



Drought and Migration in Ethiopia

A Development Education Resource for Primary Schools

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Front cover image:

Adi Goticha, 50, from Borena Zone, Oromiya region, Ethiopia. Taken in March 2017 by Anteneh Tadele, GOAL Ethiopia.

Introduction

Did you know that while extreme poverty is reducing there are still over 800 million hungry people in the world, most of whom live in rural areas? Were you aware that the current drought in the Horn of Africa is projected to become the worst in decades, even worse than the one that led to the deaths of tens of thousands of people in East Africa in 2011? And that hunger, poverty and the effects of climate change are some of the root causes of migration?

This resource is aimed at teachers of the senior classes at primary school level. It explores issues such as those mentioned above - poverty, hunger, drought and migration. As with Spotlight on South Sudan, a Development Education resource developed by GOAL in 2015, drama is used to explore Development Education themes.

Drama has proved itself to be a highly engaging way of learning about people and places in a child-friendly manner, as abstract ideas from the curriculum are made concrete. It has the unique capacity of enabling participants to embody unfamiliar contexts and aspects of the human experience encountered through Development Education. Drama, being centrally concerned with navigating problems, can provide authentic contexts for adopting and exploring multiple viewpoints and facilitates participants to work creatively and cooperatively to find solutions.

While relevant to the drama curriculum and many other curricular areas at senior primary level, this resource has a strong Development Education focus. It aims to increase knowledge and understanding of global issues and the interconnectedness and interdependency of countries and populations. Additionally, it seeks to develop critical thinking skills and nurture a sense of belonging to a common humanity and to develop attitudes of empathy, solidarity and respect.

We hope you enjoy using this resource and adapting it for your class to create a powerful and memorable learning experience.

How to use this resource

This resource presents a scheme of work and five lesson plans.

- ✓ Each lesson plan is presented in simple steps and is designed to be an hour long.
- ✓ Key questions are incorporated throughout along with additional teacher notes containing background information where necessary.
- ✓ Included beside each lesson are any photocopiable resources you may need.

As taking action is a key part of Development Education, useful links are included following the lesson plans. Some links are designed to be useful for further learning and project work, while others suggest appropriate follow up actions that classes could take. We strongly recommend that teachers consider extending the learning and taking action to create a rich Development Education experience.

Assessment has also been considered and formative and summative assessment worksheets have been included. The self-assessment sheet seeks to measure changes in pupil's knowledge, skills and attitudes and values, while a 3-2-1 template has been included to allow teachers to gauge pupil engagement and learning.

Before starting lesson one, we recommend that pupils learn a bit about Ethiopia. This will give greater context to the drama. For example, the following broad questions could be considered:

1. Where is this place?
2. What is this place like?
3. Why is this place as it is?
4. How is this place changing?
5. How is this place linked to other places?
6. How is this place different from or similar to other places?
7. What would it feel like to be in this place?

(taken from Primary Geography Teacher Guidelines, 1999)



Fact file: Ethiopia

Location: East Africa, it borders Djibouti, Eritrea, Kenya, Somalia, Sudan and South Sudan

Size: 1.104 million km²

(approximately the size of France and Spain combined)

Population: 104 million

Median age: 18.9

Life expectancy: 62 years

Capital: Addis Ababa

Languages: Oromo, Amharic, others

Religions: Ethiopian Orthodox, Muslim, Protestant, traditional, Catholic, others

Economy: Ethiopia is a predominantly agricultural country - more than 80% of the population live in rural areas

Exports include coffee, vegetables, gold, flowers, live animals, raw leather products and meat products

Ethiopia is one of the fastest growing economies in Africa

Scheme of work

Class level:

5th/6th class

No. of lessons and duration:

5 x 1 hour lessons

Learning objective:

To enable the pupils to explore, through imagined experience, the impact of drought on a rural Ethiopian family, including rural to urban migration, and to explore various perspective on migration

Drama curriculum:

Stand:

Drama to explore feelings, knowledge and ideas, leading to understanding

Strand units:

Exploring and making drama; Reflecting on drama; Co-operating and communicating in making drama

Integration:

English:

Writing - Developing cognitive abilities through language; Emotional and imaginative development through language

Geography:

Human environments - People and other lands

Visual arts:

Drawing - Making drawings; Looking and responding

SPHE:

Myself and the wider world - Developing citizenship

This scheme contains the following drama techniques:

Tableau, mime, performance carousel, improvisation, hidden briefs, thought tapping, roll on the wall, freeze frames, collective images, hot seating, soundscape, small group play making, talking images, teacher in role, conscience alley, reflection

Prerequisites for making drama

Content:

Learning about life in rural Ethiopia, experiences of drought, consequences of drought including hunger and migration, different perspectives on migration, etc.

Development Education focus:

Content: Poverty, climatic shocks, drought, hunger, child labour, migration

Skills: Questioning, critical thinking, problem solving, communicating, collaborating

Values and attitudes: Empathy, solidarity, respect

The fictional lens:

The creation of the family in rural Ethiopia, the creation of life in Addis Ababa for migrants, the creation of Real World Productions – a documentary making company

Creating a safe environment:

A physically safe space is created for the pupils to work in, pupils are reminded of any drama rules or drama contracts that apply, and pupil's work is valued and respected

Resources:

Masking tape, paper, markers, stopwatch, images of Ethiopian roads and markets, post it notes, recorded news clip, diary entry template, images of Addis Ababa, role signifier (suit jacket), various Real World Productions paperwork (interview protocol documentation, etc.).

Differentiation:

Mixed ability groups, questioning

Assessment:

Teacher observation, peer assessment, reflections

See 'Learning record sheet' (formative assessment) and 'Self-assessment sheet' (summative assessment)

Note: The topic of migration may be a sensitive topic for some pupils in the class. It is advisable to consider this and, if necessary, speak to pupils and parents in advance of the undertaking the lessons.

Lesson 1

Lesson overview:

This lesson explores the hard times faced by people in rural Ethiopia following a rain failure earlier in the year

Resources:

Large sheets of paper, markers, stopwatch, masking tape, photos of Ethiopian markets, market stall option cards

Note:

Remember to fill in the first section of the 'Self-assessment sheet' prior to beginning this lesson.

Step 1

Divide the pupils into groups, giving each group a marker and large sheet of paper. Instruct them to brainstorm and write down as many reasons for going on a journey as possible within a two minute timeframe. Use a stopwatch or online classroom timer to time the groups. At the end, check which group had the most ideas and ask each group to present their ideas.

Would these reasons apply to people in other countries?

Which would apply to people in rural Ethiopia?

For what other reasons would people there make journeys?

Step 2

Using masking tape, set up a road in rural Ethiopia indicating the direction on the nearest town. Ask the pupils to individually take up a space on that road, coming to or from the town, and freeze in a pose. This could be done in two groups if numbers are large. Pupils should aim to tell a story with their poses, e.g. are they happy/sad/tired/excited, are they carrying/dragging/pushing something? When the pupils have created the collective tableau, tap individuals on the shoulder to hear what is on their mind.

What is your concern? (to the pupils standing in role on the road)

Step 3

Show the pupils pictures of markets in Ethiopia and ask them to describe that they see, including the type of stalls. Draw their attention to the market stall option cards. Explain that they will set up their own market scene. Divide the pupils into groups and ask each group to select a market stall option card. Ask each group to create a short mime showing an interaction at their stall, e.g. a transaction, haggling, an argument, a robbery, etc. Discuss how the class would like to proceed with setting up the market space. Once the groups are ready, have the groups perform their mimes one after the other as a carousel performance.

How shall we set up the market scene?

Would you like to include props?

How many props should each group be allowed to include?

Currency in Ethiopia

The currency in Ethiopia is called birr. 1 birr is equal to approximately 3 cent. While 1 euro is equal to approximately 26 birr.



Step 4

Divide the class into pairs. Explain that a girl called Martha is at the market and they will improvise and exchange between Martha and a market trader. Ask the pupils to identify who is A and B (Martha and the trader) in their pair. Gather all the As together and brief them – see below. Then brief all the Bs. Instruct pairs to find their own space in the room and improvise the exchange at the market.

Martha – is twelve years old, has an older brother and four younger siblings. Her father (who has a bad leg) looks after them as their mother died a few years ago. They live on a small farm. Because the last rains failed their food is rapidly running out - they only have one bag of food left and it is not enough to get them through the next few weeks until the new crop grows. Already they have cut down to one meal a day. The younger children are starting to look ill so the family sold their last cow (they still have two goats) to buy more food at the market. Martha is hoping to get two bags of meal from the trader.

Trader – is a very kind, understanding man who does a lot of good deals for people who are in a bad way. His wife is not so understanding and wants him to make more money. They have a baby (their fifth child) on the way and badly need a bigger house. They had a row about finances that morning and his wife threatened a divorce if the trader cannot support the family.

Seasons in Ethiopia

There are three seasons in Ethiopia. From September to February is the long dry season known as the bega; this is followed by a short rainy season, the belg, in March and April. May is a hot and dry month preceding the long rainy season called the kremt, in June, July, and August.

After the improvisations, gather the class in a circle to discuss the outcomes.

What was that experience like for Martha/the trader?

What was the outcome?

Was he/she right to _____?

What do you think Martha will tell her family about the trip to the market?

Step 5

Ask the pupils to imagine they are Martha making the journey home from the market. Instruct them to stand on the road as Martha. Tap pupils on the shoulder to hear their thoughts, in role, on the journey home.

What would Martha be concerned with?

What would be on her mind?

Step 6

Ask the pupils to reflect on a time in their lives where they or someone they know fell on hard times. This could include fictional characters. Explain that they do not need to discuss the experience, but rather select a word that for them sums up the hardship felt. Distribute post its and markers/pens and ask each pupil to write their chosen word and display it.

Can you remember a time when you or someone you know faced hard times?

Do you think Martha and her family are experiencing any of these feelings?

Photographs of markets in Ethiopia



Photographs of markets in Ethiopia



Market stall idea cards

Hot food stand

Shoe shine

Tea and coffee

* both tea and coffee
are grown in Ethiopia

Meat stall

* raw meat is a delicacy in Ethiopia

Fruit and vegetables

Shoe stall

Spice seller

Animal stall

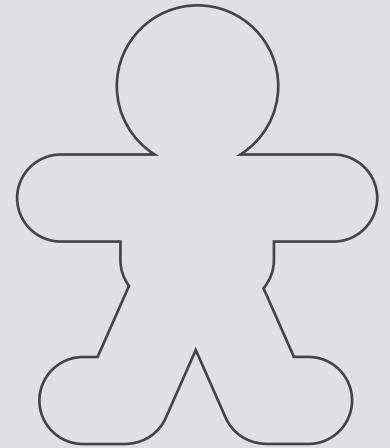
Lesson 2

Lesson overview:

This lesson explores the impact of drought on Martha and her family

Resources:

Large sheets of paper, markers, photos of traditional Ethiopian farm tools, Desta's diary entry



Step 1

Prepare three roll on the wall templates in advance. You may wish to record some key details about Martha, Desta (Martha's brother) and Solomon (Martha's father), placing facts about the characters outside the template (age, position in the family, physical attributes, likes/dislikes), while their hopes and dreams will be detailed inside the template. For example, the following could be recorded:

Martha - (outside)

- oldest girl in the family
- caring
- likes school

Desta - (outside)

- lazy

Solomon - (inside)

- wants his children to get a good education

Arrange the class in a circle. Explain that you will collectively develop the key members in Martha's family. Look at what has already been recorded and ask the class for suggestions of what else to include.

What would Martha/Desta like to do when they are older?

What does Solomon wish for his children?

Step 2 - optional

Look at the pictures of Ethiopian farming tools and compare farming methods in Ireland to farming methods in Ethiopia.

Step 3

Divide the class into groups of three with each person assuming the role of Martha, Desta or Solomon. Explain that it is almost rainy season again and the family are hoping for better rains this time. Ask each group create two freeze frames, or visual depictions capturing a moment in time - one before the expected rains and one when the rains fail, resulting in crop failure. If the class does not divide equally into groups of three, some pupils can play the role of Martha and Desta's younger siblings.

Did you notice any similarities in what the first/second scenes showed?

What themes emerged?

How would the second scene differ had the rains arrived?

Step 4

Ask the groups to imagine they are sitting around a fire one evening. Narrate the following passage and have the pupils mime along.

'Solomon and his children sit around the fire, tired from working all day - collecting water, minding the goats, scavenging for food. They peer into the pot where Martha has cooked a meal. There's only a meagre amount of food, hardly enough for two, let alone seven. They look around at each other, all aware that they'll be hungry again tonight. It's been weeks since they've had a normal sized meal, let alone three normal meals in a day. They know it's not just them in this situation, all the villagers are the same. They wonder how much more can they take?'

Step 5

In their groups, ask the pupils to improvise the scene later that evening when the family talk about what they should do. Take those playing Martha/Desta/Solomon aside separately and brief them.

Solomon - wants to pull Martha out of school, both to save money and so that she can collect water for the family. Water is not available in the local area now due to the drought and people must walk for hours to get it. Currently the family walks three hours one way to fetch water.

Martha - thinks they should sell their two remaining goats. She is worried as they are not looking well and need more food and water but the family cannot provide it. She thinks it is kinder to sell them now and the money will help the family buy food.

Desta - thinks his family members tend to stress and overreact. He thinks everything will be alright; they have been through worse and coped. He tries to calm everyone down and reminds them that he has recently taken up a job selling firewood. (He does not reveal that he plans to save up money for a bus fare to Addis Ababa, the capital of Ethiopia, where he plans to start a new life away from the hardships of the farm).

Discuss the various outcomes of the group improvisations then reveal Desta's secret.

Was it reasonable for Solomon to suggest pulling Martha out of school?

Did any alternative suggestions arise?

Why might Desta have kept his plans secret?

Do you agree with Desta's plan?

If you were Desta, would you consider migrating to the city?

Why/why not?

Step 6

As a class, discuss ways that families cope with droughts, e.g. rationing the food, reducing portion size, selling possessions crops, replanting, looking for work, migrating. List these on the board or sheet of paper.

Are some ways of coping better than others?

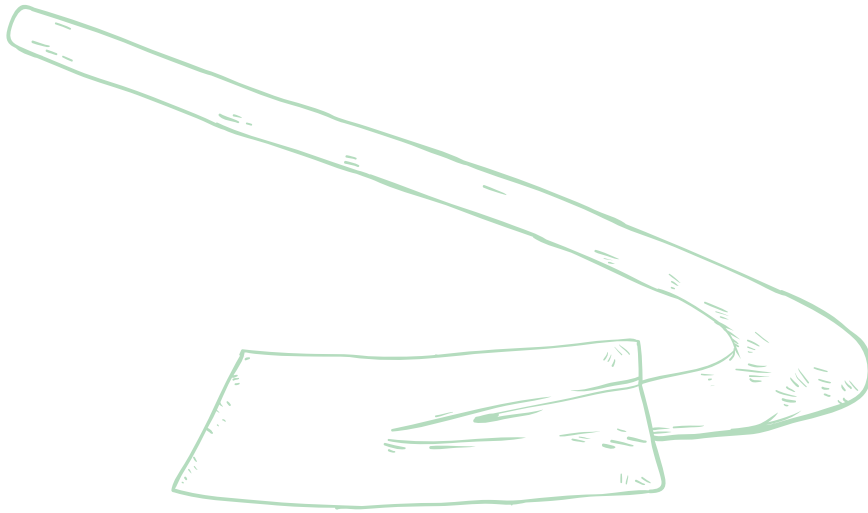
What could be done to help people living in areas of drought?

Who could do something?

What do charities do to help families like Martha's?

Is migration a good way out of poverty, do you think?

Traditional Ethiopian farming tools



Hararghe Shovel

Local name - Akaffaa

Used for digging, lifting, moving soil and sands, and also to open irrigation water ways to farm.

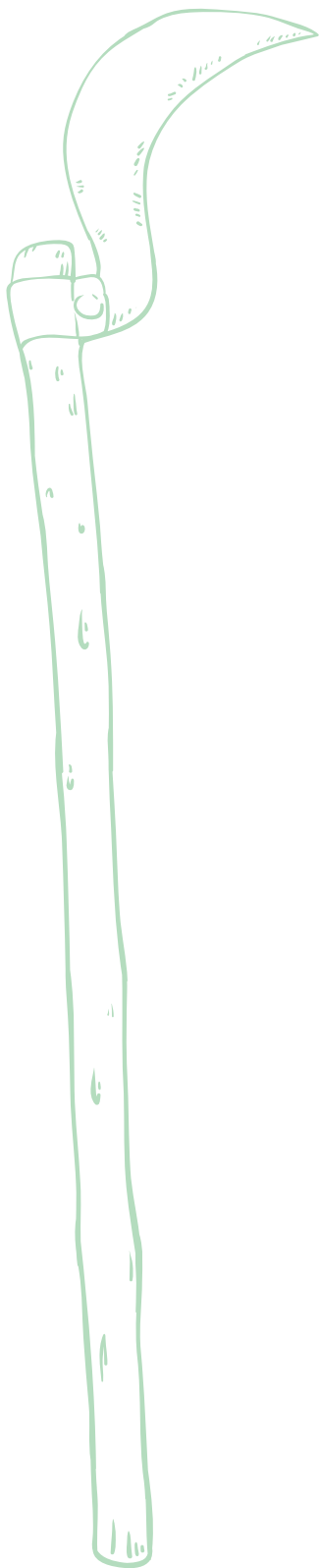


Hararghe Hoe

Local name - Dongoraa

Used for digging and chopping soil and to get rid of grass and weeds.

Traditional Ethiopian farming tools



Hararghe Sickle

Local name - Mencha

Used for harvesting grain crops or cutting succulent forage which would be mainly used for feeding livestock (either freshly cut or dried as hay).

Hararghe Axe

Local name - Kottoo

Used for sharpening, splitting and cutting wood; also used to cut timber, bushes, and shrubs.



Desta's diary entry

Dear Diary,

Now that I've finally got a job, I can see a light at the end of the tunnel. I can see a way out of here to a new life in the city.

I am so sick of how hard life is here in the country. Everything is a struggle. If only I could make it to the city I know I could make a go of things. I even think I could make enough money to send back here to support my family.

Just a few more months of this and I'll have enough saved to get me to the city.

I can't wait!

Desta.

Lesson 3

Lesson overview:

This lesson explores the impact of migration on the family, and migration more broadly

Resources:

Markers, large sheets of paper, chair, diary entry template, globe, world map

Step 1

Explain that the drought has continued and Martha and Desta will move to the capital, Addis Ababa, together to find work. Meanwhile, an aunt has moved in with Solomon to help look after the family. Divide the pupils into groups. Instruct them to draw two collective pictures in their groups - one representing where Martha and Desta are moving from, and one showing where they are going. Distribute large sheets of paper and markers to each group.

What similarities do you notice between the pictures of home/Addis Ababa?

What might Martha and Desta be looking forward to about the city?

How do you think their lives will change?

Refugee or migrant?

A **refugee** is a person who is forced to leave their own country, because their life is in danger, and seek safety in another country. This might be because of violence, conflict, discrimination (religious, racial, social or political) or natural disasters.

A **migrant** is a person who makes a decision to leave their home to seek a better life elsewhere, often to find better work opportunities.

Step 2

Discuss what Martha and Desta might pack for their journey and life in Addis Ababa. In groups of three, ask the pupils to create a flashback scene of a happier time for the family, e.g. birthday, celebration, achievement, etc. Depending on the abilities of the group this could be a short mime or a scene that includes dialogue. Each group should incorporate an item of their choice in a way that shows its significance. Distribute paper and markers for groups to draw this item.

What special or sentimental items might they bring?

Step 3

Ask the pupils which of the characters they would like to hot seat on the night before Martha and Desta leave. Collectively devise questions for that character then call for a volunteer to be hot seated as the chosen person.

Did any of the answers surprise you?

Why?

Do you think other family members might be feeling the same about _____?

Step 4

Give each pupil a diary entry template and ask them to write an entry on their final night at home in role as either Martha or Desta - they can indicate their chosen character when signing off the diary entry. Out of role ask the pupils to mark their favourite paragraph. Ask pupils to read aloud their selected paragraphs.

What emotions are Martha and Desta feeling?

How might the other siblings and Solomon be feeling?

Step 5 - optional

Ask the pupils if they, or members of their family, have moved to other parts of the country or to other countries. Discuss their reasons for moving and where they moved too. List the countries and identify locations using a globe or map.

Where in the world is migration happening today?

Why is it happening?

Has it happened in the past?

Are the reasons the same?

How do people react to migration?

Is migration a good way out of poverty, do you think?

How can migration be good for the people left behind?

Diary entry template

Dear Diary,

As I write this I feel

Today was

When packing, I realised

When I get to the city I hope

Lesson 4

Lesson overview:

This lesson explores the lives of Desta and Martha as migrants in Addis Ababa

Resources:

Pictures of Addis Ababa, musical instruments, paper, pens, speaking object (beanbag)

Step 1

Show a variety of pictures from Addis Ababa. Discuss what the pupils see and what kind of smells and sounds they might encounter if they were in the locations shown in the pictures. Break the class into large groups. Ask each group to create and perform their own soundscape of a journey through the city. Ask them to consider background sounds and occasional sounds as well as varying volumes. Instruments could be used for this activity if available and a conductor could be appointed per group.

What sounds would Martha and Desta hear in the city?

What animal/people/machinery sounds might be heard?

Step 2

Collectively brainstorm the types of work that migrants to the city might do. Ask each group to create a short mimed scene showing the working life of a migrant. Examples of locations include a building site, a hotel, a rubbish dump, etc. Highlight that it should be clear from the mimed scene where the work is taking place, the type of work and how the people in the scene feel about it.

Which is the most appealing option?

Which is the least appealing option?

Why?

Is it fair that Martha and Desta (and other children) have to work?

Why do children in some parts of the world work instead of going to school?

Step 3

Explain that Martha got a job in a house working as a maid. As she can cook, she earns more than other maids. Brainstorm a list of potential duties she would have - remember that the house in Addis Ababa would be quite different to Martha's home in the country (e.g. water, electricity, appliances). As a class or in groups, create a timetable for Martha's day as a maid in a private house in Addis Ababa.

Alternatively, divide the pupils into small groups to create three freeze frames showing a working day for Martha. Optional: Each freeze frame could come to life and include one line of dialogue.

I'm seeing _____. Is this what you intended to show?

Step 4

Explain that Desta was working on a building site carrying bricks but injured his hand. He can no longer work there and is now working in the city dump gathering items that he can sell, e.g. scrap pieces of metal and plastic. He is very unhappy and is considering returning home to the farm.

Break the class into two lines and ask them to convince Desta what to do – should he stay in Addis Ababa or return home. Walk through the lines allowing each pupil to voice his/her opinion on the matter. At the end, decide whether to go or stay based on the majority view.

Do you agree with the decision?

Why/why not?

How do you think Martha would react?

Apart from returning home, what else could Desta do?

What factors push migrants from the city?

Step 5

Depending on the outcome above, ask the pupils to individually write a letter home if staying (explaining their journey, where they are living, what they're doing, etc.), or write a diary entry if returning home (discussing their thoughts and feelings on the matter, including how they think their family will react). They should write in role as Desta. Once finished, ask them to underline any feeling words. Ask the class what words they selected.

Step 6

Gather the class in a circle. Revisit the question 'Is migration a good way out of poverty?' Have the pupils changed their mind at all? Compare the life of migrants from Ireland (past and present) to those from Ethiopia – are there any similarities and differences? Use a speaking object (e.g. a beanbag) to allow each child a chance to make their point. Only the person with the object can speak.

Photographs of Addis Ababa



Photographs of Addis Ababa



Lesson 5

Lesson overview:

This lesson explores various perspectives on migration in Ethiopia

Resources:

Role signifier (e.g. suit jacket, clipboard), post it notes, interview preparation sheet, personal statement templates

Note:

This lesson would work best in a normal classroom environment, where pupils are seated at their desks.

Step 1

In role as the new project manager at Real World Productions, introduce yourself and the exciting new project. Explain that:

- A TV station has approached the company, Real World Productions, to make a documentary on migration in Ethiopia
- The reason they were chosen is they are good at making documentaries where lots of people's views are included
- This documentary can cover migration within Ethiopia but also follow the stories of migrants who left the country
- If they impress the TV station they will be offered a contract to produce multiple documentaries

What direction should this documentary take?

What areas could we explore?

Step 2

Look at a variety of newspaper headlines about migration in Ethiopia and beyond. Discuss who might be interesting groups to interview for the documentary. Assign each group of pupils a group to interview (e.g. smugglers, child migrants, politicians, charities, refugees). There needs to be an equal number of groups for the next step.

I heard you interviewed Martha and Desta before for a documentary on drought.

Could we interview them for this documentary?

Who else could be interviewed?

Step 3

Distribute the interview preparation sheet. Ask each group to prepare questions and write them on the interview preparation sheet. Ask that each group present you, in role as project manager, with their questions before proceeding to making their travel arrangements (e.g. book flights and accommodation, get vaccines, etc.). Once all the questions are approved, identify pairs of groups who will work together. Ask each group to nominate a question asker and note taker. Ask the question asker and note taker in each group to swap with their partner group and conduct the interviews. The remaining pupils in each group will take on the role of the group that the partner group need to interview. Notes can be taken beside each question on the interview preparation sheet.

Step 4

Ask each group to report what they learned following their interviews. Discuss how the interviews could be used in the documentary – in what order could they be shown? What key points could be made in the documentary? What big questions about migration could be answered?

How was your trip to _____?

Who did you interview?

What was the most interesting thing you learned?

Did anything surprise you? Is migration a good way out of poverty?

Note: various ideas could be explored depending on information that comes out of the interviews and the ideas of the pupils. For example, pupils could

- √ explore ways for viewers to help migrants
- √ critique the role of charities and charity communications about migrants and migration
- √ look at Ethiopia's role in hosting refugees.

Step 5

Explain that the documentary will close with some personal statements from the documentary makers about how making the documentary has affected them. Ask the pupils to individually write a short piece using the personal statement template.

What did you learn from making the documentary?

Step 6

Discuss what the children have learned about poverty, droughts and migration from this series of lessons. What questions do they still have? What opinions have they formed?

Newspaper headlines about migration

The dangerous route of Ethiopian migrants

The New Yorker (USA) 2017

Ethiopia government on the move to curb illegal migration

The Ethiopian Herald (Ethiopia) 2017

African migration is the biggest crisis of our time

Financial Times (International) 2017

The African migration tragedy in Yemen

New York Times (USA) 2017

Can jobs in Ethiopia keep Eritrean refugees out of Europe?

BBC News (UK) 2017

Ethiopia hosts more than 840000 refugees: UNHCR

Xinhua (China) 2017

Ethiopia urges illegal workers in Saudi Arabia to come home

BBC News (UK) 2017

Why migration to Ireland should be encouraged

The Irish Times (Ireland) 2017

Mediterranean death rate doubles as migrant crossings fall

The Guardian (UK) 2017

Migrants: How many more can we take?

The Daily Mail (UK) 2015

Migrants swarm to Britain

Daily Express (UK) 2015

Interview preparation sheet



Interview Preparation Sheet

Group being interviewed:

Questions:

1.

2.

3.

4.

Approved by manager yes/no



Personal Statement

Guidance note: Comment on how making the documentary has affected you. Have you changed your opinion on migrants? How do you feel others should treat migrants? What should the world know about migration?

Learning record sheet

3-2-1

THREE FACTS I LEARNED

--	--	--

TWO QUESTIONS I STILL HAVE

--	--

ONE OPINION I NOW HAVE

--

Self-assessment sheet

School Name: _____

Class: _____

Date: _____

Think about what you know before you start the lessons and what you have learned as a result of the lessons. Give each line a score between 1 and 10 where 1 = I know a little and 10 = I know a lot.

Before Score	KNOWLEDGE	After Score
	Ethiopia	
	Drought	
	Migration	
	TOTAL	

Before Score	SKILLS	After Score
	I can work well in a group to do tasks.	
	I can ask questions about global issues.	
	I can talk about global issues to other people.	
	TOTAL	

Before Score	VALUES AND ATTITUDES	After Score
	I understand that different people can see things differently.	
	I feel we all need to support people who are struggling in the world.	
	I think it is important to make the world a fairer place.	
	TOTAL	

Useful links and follow up ideas

Learn more

CBBC Newsround Guide: What is drought and how does it happen?

<http://www.bbc.co.uk/newsround/14325352>

Our Africa - Ethiopia

<http://www.our-africa.org/ethiopia>

Compare Ireland to Ethiopia

<http://www.ifitweremyhome.com/compare/IE/ET>

CIA World Fact Book - Ethiopia

https://www.cia.gov/library/publications/the-world-factbook/geos/print_et.html

Photos for Class - website with photographs suitable for schools

<http://www.photosforclass.com/>

GOAL's Work in Ethiopia

<https://www.goalglobal.org/countries/ethiopia>

Take action

World Food Day Activity Book

<http://www.fao.org/3/a-i7323e.pdf>

The World's Largest Lesson

<http://worldslargestlesson.globalgoals.org/>

The Lazy Person's Guide to Saving the World

<http://www.un.org/sustainabledevelopment/takeaction/>

INTO Global Citizenship School

<http://www.into.ie/ROI/GlobalCitizenshipSchool/>

Irish Aid Our World Awards

<http://ourworldirishaidawards.ie/>

GOAL Humanitarian School Award

<https://www.goalglobal.org/schools/goal-humanitarian-schools-award>

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RENAISSANCE BLDG.

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Drought and Migration in Ethiopia

A Development Education Resource for Primary Schools

