

Engaging learners by making local issues global and global issues local

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**CARE
GLOBAL
TEACH
LOCAL!**

Global Issues SIG



Plan:

Starter: Warmer

Main course: Local to global
and global to local – lessons / topics /
issues

Dessert: global issues in our teaching
contexts



Feeding people with waste food (Julie Feyaerts) <https://bit.ly/2HyaBAU>

Warmer: PROVERBS

Discuss each proverb and decide on a related:

- global issue and
- a local example

If you pay peanuts, you get monkeys

Behind every great man is a great woman

There's no such thing as a free lunch

More proverbs to discuss: global issues / local examples

- a) Don't judge a book by its cover
- b) If you play with fire, you'll get burned
- c) A rising tide lifts all boats
- d) Good fences make good neighbours
- e) The grass is always greener on the other side of the fence
- f) Eat, drink and be merry for tomorrow we die
- g) The way to a man's heart is through his stomach

Would you ...? Could you ...? How?

1/ Refugees

2/ Migration

3/ Sport

4/ Gender equality

5/ Child slavery

6/ Breast ironing

7/ FGM

8/ Child marriage

9/ Menstruation

10/ Land-grabs

11/ Ebola

12/ Health system

13/ Oil spills

14/Environment

Global or local? – where would you start?



A child writing the days of the week on the wall of her house in Meme, Cameroon. ©Chris de Bode/Panos

<https://bit.ly/2wQxdUK>

engage learners with real human stories, and

“If you don't like someone's story, write your own.”

Chinua Achebe

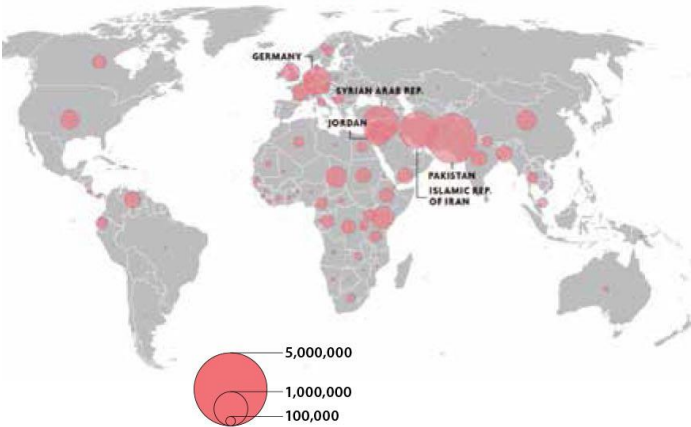
Global refugee crisis – THE FACTS

World at war¹

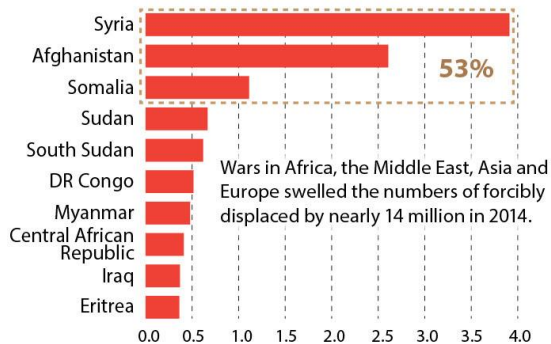
WHERE PEOPLE ARE COMING FROM

War, deteriorating security and human rights concerns in a number of countries – notably Syria – are among the main drivers of a sharp increase in asylum-seekers and refugees worldwide.

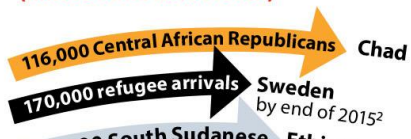
Location of refugees and persons of concern to UNHCR



Top countries of origin (in millions)



Selected refugee arrivals, in 2014 (unless otherwise stated)

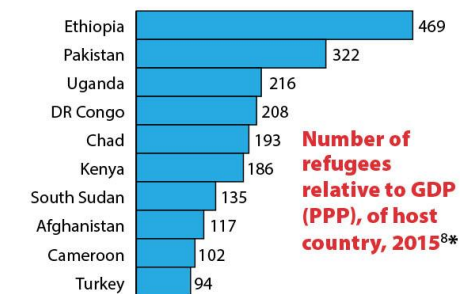
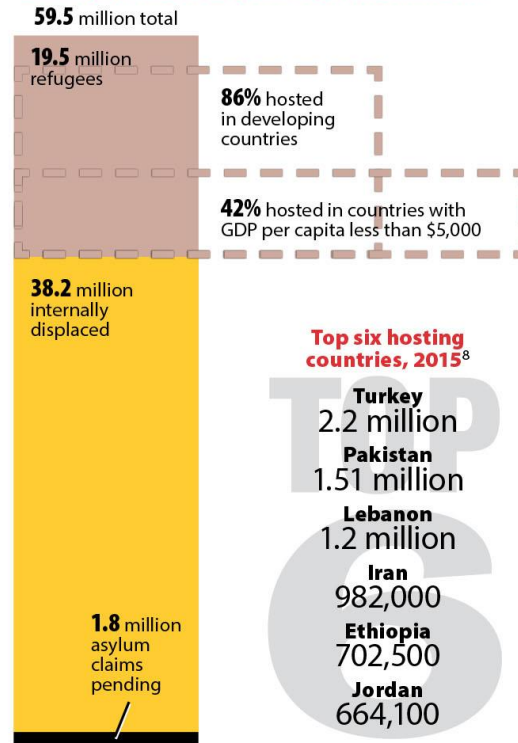


It's not all about you¹

WHERE PEOPLE ARE FLEEING TO

Most refugees do not seek protection in the industrialized world. Nearly 9 out of 10 people find shelter in neighbouring countries, while an even greater number are internally displaced.

Global population displaced by conflict in 2014



Number of refugees relative to GDP (PPP), of host country, 2015⁸

Turkey
Lebanon
Jordan
Iraq and
Egypt

95% of
Syrian refugees
are hosted in
just FIVE
countries

Rest of
World

Pakistan
and Iran

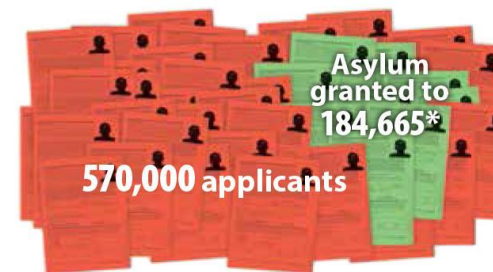
95% of
Afghan refugees
are hosted in
just TWO
countries

Rest of
World

Sanctuary not guaranteed

Once asylum seekers have run the gauntlet of arriving in safe countries, they may not be granted refugee status.

Applications for asylum, EU 2014³



*Applying for asylum can be a lengthy process, so many of those given refugee status may have applied in previous years.

Asylum claims lodged in selected regions of the industrialized world (in thousands)¹

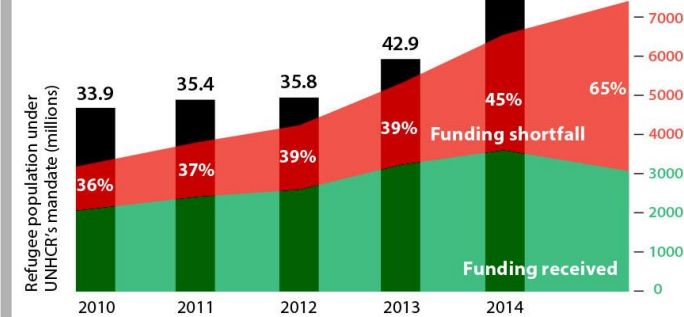


Seeking security

WHY PEOPLE KEEP MOVING

UNHCR is chronically underfunded. As food rations shrink or disappear and school places evaporate, families vote with their feet.

UNHCR budget shortfall⁴



Funding shortfall for UNHCR top 5 emergencies, as of November 2015⁵

	Amount requested	funding	% funded
Syria regional response	4.53 billion	2.31 billion	51
South Sudan	1.64 billion	950 million	58
Yemen	1.6 billion	780 million	49
Iraq	704 million	422 million	60
Nepal earthquake	422 million	269 million	64

A question of priorities

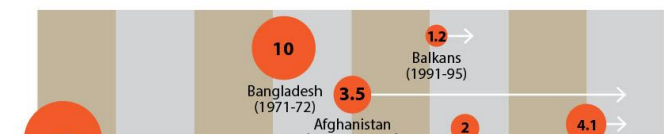
Total UN emergencies budget shortfall (in billions) 2015^{5,6}

\$10.3 total shortfall UN humanitarian emergencies budget, 2015
\$10 billion estimated annual cost for US to bomb ISIS in Syria.

Hello again, crisis

The current upheaval in Syria is causing large numbers of people to flee. But it isn't for the first time – and it won't be the last.

Selected population movements forced by conflict (1940-2015) in millions⁷

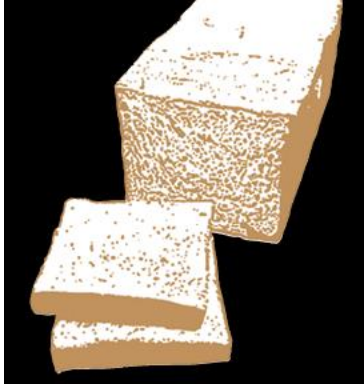


Stories about refugees: what are the stories?



<https://bit.ly/2HFt4HX>

a) Safe from Boko Haram



In Nigeria, the government and Boko Haram have been fighting for four years. More than two million people have had to leave their homes. Less than 10 per cent of homeless people are in government camps. All the others have to stay with friends, family – or bakers.

Lawal Dan Gashua is 52. He runs a bakers' association in Maiduguri, and he has looked after 300 people in his house. Since 2012, when homeless people started arriving, he has put as many people as possible into his old house, and he has found places for many others in his community. Now he has 14 boys living there. Their fathers were killed or kidnapped – with thousands of others - by Boko Haram. He gets no support from the government, but he feels responsible.

b) Saving people from Eritrea



Meron Estefanos has probably saved the life of 16,000 people in the last year – but she doesn't want to know the exact number. 5,000 people escape from Eritrea and its controlling government every month. And many of them have her telephone number. They have problems on boats crossing to Italy, and they call Estefanos. She is a 40-year-old radio journalist. From her flat in Stockholm, she gives the information about where the boat is to the coastguard; at least 50 boats were rescued like this in 2015.

Refugees from Eritrea have many other problems – not only the journey across the Mediterranean. Kidnappers take hundreds of them – they torture, rape and kill them in places like Sudan and Libya. Estefanos tries to get the hostages released by telephone, she collects money to pay the kidnappers, and she helps their families. She also tries to make governments do something to help.



c) Festival of hope

Menes La Plume is a refugee from Congo. He wants to change the way people see refugees around the world. So this is the second year that he has brought musicians and dancers to the Dzaleka refugee camp in Malawi for a festival. This camp started after the genocide in Rwanda. 20,000 people live in the camp now.

The Tumaini ('hope' in Swahili) arts festival 2015 has music from Malawi, Burundi and the Democratic Republic of Congo. 'No-one plans to leave the place they were born. And to then go to a foreign country where they don't know anyone,' La Plume said. 'No-one wants people to think they are a human who is not important.'

FiSahara film festival – inviting refugees to watch films about the world



Watching a film in the Dakhla refugee camp, in the Sahara desert, Algeria, at FiSahara
© Alberto Almayer <https://bit.ly/2HFdR9O>

Gambian migrant in Italy – Senegalese in Spain



Kids at work: a migrant in Italy
<https://bit.ly/2mtFFUT>



Senagalese in Lavapies. @ondasderuido under a Creative Commons Licence <https://bit.ly/2KmwocD>

My materials: eewiki.newint.org

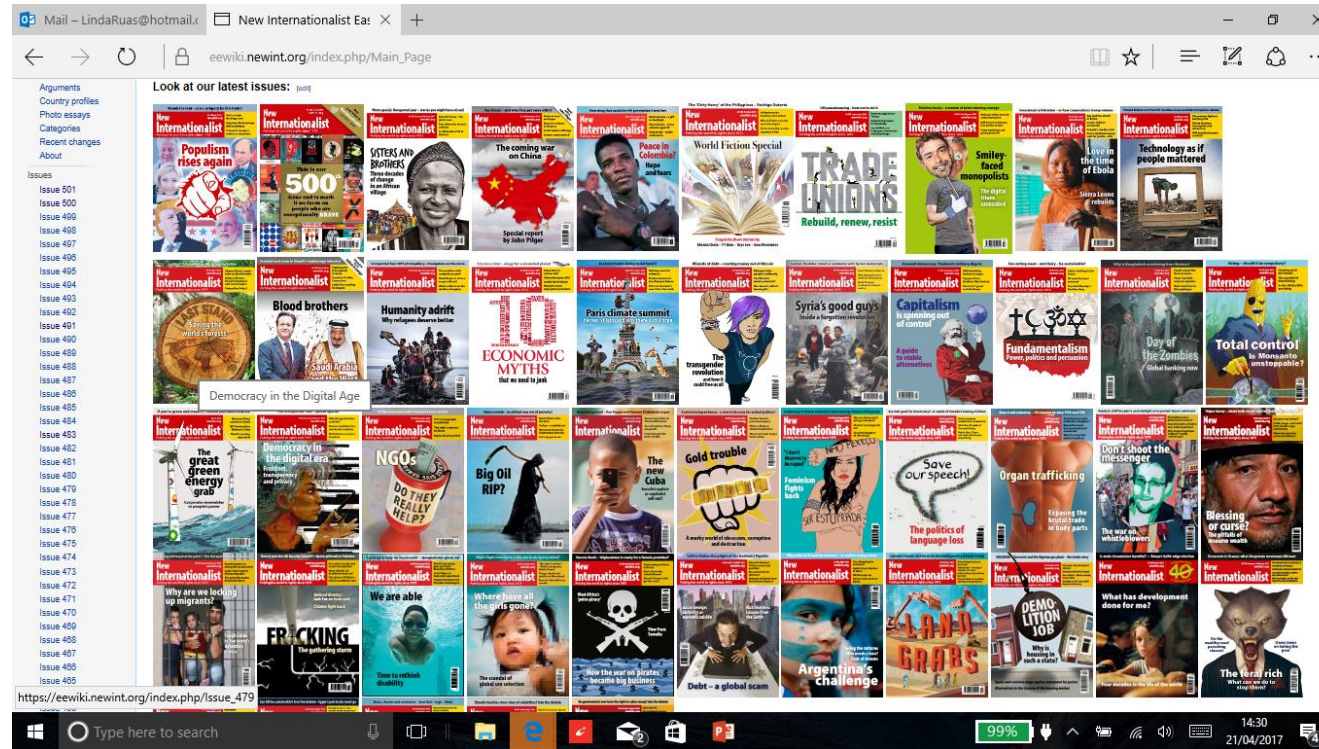
Ready Lessons – ppt and pdf (5 on refugees)

Quizzes + infographics

Photo stories

Country profiles

More teaching ideas



Next global issue:

Sport and ... ?



Sport and gender equality



Gaelle Enganamouit training in Yaounde, Cameroon.
© Thomas Obrador/*Ze Place To See*



Opening ceremony - Women's AFCON 2016 in Yaounde, Cameroon beat Egypt 2-0. Chris Matthews

Football for child miners in Burkina Faso



interpol <https://bit.ly/2jf7Jdv>

Girls growing up



*Tools used for breast ironing,
Cameroon © Aurora Photos
/ Alamy*

<https://bit.ly/2r5UqAy>



*Nimko Ali had FGM when she
was on holiday in Djibouti, aged
7. <https://bit.ly/2FnZqNX>*



*Students in Nairobi: poor menstrual care can stop
girls going to school (kyhm54 under a Creative
Commons Licence) <https://bit.ly/2r5WyZ4>*



*Child marriage
in Mozambique
© Rebecca
Cooke*

<https://bit.ly/2vVDC47>

Land-grabs in Mozambique



A local businessman wants to take the land of villagers in Kitica, Cabo Delgado province. Hazel Healy <https://bit.ly/2jilQgZ>

The Eco-Energia Ouroverde sugar factory, not yet used, where cashew trees grew before.
Hazel Healy



Land deals in Mozambique

2.5 million

hectares
land granted
2004-2009

= bigger
than Wales

= 7%

of the country's
arable land

73%

for forestry
plantations

13%

for biofuels
and sugar

Over **1 million**

hectares went to
foreign investors

= 6 x size
of London

0.8 hectare

= fullsize
football pitch

Health: Ambulances too old to use in Liberia



Tubmanburg General Hospital in Bomi County, Liberia. (CDC Global under a Creative Commons Licence) <https://bit.ly/2FsMT2W>



Whole issue on 'After Ebola' – June 2016 <https://bit.ly/2jfYEKY>

Oil – Niger Delta



'It is terrifying to discover that every part of Ogoni territory – water, land and air – is contaminated.' (© George Osodi / Panos) <https://bit.ly/2w59547>



Ogoni people protest in Port Harcourt in November 2013. (Patrick Kane)

How would you
bring these
stories into class?

Suggestions:

- a) Dictate part of text – learners continue writing in small groups, then compare their versions with original**
- b) Print out text – learners find problem and solution, then act out the story or write a letter to / from someone in the story**
- c) Groups research different stories and create a poster, then present to others**
- d) Print and cut a text into 3-line sections. Groups piece together the story, then have group for/against debates**
- e) Hand out some of the photos and elicit from students what they think the topic is, then get them to write what they think the problem and solution are. Compare and discuss.**

Would you ...? Could you ...? How?

1/ Refugees

2/ Migration

3/ Sport

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9/ Menstruation

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11/ Ebola

12/ Health system

13/ Oil spills

14/Environment

Which works best with your classes?

local to global

(gold wedding ring to working
conditions in gold mines)



blog.lsef.org <https://bit.ly/2HzmAy8>



A Catholic nun in India. CC Licence <https://bit.ly/2fbhNpD>

or global to local

(wearing a veil in Europe
to wearing a veil locally)

Possible problems ... and possible solutions

- 1/ Emotions (worry, embarrassment, anxiety etc)
- 2/ Strong opinions
- 3/ Teacher not knowing enough
- 4/ Too many language errors
- 5/ No time (syllabus restraints)

- a) Admit infallibility and research together
- b) Quick 10-min warmers
- c) Insist on respect
- d) Ignore! – fluency and global issues are more important!
- e) Create a supportive atmosphere

Local issues / global issues – think of one of each that would be relevant to your English classes and tell your small group how you could bring it into class

GISIG / YLTSIG competition for learners' work related to SDGs: <https://bit.ly/2jdGboZ>

Contact: lindaruas@hotmail.com

Materials:

gisig.iatefl.org (under 'Events')

and eewiki.newint.org (under 'About')

Thank you for coming!



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