how is it different from poverty in the third world? How are people who are rich and who are poor interconnected? What are the consequences of poverty for rich people? What are the consequences of a high concentration of wealth in a few hands for poor people? How has wealth been generated and maintained in the world? And in your country?"

- Help participants to identify implications

"If a capitalist society depends on people competing with one another for consumption and accumulation of material goods (like land, houses cars, clothes) and symbolic goods (like education, 'culture', designer labels), is there a possibility that we will have a situation where the common good is achieved and everyone wins (there are no 'losers')? Does the existence of 'winners' depend on the existence of 'losers'? Does the excitement of being rich depend on the differentiation in relation to those who are 'poorer'? Does the power of developed countries depend on the disempowerment of developing countries?"

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[debriefing] and select a topic for the next session