

Statements on development education

All information correct 2005

For the DEA, development education encompasses the following principles:

- It enables people to understand the links between their own lives and those of people throughout the world.
- It increases understanding of the economic, social, political and environmental forces which shape our lives.
- It develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives.
- It works towards achieving a more just and sustainable world in which power and resources are more equitably shared.

The DCSF (formerly DfES) in *Developing a Global Dimension in the School Curriculum* set out eight key concepts as the framework for global perspectives in learning:

- citizenship
- sustainable development
- conflict resolution
- interdependence
- values and perceptions
- social justice
- human rights
- diversity

<http://www.globaldimension.org.uk/resourcesearch/details.aspx?id=1135>

The GA believes that geography involves the following key elements:

- The physical world: the land, water and air – can involve the spiritual dimension ('awe and wonder') in addition to physical, chemical and biological processes.
- The human environment: work, homes, consumption, leisure – can involve the moral dimension and centre on the relationship between people and nature.
- Interaction: movement (the spatial) and interdependence – takes in the economic and the political as well as the social, cultural and environmental.
- Place: the 'vocabulary' (the 'facts') and the 'grammar' (how the 'facts' link) of geography – can involve ecological perspectives, integration and synthesis.
- Scale: the construct, lens or dimension through which the subject matter is 'seen' – helping pupils understand locality in relation to regional, national and international contexts and global perspectives.
- Pupils' lives: images, change, experience and meaning, identity – can take an explicit futures orientation.