Policy & Practice
A Development Education Review

Issue 1:
Reflections and Projections

"The views expressed herein are those of individual authors and can in no way be taken to reflect the official opinion of Irish Aid."

Contents

Preface

Editorial

Focus

Perspectives

Viewpoint

Resource reviews

Preface

REFLECTIONS AND PROJECTIONS

CONOR LENIHAN, T.D.

It gives me great pleasure to write the preface for the first issue of "Policy and Practice: A Development Education Review".

Educators need space and time to reflect on policy and practice, especially in as complex a field as development. Education cannot be static; those working in the area require constant updating both in terms of content and methodologies. All too often educators feel the need 'to deliver',' to be out there', 'to do the work' and do not allow themselves the breathing space to take a step back and reflect on how they can and should approach their work. I am confident that this journal will make a significant contribution to creating the space necessary for such thought and help stimulate a lively debate on professional development education.

The Development Cooperation Ireland programme is widely regarded as a first class one. Ireland's programme of official assistance to developing countries enjoys a worldwide reputation for effective, high quality aid, which makes a real difference to the lives of the poorest of the world. The Taoiseach has recently announced that Ireland will reach the UN target of 0.7% of GNP on Overseas Development Assistance (ODA) by 2012. This means that the coming years will see huge increases in the Government's spending on ODA – for example, by 2007, the total budget will be €773 million. A key challenge for us will be to maintain the current quality of the programme, as it continues to expand. It is a challenge we will meet. As a Government we have a responsibility to let the public know how their money is being spent. With the planned increases, this responsibility is greater than ever and one which we are taking very seriously.

Development education has a wider purpose. It works to educate people about the challenges of development. Through development education people are taught that these challenges are not remote but that they are shared challenges. The efforts to meet them must also be shared and we can all contribute, at the local and the global level. In creating a sense that we can all play our part development education plays a vital role.

Over the course of the last few months, I have arranged for a series of public meetings about the Government's programme to take place in various locations around the country. From these meetings it is clear that the public want to engage on development issues. Engaging the public is essential if we are to maintain public support for the aid programme. Of course, an engaged and informed public can also question what we in Government are doing and challenge us to do better – that can only be welcomed.

Development education plays a critical role in this regard. Development Cooperation Ireland recognises the value and unique contribution that development education practitioners and organisations have made, and are continuing to make, to enable people in Ireland to engage with development policies and issues. This work, across the formal and informal sectors, is invaluable. In an increasingly globalised world it is essential to educate people in Ireland about local and global development, open their eyes to the realities of injustice and to enable them to understand the causes and effects of that injustice and to engage them in action.

Development education in Ireland faces a number of new challenges, both in terms of policy and practice. How can we build sustainable, human and equitable links with the people in developing countries? How can people from the South be integrated in development education work here in Ireland? How can we strengthen the global dimension at Third Level and in Adult Education? What skills do young people need to become competent and confident global citizens? How is the impact of development education being measured and documented? How can we engage parts of the public that have not benefited from development education before? The pages of this journal will, I know,

provide a forum for debate on these and other issues. Development Cooperation Ireland will also be considering these questions. Later this year, we will begin a consultation process for the development of a new strategy plan for development education. I am looking forward to an active engagement from the development education sector in devising the new policy.

I would like to congratulate the Centre for Global Education on the production of this impressive new journal. I am looking forward to many thought provoking and challenging articles in the future.

Editorial

REFLECTIONS AND PROJECTIONS

CATHERINE SIMMONS

Policy and Practice is a new development education journal that aims to support the work of development education practitioners and increase active engagement with development issues in Ireland and overseas. The journal features a variety of in-depth contributions on aspects of development education practice such as methodologies, monitoring and evaluation, the production of resources, enhancing organizational capacity, strategic interventions in education and sectoral practice. Each issue contains a variety of regular sections including theme-specific focus articles, shorter perspectives articles, discussion and debate features, resource reviews and correspondence.

The Journal aims to address topics central to development education policy-making and practice and to inform the work of practitioners in the formal and non-formal education sector by facilitating reflection and discourse on development education practice in Ireland. It aims to enhance communication and strengthen capacity in the development education sector and to celebrate and promote good practice. Policy and Practice encourages feedback on issues raised and contributions to future editions.

In this first issue, it is appropriate to take the opportunity to reflect on past and current development education practice in Ireland and to examine ways to enhance future practice. With this as the focus, our contributors were encouraged to consider their articles from this perspective.

The concept of reflection in practice is becoming more widespread within the education sector. However, the interpretation of the term 'reflection' can vary. For example, in a recent study of Irish teachers, many identified that

reflective practice is an important aspect of teaching, but their individual understanding of 'reflective practice' differed considerably. For some it meant reflecting on the examination results at the end of the year. For others it meant reflection on the day during the drive home. The majority did not identify a need to take notes, to record progress, to discuss with colleagues and to learn from mistakes (Kiely 2003).

To some, the term 'reflection' may suggest a certain passivity, in the sense that one definition of 'to reflect' is to think quietly and calmly. This is certainly one aspect of reflective practice. It is the recognition of the importance of inward examination and the ability and willingness to be introspective. It promotes a state of receptiveness to outside influences and ideas. At the same time, reflection must also be seen in the context of practice. That is a context of reflective action. Here, reflection is active; it makes manifest or apparent our challenges, assumptions and our strengths and weaknesses. In order to be most effective, reflective practice has to move beyond just 'doing' and 'thinking' in the immediate present time. It is important to see reflective practice as a process that allows us the opportunities and flexibility to examine past and present practice, and to consider the implications for future practice as we move from reflection to projection.

In the context of education for social change we see that this concept of reflective action was largely developed in the work of John Dewey, author of Democracy and Education (1916). For Dewey, the concept of 'reflection' was clearly linked to a person's willingness to take responsibility for their world. As such, effective engagement in education for social change is dependent on participation in reflection. Dewey wrote:

> "the opposites, once more, to thoughtful [reflective] action are routine and capricious behaviour. The former accepts what has been customary as a full measure of possibility and omits to take into account the connections of the particular things done. The latter makes the momentary act a measure of value and ignores the connections of our personal action with the energies of the

environment. It says, virtually, 'things are to be just as I happen to like them at this instant' as routine says in effect 'let things continue just as I have found them in the past'. Both refuse to acknowledge responsibility for the future consequences which flow from present action. Reflection is the acceptance of such responsibility" (Dewey 1916).

In today's increasingly multinational, multicultural and multifaith Ireland, the need for a global perspective and understanding cannot be underestimated. In this context Annette Honan explores how the need for the education sector to embrace this global dimension is vital. She clearly demonstrates that there is a firm place for development education within the primary and post-primary curriculum. We can also see, however, that there is no reason why this responsibility and engagement in reflective practice should remain solely within the formal education sector. Indeed, Policy and Practice demonstrates examples of why and where there is scope to extend the reaches of reflective practice into a wider range of sectors involved in development education.

Stephen McCloskey reflects in his article on development education in Northern Ireland and assesses its potential for future growth. The importance of issues such as funding and capacity become evident and the need for support at local level and the strengthening of links between development education and civil society are key recommendations. This desire to mobilise civil society to engage with development issues is central to the objective of the Development Education Exchange in Europe Programme. As development theories and approaches change, active reflection becomes indispensable for effective practice. Angelo Caserta examines this point in relation to the expanding European Union where different member states have varied perspectives and approaches to development education and challenges practitioners to consistently engage in such a process.

Reflection within the development education sector and a process of identifying needs and wants have resulted in the creation of the Irish

Development Education Association (IDEA). As Sally Corcoran explains, IDEA is now developing and moving through a detailed process of consultation and strategic planning. IDEA's main aim of effectively engaging in development education operates by improving communication and the flow of information between agents and by recognizing the importance of critical awareness and accountability.

The expansion of development education across a variety of sectors and levels enables wider participation and input as well as strengthening existing practice. As Catherine Roche reports, strong support at policy level is essential. At this level, Development Cooperation Ireland is now assessing the progress of their development education strategic plan as part of a wider strategic planning process focussing on future overseas development policy.

How can we engage in reflective practice? We see that in the wider context and as mentioned above, reflective practice can take different forms for different people in different situations. In general however, we can identify certain characteristics to reflective practice. These include collecting data, researching, thinking, talking to colleagues, sharing our good practice, revisiting and reanalyzing our 'bad' practice and being open and flexible to the possibility of changes in our ideas and methodologies. The first step is to be willing and active in entering this process of questioning and challenging our assumptions. Doing this allows us to appreciate the responsibilities we have in engaging in this.

One definition of 'to reflect' is to give back or show something as an image. In this way, Policy and Practice aims not only to participate in a process of taking responsibility through action, but also to act as the development education 'mirror' in which our work and attitudes are reflected.

References

Dewey, J (1916) Democracy and Education, available at: http://www.worldwideschool.org/library/books/socl/education/DemocracyandEducati on/chap11.html (accessed 27 June 2005).

Kiely, L C (2003) 'An Investigation into the Beliefs and Attitudes of a Sample of Irish Post-Primary Teachers in Relation to Teaching as a Profession and in relation to Certain Key Educational Objectives', Unpublished MA Thesis, University of Limerick.
Policy and Practice: A Development Education Review 8 |P a g e

Pollard, A (2002) Reflective Teaching, Effective and Evidence-informed Professional Practice, London: Continuum.

With thanks to Roland Tormey.

Focus

ANGELO CASERTA

Public engagement with development education is one of the key objectives of the Development Education Exchange in Europe Programme. **Angelo Caserta** looks in detail at DEEEP's activities and its role within development education in Europe.

The evolution of the concept of 'development'

Until the 1980s, many supporters of development were arguing primarily from the starting point of a comparison between the economic and social conditions in the 'South' and those in the 'North'. Development and socalled under-development were firstly geographical concepts, linked to a simplified and quite imprecise representation of the world atlas. In rough terms, countries above the Tropic of Cancer (the 'North') were considered to be rich (whether belonging to the 'western' or to the 'eastern' block) and countries below that (the 'South') were considered to be poor. It was felt that countries should naturally proceed through the continuum from 'poor/underdeveloped' to 'rich/developed', and there was a sense of moral obligation of the 'more advanced' to help the 'less advanced' to achieve the same standards of living. Accordingly, the North was being called upon to come to the rescue of the South, which was generally presented in a negative and paternalistic way. The repeated appeal, launched both to public opinion and to those responsible at government level, is liable to create a feeling of superiority in the populations of the northern countries populations ('more advanced', therefore 'better') vis-à-vis the populations of the South ('less advanced', therefore 'worst'). Over the past ten or fifteen years, another vision is coming more and more clearly to the forefront, that of a global approach to world society, within which there is inequality and injustice in all countries and on all continents. Everywhere there are rich and poor. A demarcation line divides the world in a transverse fashion.

This inequality and this injustice are the consequences of structural exclusion mechanisms which are inflicted upon the whole world by international economic rules and political institutions designed to keep the power in the hands of a minority. Large majorities of people in the world are excluded from a fair access to the market (economic rules dictated by the World Trade Organisation and the International Monetary Fund), from participation in political life (autocratic regimes or dictatorship, corruption) or from the society itself (lack of ad-hoc legislations for ethnic minorities and disabled people).

These days, those who are committed to development describe the gap between the rich and the poor as a gap of exclusion. It is not a question of having more (the rich) or less (the poor) within the same society. It is a question of having a place in the society or being excluded from it. In reality, the struggle against poverty needs to be construed as the struggle against exclusion and in favour of inclusion, from the local to the global level.

This means that every citizen, wherever they may live, is part of the global society and she/he needs to know that they are jointly responsible with their fellow citizens in the struggle against exclusion which is at the root of any form of inequality and injustice. In the context of the globalisation of the world, this global approach implies that NonGovernmental Development Organisations (NGDOs) should open-up to and build strong cooperation with other players of the Civil Society: community and grassroots organisations, trade unions, the media, universities, research centres, and youth organisations.

Emerging partnerships
Another element which is emerging in the last few years is the partnership between Non-Governmental Organisations (NGOs) in Europe and outside Europe. This can develop as an ad-hoc partnership, on specific issues and short/mid term objectives or a strategic partnership, with longer term objectives and a clear focus on building together a culture of solidarity. Partnership has become a key concept and tool through which NGOs in the South are increasingly included in the development processes in the South, in educational/awareness activities in the Europe and in advocacy at global level.

As happened in the last few years through the emergence of new international social movements, NGDOs are now increasingly moving from a project-approach to a partnership-approach, promoting alliances between citizens of the world (workers, consumers, investors, etc.). In that way, these networks will form a context for learning and change for development. This evolution in the perception of what development is and the changing international environment also implies a stronger link between activities carried out in Economically Less Developed Countries (ELDCs) and educational/awareness activities in Europe.

Development education in the broad sense (the inclusion of development issues in the formal learning sector, awareness raising, training, campaigning, and advocacy) - is strictly linked to the global process of development and must be seen as a complementary way of achieving the same objectives – inclusive development and the eradication of poverty and of the causes of poverty. This broader approach to development, including all possible stakeholders and linking activities in the North and in the South is the basis of what can be called an 'inclusive and integrated approach to development'.

The job of development education

Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action. Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies. Development education rests upon two pillars. First there is the cognitive aspect. We need to know, to study and then to analyse the facts. Those facts need necessarily to relate to the local situations which in

turn have compulsorily to be set in their global context in order to guarantee a more powerful understanding of the different situations.

However, a knowledge and understanding of things on their own is not enough. Actually, any development education action rests on a second pillar, which consists of adopting an attitude of solidarity, thus questioning and changing our daily behaviour and that of institutions with an influence on the local and global development. Development education teaches us that this society is not confined to our district, our village or our country, but that it encompasses the whole world and all of mankind. Such solidarity is a synonym of responsibility of all of us for all of us, those in the North for those in the South and those in the South for those in the North.

This 'culture of solidarity' becomes an essential element in any form of development when we define that development as 'guaranteeing for everyone equality in material and spiritual conditions necessary for a human existence worthy of the name, at local and global level'. This is a positive form of words to refer to the struggle against poverty. As a consequence, the interlink between local and global context requires the promotion of contacts and exchanges and the creation of networks. These are increasingly becoming essential elements in development education.

An unprecedented momentum
In addition to this, the year 2005 has been particularly important for development. The Global Call Against Poverty, the renewed commitment of the European Union (EU) to the Millennium Development Goals, the growth of the Fair Trade movement, the diffused educational activities run by NGDOs in partnership with other Civil Society stakeholders, the G8 commitment to Africa, and the media attention to the tsunami disaster, have created unprecedented public attention. The enlarging European Union is also adding new opportunities, in terms of knowledge, geographical links and financial resources available for development. The momentum needs to be maintained through additional efforts to keep attention high and gain the support of citizens who have never engaged before in development. At the same time, these efforts

need further coordination at European level, to optimise the impact and the use of available resources.

The recent European Conference on Public Awareness and Development Education for North-South Solidarity (hereon: European Conference) held in Brussels 18th-19th May, has underlined the role of development education and development awareness in mobilising European citizens for world-wide poverty eradication and social inclusion.

The European Conference has also clearly pointed out that 'as part of the overall need to raise both quality and efficiency, best practices should be actively encouraged and supported, particularly between Member states but also internationally. Ongoing coordination and cooperation, learning from past experiences at the widest possible level are therefore essential to ensure coherence and maximise effectiveness.'

Development Education Exchange in Europe Programme
DEEEP is a programme which addresses these needs, strengthening capacities of NGDOs to raise awareness, educate and mobilise the European public for world-wide poverty eradication and social inclusion. It does so by: (a) the exchange of practices, mutual learning, capitalisation of experiences within the NGDO community and with other relevant players/stakeholders in Europe and in ELCDCs; (b) the increased exchange and cooperation among EU NGDOs and between them and their counterparts in ELCDCs; and (c) more strategic and co-ordinated political work towards the European Union. Since it started in 2003, DEEEP has contributed to increase cooperation between NGDOs, to foster optimisation of resources, synergies, joint programmes, to establish partnerships with Southern Civil Society Organisations and, to create public attention to development education.

DEEEP is a programme run by a consortium of development education NGOs under the auspices and in strict cooperation with the Development Education Forum, a core working group of CONCORD, the confederation of development and relief NGOs based in Brussels.

It receives the majority of its funds from the European Commission due to its ability to work with National Platforms of NGOs in all EU countries.

DEEEP develops along four strands: networking and mutual learning, advocacy and policy, information sharing, and training. These strands correspond to four main activities in which some one hundred and fifty experts and practitioners are involved every year: Summer School, Advocacy, Information and Documentation, Training.

Development Education Summer School
The Summer School is a weeklong training course for around one hundred representatives of NGOs from the European Union and ELDC's. It is an idea launched by the Development Education Forum in 1996 to provide to development educators in Europe training opportunities on methodologies and exposure to contemporary thinking on key development issues to be used in development education and awareness raising activities. The Summer School works as an inspirational, interactive training centre, a place of learning and sharing of experiences between European practitioners.

In 2003 the Summer School was hosted by the Portuguese Platform and focussed on the relation between Development Education NGOs and the formal educational system. Participants were provided with an analysis of a variety of experiences from different countries and tools for effective implementation of development education activities in schools, taking into account the participants' working contexts. Summer School 2004 was hosted by the Belgian Platform, and offered the opportunity to explore the relations between Development Education NGOs and the Media, a particularly important theme in the current European media scene. This year the Summer School has been hosted by the Swedish Platform around the theme of 'Inclusion/Exclusion in Development', while in 2006 it will move to Germany and the theme will be 'Development and Sport'.

Advocacy

The Summer School is part of a broader strategy to increase the profile of development education in Europe and strengthen the network of NGOs and practitioners. DEEEP is also supporting the European NGOs to establish strategies to increase public recognition and support for development education. As part of this work, DEEEP has facilitated the participation of the Development Education Forum in the European Conference on Public Awareness and Development Education and given a fundamental contribution to the final recommendations, which will constitute the basis for the work DEEEP and the Development Education Forum will undertake in the next three years.

The Advocacy Working Group of DEEEP supports Development Education Forum members in (a) engaging Member States and the European Commission to establish/improve coherent and comprehensive development education and awareness raising strategies and policies; (b) engaging Member States and European institutions to integrate development education in formal and informal educational systems; (c) engaging the European Institutions and Member States to ensure adequate funding for development education and awareness-raising in their planning, moving towards or beyond a figure of 3% of Official Development Assistance (ODA); (d) engaging the European Commission to integrate development education strategically into the new EU Development Policy Statement before its adoption and coherently translated in other relevant policy processes and instruments.

Information

Communication is crucial in development education. To communicate is to connect – between the North and the South as well as between European NGOs. To facilitate the communication flow between European development educators DEEEP has created a website and a newsletter: 'Development Education Times' (English version) or 'Le Monde de l'Education au Développement' (French version). The goal is to raise the visibility of development education among non-governmental organisations and vis-à-vis the general public. The newsletter and the website are becoming tools to

exchange information, start joint reflection, and improve co-operation between different NGOs and European countries.

On the website (www.deeep.org) are available also background and reflection papers, country reports and practice documents, reports of activities and the link to the quadri-lingual online database of resources 'ENGLOBE' (European Network on Global Learning), an initiative in collaboration with the World University Service (Germany). The database makes it possible to share experiences and resources on Global Learning (North-South relationships, peace, conflict prevention, environment, sustainable development, human rights, gender, and globalisation).

Training

There are several training initiatives running in Europe on development education and public awareness raising. Very few, however, have a clear European 'taste'. DEEEP has created, therefore, a working group which is currently collecting methodologies and examples of best practices in the 'Evaluation of impact of Development Education practices'. The toolkit produced out of this work will be used to organise every year six training events in different EU countries. Through this training NGOs will have the opportunity to learn methodologies and strategies to evaluate and improve the impact of their action and capitalise the learning, in a European context.

The Development Education Forum

The Development Education Forum is composed of the representatives of CONCORD's National Platforms working in development education, who meet annually to establish common strategies to strengthen development education in Europe. Its aims are (a) to link NGDO activities with the major changes in the world, and to the new challenges for development education in Europe; (b) to build alliances and partnerships between the several players of development education and the social movements working on the challenges of globalisation; (c) to identify new collaborations with other networks and co-ordination bodies on specific themes.

Development Education in the enlarging EU

To achieve its goals, DEEEP cooperate on regular basis with TRIALOG (www.trialog.or.at), another programme of the CONCORD family aiming to raise awareness of development issues in the enlarged EU and to strengthen dialogue and partnerships between development NGOs in accession countries, EU countries and developing countries. Policy & Practice - A Development Education Review Page 45 Development education is a priority for all new Member Countries, where NGOs and Governments need to get citizens' support to the struggle against poverty worldwide. Different history, new visions and new perspectives of these countries obliges a revision of the same concept of 'development education' which must be adapted to new realities.

DEEEPER?

DEEEP is now approaching the end of the first phase and a new funding application has been submitted to the European Commission. While in the first phase DEEEP has expanded the opportunities for development education in Europe, during the second phase (2006-2008), it will consolidate this work, with a stronger participation of partners from ELDC's. In the new European and international scenario, with unprecedented attention to the development agenda, DEEEP through coordinated pan-European strategies and activities in the field of development education will continue supporting NGOs to foster full participation of all citizens in world-wide poverty eradication and the fight against exclusion.

Based in Brussels, **Angelo Caserta** is the Project Coordinator of DEEEP and was Coordinator of the Development Education Forum from 1999 to 2001. He participates in the joint EC/CONCORD task forces on the future of the NGO cofinancing and is a member of the Steering Committee in charge of the follow-up of the European Conference on Public Awareness and Development Education.

PERSPECTIVES ON CHANGE: DEVELOPMENT COOPERATION IRELAND'S DEVELOPMENT EDUCATION STRATEGY PLAN

CATHERINE ROCHE

As the Development Cooperation Ireland (DCI) development education strategy plan comes to an end, and in light of the White Paper process on overseas development policy, it is an appropriate time to assess progress and to reflect on future planning. In this report, **Catherine Roche** presents DCI's view of the gains made through their strategy in the development education sector in Ireland. 'For Development Cooperation Ireland, development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels.' (DCI 2003:12)

Introduction

'Deepening Public Understanding of International Development', the Development Cooperation Ireland (DCI) development education strategy plan 2003-2005 defined, for DCI, the overarching issues in development education and outlined a programme of work. Underpinning the strategy plan is a conviction that development education has a crucial role to play in enlarging public understanding of development issues and that an effective development education system stimulates greater public interest in such issues, thereby contributing to an enhanced understanding of the underlying causes of poverty

and underdevelopment. While it is neither the core of development education nor the focus of the strategy plan, DCI acknowledges that a by-product from this process could be greater public awareness of, and support for, the Government's official aid programme. As the strategy plan comes to an end, it is apposite to review work to date and to incorporate that learning into the planning process around the next strategy plan. This is also a timely opportunity to examine the perceived impact of the plan and to explore potential influence of any new plan on development education in Ireland.

Review and overview
Fundamental to the formulation of the strategy plan is the conviction of DCI that our efforts to tackle poverty, inequality and injustice, to promote peace and to safeguard human rights require action at local and global levels. People in Ireland can contribute to global poverty reduction and promote development. To achieve such change, it is necessary to increase knowledge and understanding of development issues among the Irish public and this is the central tenet of the strategy plan for development education. From this mainstay and through consultation, the objectives of the plan emerged as did the strategic priority areas.

In drawing up the plan, DCI drew extensively on reviews, research and evaluations undertaken by key stakeholders in development education in Ireland. It was informed by developments and changes in education policy in Ireland and is situated within the context of the overarching priorities and objectives of the DCI programme. It is within this context and framework that the success or otherwise of the plan to date will be discussed. In order to establish to what extent the plan has been delivered and to what degree the aims, as outlined above, have been achieved, it is necessary to examine the work done to date on the key areas of the plan.

Objective 1: To integrate a development education perspective in relevant education policies
Significant progress has been made in several dimensions of this objective. As proposed in the plan, DCI has established structured dialogue with the

Department of Education and Science (DES) and with the National Council for Curriculum and Assessment (NCCA). Representatives from both organisations are members of both the Development Education Advisory Committee (DEAC) and the development education grants committee. Dialogue has also been initiated with other Government Departments, as appropriate. Specifically, there has been discussion with Department of the Environment and Local Government around the UN Decade of Education for Sustainable Development (2005-2014). However, it has not proved feasible to open channels of communication with all of the various Government departments listed under this objective.

At an international level, contact with the United Kingdom Department for International Development (DFID) has been maintained and DCI continues to be involved at European level, most usually with the Council of Europe, through the North-South Centre. As opportunities emerged, submissions were made on relevant educational policy issues, including written submissions on the role of development education to the OECD review of Higher Education in Ireland, the NCCA Framework for Early Learning and the Department of Education and Science review of second level senior cycle education. It is often difficult to assess the impact of such submissions in terms of policy change but in terms of raising awareness of development education, DCI is confident that it has been successful. There is also some empirical evidence of achievement in influencing proposals for the reform of second level senior cycle, currently before the Minster for Education and Science. Supplementing this is the forthcoming publication of a mapping of development education opportunities at second level senior cycle, conducted by NCCA for DCI. This publication outlines the opportunities for development education as they currently exist in Transition Year, Leaving Certificate (Established) and Leaving Certificate Vocational Programme. This will be a valuable resource for those engaged in education at this level, across a wide variety of subjects.

Objective 2: To integrate and support the delivery of development education in selected areas in the formal and nonformal education sectors.

Given the substantial number of strategic priority areas included under this objective, progress in each will be delineated below.

(a) Teacher Education
Throughout the lifetime of the strategy plan, support for the integration of a development education perspective in initial teacher education at primary level has been provided through the Development and Intercultural Education (DICE) project and through targeted support for Mary Immaculate College, Limerick. Through these initiatives, DCI supports development education at initial teacher education in all five colleges of education. Progress in initial teacher education at second level has been more measured, due to the more diverse nature of such education provision but is certainly evident. Given the variety and location of institutions engaged in the provision of initial teacher education for second level, the DICE model was considered inappropriate. Therefore, DCI has embraced alternative approaches in this regard and is currently supporting the piloting of a project to support development education in initial teacher education at second level. While the work will begin with Education Departments in three Universities and one Institute of Technology, it is envisaged that by 2008, a national platform for development education in initial teacher education at this level, will be achieved. DCI also supports in-service training in development education, which is provided by a number of agencies, including development education organisations and university departments.

(b) Curriculum Support and development at primary and second level
To sustain and assist teachers in the mediation and delivery of the curriculum, DCI has, over the course of the current strategic plan, engaged in a number of key activities. At primary level, the integration of a development education perspective in Social, Environmental and Scientific Education (SESE) has been promoted through the commissioning of two resources for this subject area, each targeting a different age group. In addition, work on another

resource for primary level is underway. At second level, DCI has produced a development education resource for Civic, Social and Political Education (CSPE). Through the grants scheme, DCI supports curriculum support and development. In partnership with other agencies, DCI has supported the development of a dedicated website (www.developmenteducation.ie) which, as an educational resource, further complements the curriculum support provided for teachers. As mentioned above, a mapping of development education opportunities at second level senior cycle has been conducted. Further, through membership of networks, including Citizenship Education Network (CEN), DCI promotes the development education dimension in the formal curriculum. The cessation of funding for stand-alone projects in individual schools marked a move towards support for schools in a network or cluster basis. This has resulted in an increased number of schools engaging in development education activities in a sustained way. The concept of an award scheme for schools envisaged in the strategy plan has materialised as two separate mechanisms of support. At primary level, the DCI 'Our World' media awards scheme encourages pupils who have shown an interest in and understanding of development education. For second level students, at Transition Year, their efforts to effect change by undertaking action projects in development issues are acknowledged through the provision of the DCI 'Global Citizen' Award, as part of the Young Social Innovators programme.

(c) Third Level

Considerable advancement has been made in this element of strategic priority under objective two. Prior to the strategy plan, involvement with the sector had centred largely on the colleges of education but over the lifetime of the plan, there has been a burgeoning of engagement with universities. This engagement has been facilitated by increased interest in a need for a global dimension in education and a concern with education for sustainable development as Irish society attempts to respond to the challenge of cultural pluralism. The challenge is a real one in educational institutions which now have an increasingly multi-cultural population. As Irish universities and other education institutions are multi-racial, multi-faith and multi-lingual, there is thus a clear reminder of the links between national and international concerns.

In the third level sector, this context has facilitated increased interest in and willingness to engage in development education. The core values of development education are especially apposite in the current context of multi-culturalism, globalisation and internationalisation and this recognition has assisted the growth in development education at this level. DCI now has funding agreements (some on a multi-annual basis) with all Irish universities, supporting a variety of interventions, including teacher education, inter-faculty/interdisciplinary modules, a biennial Third Level conference, research and support for student groups/organisations. It is worth noting however, that while higher education institutions might acknowledge a role for development education/global education, as demonstrated above, the funding for this is offered by the Department of Foreign Affairs rather than the Department of Education and Science. This issue will be further explored in the discussion of future strategy planning.

(d) Youth Work

Building on the established tradition of development education within the youth sector and the partnership approach, DCI, in conjunction with the National Youth Council of Ireland (NYCI) has produced a special strategy plan, specifically for this sector. The 'Development Education Strategy for the Voluntary Youth Sector 2004-2007' takes cognisance of existing work in this field, including One World Week, and provides a framework for the promotion and support of development education for youth. Arising from a meticulous consultation process, the strategy takes as its focus four main areas or strategic objectives, all aimed to integrate development education into the core programmes of youth organisations:

1. to promote cooperation and collaboration between the youth and development education sectors;

2. to build capacity of the youth work sector in development education;

3. to define and promote good practice in development education in youth work and fourthly, to ensure the relevance of the work to the end user.

(e) Further Education

Development education in community and adult education settings is supported through the grants scheme. However, the development of replicable modules of development education for adult and community education has not yet been achieved. In this regard, DCI has commissioned preliminary research in the areas of accreditation and is currently exploring pathways to accredit development education initiatives, in both the formal and non-formal sectors.

Objective 3: To provide support to civil society organisations in Ireland to increase public understanding of development issues.

DCI recognises the vital and unique contribution that civil society organisations in Ireland have made and continue to make in promoting public engagement with development issues. Civil society organisations have been central to the incorporation of a development education perspective in the education system as well, as being instrumental in creating the high level of awareness of development issues among the Irish public. The Civil Society Development Education Fund mooted in the strategy plan, has become the primary mechanism through which this objective has been achieved. This fund has provided support for an assortment of development education work, carried out by a range of civil society organisations, including solidarity groups, non-governmental development organisations (NGDOs) and trade unions.

Objective 4: To facilitate capacity building of the development education sector to support and promote development education.

Recognising that fortifying the capacity of the development education organisations in the community and voluntary sector is essential to the future sustainability of development education, DCI has administered a funding strand dedicated to this aim. The capacity-building fund is designed to increase and embed ability in the sector, while taking cognisance of the diversity of

organisations and needs. DCI also supports and welcomes the Irish Development Education Association (IDEA) as a representative structure and network for development education. The sector itself will drive this initiative and the role of DCI is one of facilitation

Objective 5: To promote more effective use of communications to increase public understanding of development issues.
From research commissioned in advance of the strategic plan (MRBI, 2002), DCI was aware that there is a high level of awareness among the Irish public with regard to development and development issues. However, the level of understanding of the underlying causes of poverty and underdevelopment was demonstrably lower. To counteract this, DCI initiated a Media Challenge Fund, as media is the single most important source of information on development issues for the general public. Through local and national radio stations, print and new media; the fund has encouraged greater coverage by the media of development issues.

Objective 6: To identify and maximise educational opportunities for public engagement with the Development Cooperation Ireland Programme.
Central to the achievement of Ireland's development commitments is a well-informed public. Active public engagement must be based on knowledge and understanding of development issues. The strategy plan stated explicitly, but is worth reiterating, that it is not the function of development education to raise awareness of the DCI programme. However, there are natural synergies between development education and the DCI programme. Over the course of the strategy plan, educational opportunities where key development issues addressed by the DCI programme in its priority countries could be highlighted, have been identified. Reference has already been made to the production of resources, using case studies from the DCI programme.

Going forward: future planning for development education.
A key influence on any planning for another development education strategy plan is the preparation of the Government's first ever White Paper on overseas

development policy. Strategic planning for the next few years must also take into account the proposed increased budget for development education and the allied questions around capacity that this raises. Furthermore, the existing strategic priority areas and objectives from the 2003-2005 plan will, in general, define central areas for future work. A new strategy plan will also need to take cognisance of the changing context of development education, both in terms of Irish society and in terms of its educational developments.

White Paper on overseas development policy.
The proposed White Paper will set out Government policy for the future direction of its official aid programme of overseas development assistance (ODA). For the period 2005-2007, €1.8 billion has been earmarked by the Government for ODA. This funding is used as a contribution to international organisations, EU programmes of ODA, Irish NGO support, emergency relief and for financing longer term programmes. In the context of the budget increase, the aim of the White Paper is to set out clear, effective and sustainable policy priorities for the Government's official programme of development assistance. The Government has engaged in a process of public consultation, encompassing written submissions from individuals and organisations and a series of public meetings.

In addition, the Minister of State has consulted with key multilateral partners in New York and Geneva. Analysis of all contributions will ensure that views are reflected. The Advisory Board for Development Cooperation Ireland (ABDCI) will also take the White paper as its focus for the next Development Forum. Crafting the paper will commence in late 2005 and the documents should be ready to submit for Governmental approval in the first half of 2006, after which it will be published. This process and the resulting policy Paper will have a significant impact on DCI's development education programme and on its future directions.

DCI's development cooperation programme is taking place within this increasingly complex context. Poverty reduction is an overarching objective for the programme. The international goals towards poverty

reduction, outlined in the Millennium Development Goals, provide an important framework. Priority sectors for intervention by DCI include HIV/AIDS, debt, governance, democracy and human rights, conflict prevention and resolution, global refugee flows, trade and overseas development assistance. Cross cutting issues such as gender and environment inform policy and strategies in all of the programmes. DCI's development education strategy has been informed by the international context and the approaches and strategies outlined above.

DCI recognises the value and unique contribution that development education practitioners and organisations have made, and are continuing to make, to enable people in Ireland to engage with development policies and issues. We are hopeful that this strategy plan will facilitate continued and expanded work in the years ahead.

References
Development Cooperation Ireland (2003) *Deepening Public Understanding of International Development,* pg.12.

MRBI/Ireland Aid/NCDE (2002) *Attitudes Towards Development Co-Operation.*

Currently Education Officer with Young Social Innovators, an initiative to develop social awareness and activism amongst young people, **Cathy Roche** worked with Development Cooperation Ireland (DCI) from 2002 to July 2005. As Education Officer in the Development Education Unit of DCI, Cathy's work centred on development education initiatives in the formal education sector. Cathy is a seconded teacher of English, History and Civic, Social and Political Education.

DEVELOPMENT EDUCATION IN NORTHERN IRELAND: ASSESSING THE PAST AND CHARTING THE FUTURE

STEPHEN MCCLOSKEY

In this assessment of development education practice in Northern Ireland over the past twenty years, **Stephen McCloskey** examines the funding trends and issues of capacity in the development sector. He examines the influence of the Department for International Development's intervention in the sector in the late 1990s, and considers the importance of local policy and resource support of development education and the prospects for extending development education into new sectors of civil society in the future.

Introduction

A graphic representation of development education activity in Northern Ireland over the past twenty years would reveal a low starting position and a series of peaks and troughs but a steady progression, particularly in the final quarter. In its formative stages, development education activity was marginal to government policy-making, poorly funded and lacked strategic direction which limited its impact on civil society. However today we can detect broad public understanding of the importance of development issues and a greater willingness to become actively engaged with global agendas. In February 2003, for example, over 20,000 people attended a mass rally in Belfast city centre opposing the war in Iraq and in June 2005 a large and successful demonstration voiced local support for the Make Poverty History campaign in the build up to the G8 Summit in July.

The importance of these public manifestations of solidarity with developing countries should not be underestimated in a society where conflict

often denied opportunities for engagement with the wider world and created inward-looking perspectives. While these rallies may not tell us much about the depth of public knowledge of development issues or the role of development education in engendering active citizenship, they can be interpreted as a healthy indicator of interest in international development and a platform for future initiatives. Thus, development education can be offered to increasingly receptive target groups in civil society at a time when local citizens are becoming more aware of their interconnectedness with other countries and their capacity for change at local and global levels.

This paper will reflect on development education practice in Northern Ireland over the last two decades and consider how global awareness has come in from the margins of mainstream education. It will outline some of the opportunities that could extend current practice into new areas of civil society and the challenges in areas such as funding and capacity that continue to hamper progression in the development sector. While the primary consideration here is practice Northern Ireland, the paper will make observations on the relationship between local practitioners and colleagues in Britain and in the Republic of Ireland.

Reflection on Practice in Northern Ireland

From the 1980s until the mid-1990s development education practice was largely concentrated and sustained in the activities of Development Education Centres (DECs); small, autonomous non-governmental organisations (NGOs) with the aim of enhancing public awareness of development issues and galvanizing action toward justice and social equality. Around fifty DECs were established in England, Scotland and Wales with two in Northern Ireland (Derry and Belfast) and six in the Republic of Ireland. Most of these organisations shared similar functions and characteristics: they were resource centres with public libraries on their premises; they provided training in the formal and/or non-formal education sectors; they drew most of their funding from the development NGO sector; they were independent organisations rather than subsidiaries of larger entities; they operated with small staff numbers and often laboured under capacity deficits; they promoted active learning

methodologies and imparted values, skills and attitudes that equipped the learner to participate in a process of progressive change.

Many DECs were established by development agencies in the 1970s and 1980s when government support was minimal. As Richard Borowski (2005), a development educator with Leeds DEC, recently pointed out in an internal Development Education Association (DEA) discussion paper:

> "During the years of Thatcherism development education was seen as subversive and dangerous; it encouraged people to think for themselves and to challenge the structures and systems that contributed towards global justice and inequality."

In 1996-97, the then Conservative government's Overseas Development Administration (ODA) contributed just £700,000 to support its development education work throughout the UK (DEA, 1996). The larger financial burden for development education was carried at this time by development agencies, many of which supported their own development education activities. For example, Oxfam until the mid-1990s had a Development Education Unit in their Belfast office; they provided resources on site and delivered training workshops throughout Northern Ireland. Moreover, the distance between NGOs and central government in terms of funding and policy issues saw the former maintain a more radical approach to development that was reflected in their resource and conference output.

While the number of DECs in England facilitated the emergence of regional networks of centres, the development community in Northern Ireland largely comprised of development agencies with just two DECs. By the mid-1990s, the Derry DEC had effectively wound up its operations because of financial problems and subsequent efforts to revive it failed. Meanwhile the Belfast DEC, which was founded and supported by eight development agencies in 1985, continued to operate with support from the NGO sector. In fact, some development agencies regarded their grant to the Belfast DEC as their sole contribution to development education while others worked in

partnership with the Centre in the course of delivering their own educational activities.

Education on the margins

Development education practice, in its earliest stages of progression, was characterized by under-capacity and limited outreach. In 1996, Ann McCollum, a development education consultant, delivered a paper titled 'Bridging the gap between theory and practice' at a conference for practitioners in Dublin. McCollum delivered a sharp critique of the sector that prompted in some quarters a reassessment of its role in mainstream education and impact on target groups. She suggested that the sector was largely talking to itself and failing to engage at a strategic level with key stakeholders in formal and non-formal education. While acknowledging that funding constraints limited the 'conceptual space' available to practitioners to strategically plot the development of their practice, McCollum argued that the sector had departed from its theoretical underpinnings found in the work of Brazilian philosopher, educationalist and activist Paulo Freire.

While Freire regarded education as a means of empowerment and social transformation, contemporary development educators had absorbed the Freirean concept of active learning within 'the dominant liberal ideology'. McCollum suggested that 'Freire's ideas have been misappropriated by development education leading to dilemmas in relation to the theory and practice of development education which must be recognised and resolved' (1996). She suggested that assuming social action would naturally follow awareness raising activities was fundamentally flawed as it concentrated on the individual rather than wider society. McCollum went on to address other key aspects of practice such as evaluating the impact of activities on learners and the reactive rather than proactive positioning of the sector in regard to key policy and funding. Thus, McCollum saw 'DEC activities as dominated and circumscribed by government whether it be in terms of education, policy or practice' (1996). Of course, some practitioners challenged McCollum's concept of marginalisation within development education which was specifically couched within the practice of DECs. Some of the larger

development organisations in Ireland such as Trócaire were establishing strategic linkages within the broader education system toward creating new opportunities for global awareness. Trócaire established a partnership with the Curriculum Development Unit in the Republic of Ireland which resulted in the development of a new curriculum area called Civic, Social and Political Education (CSPE), an innovative programme that was welcomed by teachers and students alike.

While such initiatives were the exception rather than the rule, they at least pointed to the possibilities of strategic alliances between the NGO and governmental sectors in areas such as education and development. However, these examples of good practice also accentuated the unevenness of development education practice and the dangers in trying to consider the sector in homogenous terms by attaching to it general characteristics. Just as some of the smaller DECs struggled with basic capacity and infrastructural issues, many of the larger centres were producing quality resources and introducing dynamic working practices with target groups. The Teachers in Development Education (TIDE) Centre in Birmingham was and is a good example of a centre that directly involves learners in creating materials and incorporating development education methodologies into their practice.

The unevenness of development education practice also extended to its geographical coverage within the island of Ireland and Britain. Most DECs and development organisations are located in large towns and cities which create obvious problems for learners outside urban centres in accessing training and resources. In Northern Ireland, the problems related to capacity and funding were exacerbated by the low number of practitioners. With just one DEC and a small number of educationalists working in development agencies, the level of development education practice outside Belfast was minimal. Moreover, many educators, particularly teachers, found it difficult to visit the Belfast DEC during working hours to access materials. While this is a persistent problem for development educators today, it has been eased somewhat by information technology and the capacity to promote training opportunities and resources on-line. It is also heartening to see more

development agencies in Northern Ireland create positions in the area of education, even if at times they are related to either fundraising or campaigning.

However, development education activity and resources have been concentrated in the head offices of development agencies over the past two decades with the Northern Ireland offices often largely preoccupied with fundraising. Relatively few resources have been produced in Northern Ireland and although the Northern Irish public has traditionally responded generously to fundraising appeals and campaigns, expenditure on development education remains relatively low compared to other organisational activities. There are always notable exceptions, but Northern Ireland has been squeezed between Dublin and London in the allocation of resources and it is hoped that recent education appointments in Belfast signal a more fulsome contribution to awareness raising activity. In addition to human and financial resources, Northern Ireland requires development education outlets outside Belfast that can cater for the needs of learners and educationalists and development agencies are better positioned that most to provide such a service.

Mainstreaming Development Education

From the 1980s through to the mid-1990s, development education was largely under-funded and resourced with development organisations shouldering the support of DECs with minimal resources coming from government. As the Department for International Development's (DFID) strategy document on development education, *Building Support for Development* (1999) suggests:

> "For much of the last 20 years, the UK government has attached little importance to development education work in the UK, leaving others, particularly the network of Development Education Centres and others in the voluntary sector, to take the lead in promoting greater awareness and understanding."

However, in the mid-to-late 1990s, the development education sector underwent considerable change that resulted in both positive and negative

outcomes for practitioners. As Borowski (2005) suggests 'The whole environment in which DECs operated changed; no longer were they seen as organisations on the fringe but central to supporting statutory bodies effecting social change'. The main source of change in the sector was the election of a Labour government in 1997 and the supplanting of the ODA by DFID, the government ministry responsible for overseas aid and development education. Shortly after the election, DFID published a White Paper on international development, *Eliminating World Poverty: A Challenge for the 21st Century* (DFID, 1997), which included a section on development education that said: 'Every child should be educated about development issues so that they understand the key global considerations that shape their lives' (DFID, 1997, p.77). The White Paper commissioned the establishment of a working group to write a strategic plan for development education which resulted in the publication of *Building Support for Development* in 1999. In tandem with this strategic intervention by DFID came greater financial support for development education in the UK which increased to £5.4m in 2003-04. This renewed funding of the sector marked a considerable shift in support compared to the years of neglect under the Conservatives and was complemented with the introduction of small grant schemes in England, Scotland, Wales and Northern Ireland designed to encourage new initiatives in development education from non-traditional practitioners. Moreover, the signing of the Belfast Agreement in 1998 created a local Assembly with ministries occupied by locally elected politicians and facilitated the formation of an All Party Group on International Development (APGID); a group with genuine cross-party consensus on global issues. Meanwhile devolution processes in Scotland, Wales and England – as well as Northern Ireland – meant that development NGOs could develop direct relations with British government ministries like DFID rather than funnel their agendas through UK-wide networks that had previously interfaced with government on their behalf.

Enabling Effective Development Education
Therefore post-1997, development organisations could cultivate direct relations with DFID civil servants and ensure a deeper understanding at their end of the policy and funding scenario that prevailed in Northern Ireland. With

this greater mutual understanding came additional financial support for development education projects and a stronger strategic direction in policy-making. This became most evident in 2003 with DFID's introduction of Enabling Effective Support (EES), a five year formal sector initiative with the aim of providing teachers 'with more effective and sustained support to incorporate the global dimension into their teaching'. This would be achieved through the 'development of locally owned strategies' with each strategy focusing on 'how global perspectives in the curriculum can be effectively delivered and supported, particularly through new partnerships and co-operative ways of working' (DFID, 2003).

Launched in eight regions in England and Scotland, Wales and Northern Ireland, EES aims to bring together key stakeholders in formal education to take ownership of a strategy that will permanently mainstream development education. In Northern Ireland, EES has so far comprised the commissioning of research into existing development education in schools (CADA, 2004), and the establishment of a broadly representative Steering Group to oversee and inform the writing of a five-year strategic plan for development education. Although still in its earliest stages of development, EES offers a real opportunity to ensure 'buy in' to global education by the main policy-makers and training providers in education and, if successful, may serve as a template for strategic engagements into other education sectors (youth sector, adult education, trade unions, and voluntary sector).

EES is a particularly welcome initiative given past difficulties in Northern Ireland in securing a statutory policy environment for development education. The development sector anticipated a local response to the challenges for global education outlined in the DFID White Paper. However, overtures to the main education policy-maker in education in Northern Ireland, the Department of Education, have not thus far resulted in additional resources or the writing of a statutory statement that provides guidance to educators on the pedagogical value of development education and its urgent requirement in the current era of accelerated globalisation. Moreover, we currently lack a fixed reference point in the Department for queries or policy matters related to

international issues. The current Department position in relation to funding appears to be deference to the support offered by DFID and in regard to policy is one of reference to the Northern Ireland curriculum.

While funding from central government has increased, it is neither guaranteed in future years given the potential for policy changes nor a viable alternative to local, sustainable sources of support. Similarly, the recent curriculum changes in Northern Ireland and, in particular, the introduction of Citizenship Education, have been welcomed by the development sector but do not in themselves represent a policy context for development education. A policy framework underpins curriculum change, outlines the importance of development education to learners and educators, sets out the values that inform global awareness and, importantly, commits the Department to fixed objectives that drive forward its own work in this area while giving confidence to others to do the same. Perhaps the EES process will enable the Department to arrive at this position and fulfil a recommendation in the EES research document which stated that 'The Department should devise a policy position on the global dimension in education and channel more resources into supporting it' (Coalition for the Curriculum, Examinations and Assessment, 2003, p.56).

In other areas of statutory provision in the formal sector, development NGOs have entered into effective partnerships: for example, with the five Education and Library Boards (ELBs) responsible for teacher support services and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), the body charged with curriculum development. Development organisations are called upon to support these statutory agencies in the production of materials, in the development of teacher guidance and delivery of teacher training. These are indicators of the mainstreaming of development education in formal education and evidence of the kind of strategic engagement that McCollum identified as missing in the operations of many NGOs in the 1990s.

Critical Distance

Thus from being perpetual outsiders from the 1980's to mid-90's, development organisations have found themselves operating within the sphere of government and closer to the decision-making process. This has raised other issues concerning the independence of the non-governmental sector and its role in monitoring and critiquing government activities when necessary. Mark Curtis, the former director of the World Development Movement, has suggested that 'Most (charitable) organisations are frightened of criticizing government beyond certain limits even when the facts warrant it – and these limits are very narrow. These organisations play the role of containing wider, radical opposition while appearing to be genuinely independent' (2005). This question of critical distance when aiming to influence government policy needs to be addressed by the sector at a time when popular mobilization around development issues has never been greater and the NGO-government relationship never closer.

The independence of the development education sector is also being compromised by a general trend of reduced support for global awareness work from development agencies. This concern was raised by Borowski when he stated that:

> "Unfortunately reorganizations within development agencies, the pressure to market and promote the agency 'brand' and the increased involvement of DFID in supporting DECs led to a reduction of unconditional support." (2005)

It is regrettable that some agencies regarded the government's engagement with development education as an opportunity to reduce their financial commitment to both their own educational work and that of some DECs. The main outcomes of this trend include an increasing reliance on government support which may impede independent action and enhance vulnerability in the event of a downturn in spending. The development sector should recognize the long-term benefits of an increasingly aware and active

public in the context of global issues and move to restore its support for development education to pre-1997 levels.

Challenges for Development Education

In its post-conflict stage of development, Northern Ireland has been confronted by a previously latent and, now, prevalent and escalating racism problem. With its focus on multiculturalism and values espousing respect and inclusivity, development education is well-positioned to support educational initiatives to address the root causes of racist behaviour. An obvious starting point is the development of partnerships within the black and minority ethnic (BME) sector in global awareness work targeted at BME groups and the education sector. The number of BME communities in Northern Ireland has increased in recent years and the resulting multiculturalism in our society affords new opportunities for learning about other cultures, traditions, faiths and lifestyles. There is also an impetus from within the BME sector to engage in development education activities but many BME organisations are new entities that lack organizational capacity and funding, and expertise in the area of global awareness. Development organisations and statutory funders in the area of education and equality need to nurture the emerging BME groups and enable them to develop the capacity they need to become effective players in the process of societal change.

However, development education can only effectively address racism and wider global problems such as poverty and inequality if we have a schools' curriculum that provides the opportunities to do so. The recent curriculum review has taken a significant step in that direction with the introduction of Citizenship Education but there is a danger that we could limit development education to the boundaries of this new area. Development education content and practice extends across all subject areas and international development requires that all of our young people have the opportunity to learn about global issues irrespective of their vocational choices. We need to pursue imaginative curriculum development that places the demands of the economy in the context of fundamental educational values that address the many social problems that confront us locally and globally.

In terms of effective curriculum implementation, teachers require professional development opportunities that equip them to deliver the global dimension in schools. EES research in this area (Centre for Global Education, 2004) suggests that current provision is not adequately preparing teachers in terms of training and resources for effective delivery of development education. The ELBs and NGO sector needs to consider the introduction of short courses and accredited training in the area of global awareness that will support career development and facilitate significant participation. Similarly, Initial Teacher Education (ITE) courses should encompass a global dimension in their content and shape student teacher practice from its earliest stages of development.

New initiatives in ITE suggest that teacher training institutions recognize the importance of adding a global dimension to training programmes and ensuring student access to development education resources. St. Mary's University College (Belfast) and the University at Ulster (Coleraine) have successfully secured DFID support for three-year programmes that reflect an institutional commitment to development education and have facilitated the appointment of new staff with the specific remit of resourcing the global dimension through teaching input, staff development and the provision of on-campus resources. These initiatives suggest that management 'buy-in' and a whole college approach to development education are essential to ensuring the sustainability and visibility of the global dimension in teacher training institutions. As with the schools' curriculum, development education should pervade all aspects of ITE training rather than become ring-fenced within specific courses or subjects.

University courses could also benefit from a more multi-disciplinary approach to development issues. While many under-graduate courses carry a global dimension through standalone modules and their coverage of specific issues and countries, post-graduate entry points into development studies are extremely limited in Northern Ireland. This may result from the closely guarded boundary lines of university schools and faculties that can hamper the

inter-departmental collaboration necessary for the provision of multi-disciplinary courses. Nonetheless, the level of co-operation between NGOs and the university sector has increased significantly in recent years with the former regularly called upon to resource courses and provide expert input on various aspects of development work. Some students are also being offered work placements within NGOs as part of their under-graduate studies which enhances their capacity for critical awareness and active engagement with issues beyond their university studies. These initiatives suggest the possibilities that a more integrated approach to development issues in universities could offer students, academic staff and NGOs in Northern Ireland.

However, the broader challenge of introducing development education into other educational arenas in civil society such as community education, adult literacy, the women's sector, trade union and business sectors, faith / church groups, and the youth sector requires a much greater capacity in the development sector than that currently available. It is unrealistic to expect these sectors to generate capacity in global awareness without outside support in the form of training and resource provision. Such capacity needs to be nurtured through a combination of integrated NGO support services and enhanced NGO/ government funding for the development education sector. Development education practitioners may find themselves playing a more consultative role in the future with the aim of broadening support for development in wider society. However, this will be dependent on a general strengthening of the development non-governmental sector in Northern Ireland.

Conclusion
The Development education practice in Northern Ireland, like that in the Republic of Ireland and Britain has moved in from the margins of mainstream education toward a position of strategic engagement with policy-makers and government civil servants. Capacity problems persist in the development sector and it remains heavily and, perhaps unhealthily, reliant on government support. This underlines the need for renewed NGO support for education work within the development sector itself and a greater level of global

awareness activity Northern Ireland, which has tended to lose out in the concentration of development education resources in London and Dublin.

While the introduction of local government has faltered since the signing of the Belfast Agreement, there has been broad and sustained political consensus in the areas of development and global awareness, which could perhaps herald a positive political context should devolution be successfully restored. In the meantime, the EES initiative has the potential to engage key stakeholders in plotting a way forward for development education in the formal sector and ensure the development of a policy framework for global awareness within the Department of Education. The EES research conducted to date suggests that sustained local support for development education and an addressing of the current policy vacuum are prerequisites for the more effective delivery of the global dimension in schools. In fact, greater capacity within the development sector in Northern Ireland has the potential to carry a positive global message into wider civil society and deepen its engagement with the developing world.

References

Borowski, R (2005) 'DECs Discussion Paper: an internal working document produced for the Development Education Association', DEA, London.

Centre for Global Education (2004) *The Global Dimension in the Black and Minority Ethnic Sector in Northern Ireland*, Centre for Global Education, Belfast.

Coalition of Aid and Development Agencies ('CADA') (2004) *The Global Dimension in Schools in Northern Ireland*, CADA, Belfast.

Council for the Curriculum, Examinations and Assessment (2003) *Pathways: Proposals for Curriculum and Assessment at Key Stage 3*, CCEA, Belfast.

Curtis, M (2005) 'Web of Deceit: A Critique of British Foreign Policy, the 3rd Centre for Global Education Annual Lecture 2004', Centre for Global Education, Belfast.

Development Education Association ('DEA') (1996) 'The Case for Development Education: Why it should be funded and supported', DEA, London.

DFID (1997) *Eliminating World Poverty: A Challenge for the 21st Century, a White Paper on International Development*, HMSO, London.

DFID (1999-2004) *Department for International Development: Statistics on International Development*, DFID, East Kildare.

DFID (1999) *Building Support for Development, a Department for International Development Strategy Paper*, DFID, East Kildare.

DFID (2003) *Enabling Effective Support: Responding to the Challenges of the Global Society: A Strategy of Support for the Global Dimension in Education*, DFID, East Kilbride.

Freire, P (1972) *Pedagogy of the Oppressed*, Penguin Books, London.

McCollum, A (1996) 'Bridging the Gap between Theory and Practice', a paper delivered to the Network of Development Education Centres and Groups (NODE) Conference, *Development Education in Ireland Today*, NODE, Dublin.

Stephen McCloskey is Director of the Centre for Global Education, a development education resource and training provider in Belfast. He is the co-editor of *From the Local to the Global: Key issues in development studies* (London, Pluto Press, 2003) and *The East Timor Question: The struggle for independence from Indonesia* (London: I.B. Tauris, 2000). He has been actively involved in campaigns in support of Cuba and East Timor, and is currently the chair of Cuba Support Group (Belfast).

OPPORTUNITIES FOR DEVELOPMENT EDUCATION WITHIN FORMAL EDUCATION IN THE REPUBLIC OF IRELAND

ANNETTE HONAN

Development education has been a feature of education in the Republic of Ireland for over thirty years. **Annette Honan** explores the development education opportunities within the formal education sector in the contemporary Irish context.

Setting the context

> "...development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels" (Development Cooperation Ireland 2003:12)

Development education has been a feature of education in the Republic of Ireland for over thirty years. From its origins as a marginal 'tag-on' to the curriculum, mainly promoted by returned development workers and nongovernmental development organisations (NGDOs), development education today has 'come in from the cold' with both its content and methodologies evident across the curriculum at both primary and post-primary levels.

In recent years, a consciousness of the global context in which education takes place has been much in evidence in the debate on educational reform. The outward-looking character of contemporary Irish education is evident in official policy documents and educational discourse. This is due to

a variety of factors, such as, the multiplicity of cultural ties and political relationships which Ireland enjoys, the work of Irish non-governmental organisations (NGOs), and more recently, the growth in ethnic and cultural diversity brought about by increased movement from an enlarged European Union, as well as an increase in asylum seekers and those issued with work permits from around the world.

Commenting on the context in which Irish education takes place the Government's White Paper on Education, *Charting our Education Future* (1995:ch 17), noted:

> "Recent geopolitical developments, including major changes in Eastern Europe, concern about an apparent resurgence of racism, violence and xenophobia in many countries, and the focus on conflict resolution in the island of Ireland, serve to underline the importance of education in areas such as human rights, tolerance, mutual understanding, cultural identity, peace and the promotion of co-operation in the world among people of different traditions and beliefs. The threat to the global environment has focused attention on the importance of environmental education".

In this context, the need for education to cultivate an awareness of global issues is affirmed.

> "An important component of the international dimension of education is making young people aware of the nature and causes of underdevelopment in the world and about what needs to be done to bring about change in relation to the imbalance in wealth between rich and poor countries. …An aim informing policy formulation, educational practice and curriculum development at the different levels will be to create an awareness of global issues, including the environment and third-world issues. The objective will be to stimulate a commitment, by individuals and society as a whole to necessary actions that respond to specific crises and equally importantly to

search for and promote long-term solutions to the underlying problems."

At the outset it must be emphasised that the kinds of dispositions, understanding, values and attitudes central to development education are, in the first instance laid through the encounter of the learner with the individual teacher, through the relationship experienced, through the teaching approaches and finally, through the actual curriculum (in the narrow sense) itself. That said, this article will explore opportunities for linking development education within the curriculum while aware that development education is more than the sum of a series of random opportunities.

Opportunities in Primary Education
The Republic of Ireland's Primary Curriculum was launched in September, 1999 and amongst the aims of the Primary Curriculum are to:

> • enable the learner to come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically
> • enable children to develop a respect for cultural difference, an appreciation of civic responsibility and an understanding of the social dimensions of life past and present
> • enable children to develop skills and understanding in order to study their world and its inhabitants and appreciate the interrelationships between them
> • enable children to develop personally and socially and to relate to others with understanding and respect

The above aims emphasise the importance and relevance of a development education perspective in implementing the Curriculum. The specific opportunities for incorporating a global dimension in the Curriculum were explored in detail in *The World in the Classroom – Development Education in the Primary Curriculum* (Ruane et al, 1999). This guide illustrates how a development education perspective can be incorporated into

---

each of the seven curricular areas – Language, Mathematics, Social, Environmental and Scientific Education, Arts Education, Physical Education, Social, Personal and Health Education and Religious Education. It also suggests appropriate methodologies and teaching resources to support the integration of development education within the Curriculum.

The Primary Curriculum Support Programme (PCSP) has been charged with the responsibility for delivering in-service training to all primary teachers in the State. Every teacher in every school receives one day's inservice on each subject area. The PCSP team are under great pressure to present the core concepts of the curriculum in the time available. While some in-service has included a development education perspective, it must be acknowledged that a host of other 'educations' are all vying for attention (human rights education, intercultural education, special needs education). However, History and Geography will be the subjects for in-service training starting September 2005, and these subjects present very strong and interesting opportunities for development education.

The publication of *Intercultural Education in the Primary School: Guidelines for Teachers*, (NCCA/Department of Education and Science, 2005) is a significant support to primary teachers who wish to bring both an intercultural perspective and a global justice perspective to their teaching. Many of the core values around which intercultural education is based (such as similarity and difference, human rights and responsibilities, discrimination and equality) are compatible with the values that underpin development education. A number of the exemplar lesson plans presented in the Guidelines are supportive of development education. So too, the suggestions relating to planning the physical and social environment of the classroom are equally relevant in promoting development education as in promoting intercultural education. For example, in relation to choosing classroom displays, it is suggested that 'images should be chosen to reflect accurately people's current daily lives. This will help overcome stereotypes' (NCCA 2005:41).

At pre-service level, a very interesting initiative has been started and funded by the Development Education Unit of Development Cooperation Ireland (DCI). The Development and Intercultural Education (DICE) project works to integrate development and intercultural education within initial primary teacher education across five colleges of education in the Republic of Ireland. In three of the colleges the development and intercultural module is compulsory for all students while it is an elective module in the remaining two. The project works in two main ways – developing and delivering courses to raise awareness of development and intercultural issues amongst students, and increasing awareness and capacity of college staff to incorporate development and intercultural education into their work. Since its initiation in 2001, the response to the project has been very positive from both students and staff. It will take more time and research to establish the long-term impact of the project on graduates' classroom practice and to see how it influences the whole culture and curriculum of the colleges of education participating in the project.

Opportunities in Post-Primary Education

Junior Cycle

In 1989 the Junior Certificate programme was introduced based on the principles of breadth and balance, relevance, quality, coherence, continuity and progression. One of the key aims of the Junior Certificate programme is to:

> "prepare the young person for the responsibilities of citizenship in the national context and in the context of the wider European and global communities." A Programme for Reform (1993, p.26)

A number of common features can be discerned across the Junior Certificate programme, all of which are compatible with the philosophy of development education:

• an emphasis on process rather than product
• emphasis on active-based methodologies

• focus on attitudes, concepts and skills to be imparted
• encouragement of non-linear approaches to teaching of syllabus content
• suggested potential for cross-curricular themes

A full review of the opportunities for the incorporation of development education across Junior Certificate subjects is available in *A Global Curriculum? Development Education and the Junior Certificate* (Hammond, 1991). While the opportunities are plentiful for integrating a global dimension in the Junior Certificate subjects teachers have sometimes expressed the view that they have difficulty in pursuing these links. There is a perception amongst teachers and schools that the Junior Certificate curriculum is 'overloaded'. Plans are in train to rebalance Junior Certificate syllabuses in order to reduce both overlap and overload. The aim of this rebalancing is to allow teachers greater opportunities to engage with topics in more depth and also to enable extension work in areas of interest to both the teacher and his/her students. Work on the first ten rebalanced subjects will be completed in early 2006. This could allow more space for development education themes to be explored.

A further initiative that has relevance for development education is the NCCA's work with teachers in providing professional support in the use of Assessment for Learning (see www.ncca.ie). The essential purpose of Assessment for Learning is to provide feedback to the learner on the progress of his/her learning so that he/she can learn more effectively. Goals are agreed together and the teacher moves from 'giving a mark' to giving feedback which helps the student identify the next step she/he should take to improve. This implies a changed teacher-student relationship that is more dialogical and democratic – a relationship that is more in keeping with the philosophy and approaches of development education.

Senior Cycle
A study of the opportunities for development education at senior cycle in the Republic will soon be published by the NCCA and DCI. This study shows

strong links and opportunities for exploring development education across the whole range of senior cycle subjects and programmes. The Transition Year possibly presents the richest opportunity for incorporating development education at senior cycle. Amongst the core aims of the Transition Year is the fostering of social awareness. Social awareness must be local and global. Therefore, it is difficult to imagine a school doing justice to the aims of the Transition Year without incorporating development education in the programme. Because the Transition Year programme is designed to allow great flexibility of content, approaches and timetabling there are numerous ways that development education can be included in the programme. Some of the options are; a whole school approach, a crosscurricular approach, integration of development education into existing subjects or provision of a stand-alone module in development education. The flexibility afforded by the Transition Year presents opportunities for development education to be linked to special days (such as International Human Rights Day) and special weeks (such as One World Week and Fair Trade Fortnight). By setting aside special dedicated days schools can enable creative work across cross-curricular themes that involve the whole school community.

Both the Leaving Certificate Applied (LCA) and the Leaving Certificate Vocational (LCVP) programmes offer rich opportunities for development education. The use of active teaching and learning methodologies is encouraged in LCA and LCVP. Project work based on research and investigation of a topic of interest to the student is also important. Skills of discussion, problem solving, independent learning and team-work are emphasised. Cross-curricular work is encouraged and this provides opportunities for exploring development issues using cross-curricular approaches.

The majority of students who progress to senior cycle education follow the Leaving Certificate (established) programme. This has often been criticised as overly academic and exam driven. This might be seen as a barrier to extra-curricular and cross-curricular work in development education. However, an audit of Leaving Certificate subjects shows that there are ample

opportunities for incorporating a global perspective without straying from the curriculum. Many Leaving Certificate subjects present rich opportunities for exploring development education issues. Most subjects approach learning from both a local and global perspective and provide opportunities for students to explore issues of justice and human rights that impact on their daily lives and on the wider world. All Leaving Certificate programmes emphasise the importance of self-directed learning and highlight the importance of critical thinking, reflection and problem solving. Values of respect for diversity, human rights, justice, solidarity and care for the earth are both explicitly and implicitly evident across a wide range of Leaving Certificate subjects.

A core set of aims is also evident which corresponds with the aims of development education. Amongst the common aims which can be identified are:

- to foster an appreciation of the diversity of life
- to promote mutual understanding and respect for the diversity of peoples and cultures that share this planet
- to understand how humans can responsibly use the natural resources of the earth for the production of food and non-food materials
- to critically evaluate the impact of scientific, technological and economic progress
- to engage critically with information and be able to recognise perspective, bias or prejudice.

Review of Senior Cycle
The NCCA's review of senior cycle post-primary education commenced with the publication of Developing Senior Cycle Education: Consultative Paper on Issues and Options in October 2002. It has been progressed since then through an extensive consultation process and a series of publications culminating in detailed advice to the Minister for Education and Science in April 2005. Many of the proposals for change outlined in these documents have the potential to open up new opportunities for development education at senior cycle. Amongst the changes recommended are:

• reducing the content of subject syllabuses in order to create more space for a greater student role in structured, well managed, independent learning and research

• over a two or three-year programme of study senior cycle students would have access to a range of curriculum components - subjects, short courses and Transition Units

• in order to balance the range of subjects available to learners, a number of additional subjects would be introduced on an optional basis (for example, Social and Political Education). In addition, short courses are proposed which would be developed on a phased basis

• assessment would be more frequent and spread out across the courses of study

• changes to school culture would be promoted to allow students to take more responsibility for their learning and to enable access to learning environments beyond the school

• a new form of certification will record more of the student's achievements and give greater insight into the range of skills students have encountered in their programme of study

The particular combination of transition units, short courses and subjects taken by a senior cycle student would be called a *programme of study*. Programmes of study would be characterised by choice and flexibility. From a development education perspective, it is interesting to note that the NCCA's advice (2005b:14) to the Minister states,

"The purpose of senior cycle education is not solely related to meeting needs and ambitions associated with further study and work. Curriculum components that cater for the personal and social development of students, that contribute to their personal well-being and prepare them for life as citizens should be included."

This view was also strongly expressed by those who responded to the NCCA online Senior Cycle Consultative Survey. When asked to identify the most important challenges facing students in the future respondents identified

challenges such as communicating with others and appreciating different cultures as more important than finding gainful work.

With this in mind, and in order to offer greater balance in the range of subjects available to students, the subject list will be reviewed to establish what new subjects should be added to the list as either subjects or short courses. Social and Political Education is amongst the new subjects likely to be introduced. It is envisaged that a wide menu of Transition Units will be developed by schools and recognised by the NCCA. A range of development themes could be included in new Transition Units.

In summary, then, the future points towards:

• a move away from the division of learning into a range of encounters with separate subject areas and greater emphasis on basic and key skills. These include skills that are at the heart of development education, such as communication, critical thinking and working with others
• new models of inter-disciplinary teaching and learning. This too will facilitate an inter-disciplinary approach to development education issues which has always been promoted by development education practitioners
• a broadening of the basis of assessment to a more diverse assessment process. For example, more emphasis on research and project work/action projects will support the unity of education and action for change. This unity is central to the philosophy and methodology of development education.
• a changing role of teachers from imparters of knowledge to facilitators of learning using a broad repertoire of methods associated with active and self-directed learning methodologies. It is envisaged that the teacher of the future will engage much less in 'banking information' and instead facilitate critical enquiry and active engagement in the learning process.

Conclusions

The role of the individual teacher is probably *the* most significant factor in determining whether students will experience the kinds of issues and teaching approaches central to development education. Teachers who are sensitive to issues of justice and human rights, are aware of and open to exploring the wider world and have a sense of responsibility and commitment to creating a better world, will find opportunities to link development education within the subjects they teach. This is especially so in the case of 'open-ended' syllabuses such as Art, Music, English, Irish and Modern Languages. The teacher can exercise considerable choice in the selection of texts and themes to be explored in class. Where syllabuses are framed more tightly (such as Geography, History, R.E. and the Sciences) there are usually options or elective units which offer possibilities in relation to development education. Some subjects also present opportunities to explore a development education theme as part of the assessment process. Here again the teacher is key in encouraging and supporting students in researching topics with a development education link. This points to the need for professional development that builds capacity and confidence amongst teachers so that they can see the opportunities to engage in development education and have the necessary skills and knowledge to take such an approach.

In the course of the NCCA's consultation on senior cycle education, many people (including students themselves) pointed to the need for a school culture conducive to fostering more independent thinking and learning. There was also considerable discussion of the need for students to become more participative in their learning through the development of critical thinking skills, communication skills and the ability to work with others. The importance of a more democratic school culture has been highlighted in the proposals, and the NCCA envisages working on models of greater inclusion of the student voice. This will be welcomed by development education practitioners who have consistently highlighted the importance of school culture and argued that issues of justice and human rights cannot simply be taught as discrete slots on the timetable. The values that underpin development education are more 'caught' than 'taught'. They are caught through the whole

school environment, including the values, messages and culture of the school. Therefore, it is difficult to teach about human rights in a school culture where a student's experience of equality, respect and participation in democratic processes is poor.

Finally, the increasing number of international students in Irish classrooms is bringing new challenges and opportunities to all areas of Irish education. Where previously teachers might not have considered making links between local and global issues the very presence of students from a variety of cultures and continents makes these links more immediate and relevant today. This growing cultural diversity of students is a great asset to teachers wishing to bring a global dimension into their teaching.

References
Development Cooperation Ireland (2003) *Deepening Public Understanding of International Development,* p.12

Hammond J. (1991) *A Global Curriculum? Development Education and the Junior Certificate*, Curriculum Development Unit, Dublin

Intercultural Education in Post Primary School: Guidelines for Teachers, NCCA/Department of Education and Science (to be published)

Irish Government (1995) *White Paper: Charting our Education Future*, Chapter 17

NCCA (1993) *A Programme for Reform. Curriculum and Assessment Policy towards the New Century*, NCCA, Dublin, p. 26

NCCA (2002) *Developing Senior Cycle Education: Consultative Paper on Issues and Options*, NCCA, Dublin

NCCA (2005a) *Intercultural Education in the Primary School: Guidelines for Teachers*, NCCA, Dublin

NCCA (2005b) *Proposals for the Future Development of Senior Cycle Education in Ireland*, NCCA, Dublin

Ruane, B et al (1999) *The World in the Classroom – Development Education in the Primary Curriculum*, Curriculum Development Unit, Dublin

Annette Honan works as an education consultant for the National Council for Curriculum and Assessment (NCCA) and Page 30 Policy & Practice - A Development Education Review other agencies. She formerly worked for Trócaire as Head of Education and Campaigns. Her current areas of work include development education, intercultural education, citizenship education and the review of senior cycle education.

THE IRISH DEVELOPMENT EDUCATION ASSOCIATION: REFLECTIONS AND PROJECTIONS

SALLY CORCORAN

The need for an organisation to represent and support Irish development education practitioners resulted in the creation of the Irish Development Education Association. In this article, Sally Corcoran discusses the strategic planning, processes and constraints involved with this new organisation.

The Irish Development Education Association (IDEA) was launched at a meeting in Wynn's Hotel in Dublin in September 2004 and is now involved in the preparation of a strategic plan to be presented this autumn at the Annual General Meeting of the association. In this article I will discuss the process of setting up IDEA, make some comparisons with professional associations in general and outline some of the problems we have encountered.

IDEA grew out of the two meetings held in All Hallows' College, Dublin. These meetings were organised by Dóchas with support from the National Council for Development Education, which has now become the Development Education Unit of Development Cooperation Ireland (DCI). The catalyst for the initial meeting was a report commissioned by Dóchas on the state of development education in Ireland (Kenny, 2002). The authors contacted over one hundred organisations involved in development education and the survey findings were presented and discussed at All Hallows on the 16th May 2002.

One finding was that many of the respondents felt isolated and wanted to have more contact with other groups and to be more aware of best practice in development education. The main points emerging from this report concerned the diversity of the sector; the participants expressed need for

networking opportunities and for the creation of an organisation to represent the sector. The rationale behind the first All Hallows seminar was to bring practitioners together to discuss and explore the various challenges and opportunities facing development education. A wide-ranging discussion at the meeting led to the formation of a Task Group to explore the possibility of setting up an association and to report back to the next meeting.

At the second All Hallows meeting on the 5th June 2003 a presentation from the Task Group outlined various options for organising an association. Treasa Galvin, from Trinity College Dublin, also gave an account of how the Sociological Association of Ireland had set up and developed and this helped to give shape to the proceedings. The discussion, which emerged from these two elements, resulted in a general agreement to produce a vision and constitution for the fledgling organisation. Consequently, a new Task Force was set up, headed by Oran Doyle and Carlos Bruen, to go about these tasks over the next year.

Over the year the vision and constitution were developed through a participatory dialogue involving all members of the Task Force. There was consultation with the wider development education community at the following Development Education Advisory Committee seminar. Further revisions were undertaken and the results were presented to a Round Table of development education practitioners in June 2004 who helped to fine-tune the texts. The final versions of the vision and constitution were presented to the General Meeting that launched IDEA in Wynn's Hotel on the 23rd September 2004. They were adopted by the meeting and IDEA became a reality. A National Council, consisting of fourteen members from various sectors, was elected with Eamonn Lenihan and Sally Corcoran agreeing to act as co-convenors. There was much discussion over the best way the new organisation should proceed and how it should develop. At the end of the meeting it was agreed that the National Council would develop a 'strategic priorities' list and present it to the membership. This process would lead into the strategic planning for IDEA.

During several meetings since then the Council have worked on various areas. It was decided that, instead of a strategic priorities list, a facilitator should be sought to consult the membership and others in the sector to develop a draft strategic plan to be presented to the Annual General Meeting (AGM) in October/November 2005. A funding proposal was drawn up and presented to DCI, Concern and Trócaire to enable this to happen. With funding achieved, the Council tendered for a facilitator to undertake the work. In July 2005 the Council appointed Adrienne Boyle to consult widely and facilitate the process with IDEA. In addition IDEA has worked on getting charity status, on confirming and attracting membership, and has made a submission to the DCI White Paper on Development. All those who were involved in the launch or who expressed an interest in IDEA have been contacted and asked for feedback which helped in the process of drawing up the strategic plan. We are planning a website in the near future and again this will be publicised as widely as possible.

The literature around professional associations raises various questions which are relevant to the development of IDEA. "The modern professions are complex social institutions which select people of varied skills.... and organize them into different levels of operation and diverse interest groups" (Smith, 1958:410). Within development education in Ireland there are many variations in the formal and informal sectors. There are many levels - primary, secondary, third level and adult education. So the complexity of the sector is nothing new for a professional association. A problem that can arise is the dominance of one type or one level over the entire organisation. Some recommendations from an article on meeting the needs of minorities in professional associations (Garcia & Smith, 1990:62) are relevant here. They recommend participation by all levels and sectors, encouraging new thinking, providing forums for discussion and analysis, providing opportunities for professional development and creating links with other professional organisations to allow for the cross fertilisation of ideas. IDEA will undertake all of these tasks. At the first AGM, it is hoped that new members will join the Council, so that development education in Ireland, north and south, is reflected in its composition. The strategic planning process, currently under way, will

allow areas of concern for members to be prioritised. IDEA's membership comprises of organisational as well as individual membership and a range of development education organisations have joined as either full or associate members. Associate membership is open to those whose work is not primarily development education. Our watchword for IDEA's development to date has been inclusion, as the field is wide and varied, and there is no single model or definition of development education. With that in mind, the founding members and the National Council have moved slowly and have tried to involve as many people from the broadest range of development education organisations, and the widest number of individual practitioners as possible.

Other writers in the field such as Cornell and Farkas (1995: 44) examine the value of a professional association and see the benefits to include the sharing of knowledge and career advancement among others. At the various discussions in the All Hallows' meetings knowledge sharing was frequently cited as a key benefit of setting up an association. IDEA aims to fulfil the role of a network for development education in Ireland, north and south. Another point about professional associations is that people have varied allegiances. Most teachers will be members of a teachers' organisation if they are in the formal sector and they may well feel closer to that organisation than they do to IDEA. We have to allow for that feeling and respect it. Remembering the Brendan Behan caution that the first item on the agenda of a new organisation is the split, we must also hope that the shared values of development education will provide the cement that binds IDEA together.

A point made by Harvey L Smith (Smith, 1958:413) is worth reflecting on: "Every profession operates in terms of a basic fiction about itself. These provide the profession with a comforting self-image, some stereotype to help meet and adapt to the varied and often drastic contingencies of everyday operations". He makes the point that the image of the Air Force is the pilot whereas, in reality, pilots are in a minority in the organisation. This is something we should be aware of in trying to create a public image of development education. We should be careful to include all areas and levels and not highlight one at the expense of another.

The principal added value of professional organisations, one that was emphasised in the All Hallows' meetings, is the professional voice. Ideally an organisation, which speaks for the sector, leads to increased recognition for the sector and increased credibility, and influence in political terms.

When we look at other models of development education associations we can see how much an association can achieve and how dynamic a force an association can prove to be. At the Development Education Advisory Committee seminar (2004) Doug Bourn of the UK Development Education Association (DEA) made an interesting presentation on the work of that association and their achievements over the years. The DEA has 240 members and partner organisations and works with networks nationally. Their aims are:

> "To promote the work of member organisations and to facilitate networking and cooperation between members; to influence and develop public policy at all levels; to provide information and support to members; to enhance the quality of professional practice."

There are several similarities here with the IDEA's mission statement: to encourage and co-ordinate good communications and cooperation at all levels of the development education membership to promote a critical awareness of development education and encourage capacity building among the membership by:
> • identifying, developing and promoting best practice in development education
> • promoting and encouraging an ethos of accountability and transparency
> • to develop the organisation's capacity to a stage where it will be capable of representing and advocating for its membership with relevant government departments and bodies, national and international on the challenges facing development education, including ensuring development education is adequately resourced at a local, national and European level.

Doug Bourn also made the point that public support for aid in Organization for Economic Cooperation and Development (OECD) countries remains consistently high despite reports of aid fatigue, and that donations to NGOs have also been increasing so that there is a positive environment for development education (Bourn, 2004:2). There is also a positive financial environment with figures from a DEA report of 2001 showing that spending on development education in Europe in 1999 varied from €14,000,000 (Sweden) to €1,400,000 (Ireland) and as a percentage of Overseas Development Assistance from 0.19% to 0.8% (Sweden) with Ireland 0.6% (DEA, 2001:14). The 'Make Poverty History' campaign has also raised public awareness and shown that there is support for development issues and it is up to development educators to take advantage of the increased interest and help to "join up the dots".

The strategic planning process, which IDEA has just initiated, aims for wide consultation within the development education community. As part of the consultation by the facilitator, development education practitioners and organisations may well be asked or have been asked for their views. These views will be fed into the strategic plan for IDEA, which will be presented to the Annual General Meeting in late October or November 2005. Having been refined by discussion at the AGM they will then form the basis of the future direction of IDEA and operational plans for the next few years should follow naturally from this process.

Establishing a national development education association has not been without difficulties. The diversity of the sector makes it very difficult to find a model to suit and reflect all the interests of potential members. Great interest has been expressed in IDEA but attaining a broad membership on the Council is proving difficult. This can be put down to pressure of work in a sector with a high proportion of volunteer and part-time workers; the perennial difficulties in achieving a regional balance in national bodies where participation can involve travel; and to the natural reluctance to get involved until the organisation is more established. Another problem, which is common

to all associations in the development stage, is the reliance on volunteers who are trying to fit the tasks required into their other lives, and therefore does not allow the organisation to grow quickly. Therefore, the feeling of the Council is that IDEA needs a co-ordinator who will accelerate moving the organisation forward and that this should be a priority for the immediate future.

IDEA has developed from small beginnings and is now poised to take off as an association. Professional associations have a role to play in the development of a sector. Any problems we have encountered are not insurmountable and at the AGM we would like to expand the representation to tackle the real work ahead of implementing the strategic plan. Any readers who are interested should contact one of the Council members listed below with a view to joining us and furthering the cause of development education in Ireland. Ní neart go cur le ceile.

Acknowledgements: My thanks to Oran Doyle and Maeve Taylor of the IDEA Council who helped in the preparation of this article

Appendix A
IDEA National Council Members:

Eithne Brennan	*Trócaire*	ebrennan@trocaire.ie
Sally Corcoran	*DSL UCD*	Sally.Corcoran@ucd.ie
Michael Doorly	*Concern*	michael.doorly@concern.net
Oran Doyle	*Freelance*	eteducation@hotmail.com
Barbara Gill	*CICE*	bgill@cice.ie
Michael Fitzgerald	*Near FM*	localpoint@nearfm.ie
Nora Hennessy	*UCC*	n.hennessy@ucc.ie
Darran Irvine	*Schools Across Borders*	darran.irvine@ireland.com
Rachel Kavanagh	*Ecounesco*	ecounesco@eircom.net
Rachel Parry	*Galway OW C*	galwayowc@hotmail.com
Astrid Pérez Piñán	*Comhlámh*	astrid@comhlamh.org
Maeve Taylor	*Banúlacht*	banulach@iol.ie

Appendix B

The following organisations are members of IDEA to date:

80:20
ACTIONAID Ireland
AfrI
African Cultural Project
Amnesty International
AONTAS
ASTI
Centre for Sustainable Livelihoods
Centre for Global Education
Christian Aid
Comhlámh
Concern
DCI Development Education Unit
Development Studies Centre Kimmage
Development Studies Library, UCD
DICE
ECOUNESCO
Equality Studies Centre, UCD
Galway One World Centre
ICTU Pax Christi
Irish Girl Guides

Irish Missionary Union
Irish Red Cross
Just Forests
KADE
KVDA (Kenya) Community
LASC
Lourdes Youth and Community Services
Near FM
NYCI
Refugee Trust International
Schools Across Borders
Sierra Leone Ireland Partnership
Skillshare International Ireland
Voluntary Service Overseas
VSI
West Papua Action
Wingspread
Workers Co-op
World Development Centre
UCD Centre for Development Studies

References

Bourn, D. (2004) Re-Visiting Development Education Presentation to DEAC Forum.

Cornell, R. and Farkas, PR. (1995) Professional Associations: what value? Education Media International Vol 32 No 1 Mar.

Development Education Association (2001) Global Perspectives in Education: the contribution of development education, DEA London. Development Education in Ireland – challenges and opportunities (2002) All Hallows' College May 16 Seminar Report.

Development Education in Ireland – challenges and opportunities 2- determining the way forward (2003) All Hallows' College June 5 Seminar Report.

Garcia, JA. and Smith, RC. (1990) Meeting the Needs of Minority Scholars and Scholarship: what professional associations might do Political Science and Politics Vol 23 No 1 1990.

Kenny, M. and O'Malley, S. (2002) Development Education in Ireland – Challenges and Opportunities, Dóchas, Dublin.

Rusaw, CA. (1995) Learning by Association: professional associations as learning Human Resource Development Quarterly Vol 6 No 2.

Smith, HL. (1958) Contingencies of Professional Differentiation American Journal of Sociology Vol 63 No 4.

Sally Corcoran is the Librarian of the Development Studies Library at University College Dublin. The Development Studies Library is open to the public and contains materials of interest to development educators. If you would like to use the library please contact Sally on email: Sally.Corcoran@ucd.ie

Perspectives

DEVELOPMENT EDUCATION IN THE ERA OF GLOBALIZATION

DOUGLAS BOURN

Development and global issues have never been more in the public gaze than they have been in 2005. From Live8 to 'Make Poverty History' and the range of initiatives around Africa, development educationalists can no longer argue that 'development' and 'global' are marginalised. However, much of the debate has been superficial. For those engaged in development education practice, we know that understanding the causes of poverty and the solutions are not easy and straightforward. It could also be argued that all too often the messages communicated are distorted via 'western perceptions'. The voices of those directly affected by poverty and inequality are rarely heard. Development educationalists have a responsibility therefore to ensure that the voices of the marginalised are heard. Many of the observations mentioned above are similar to comments raised about development education more than a decade ago (see Arnold, Osler). Whilst many of the arguments might be similar to those of the 1990s, the economic, social and educational climates are different.

Globalisation is having an increasingly direct impact upon people's lives. It is also relatively easy to have access to information about global issues. People are more aware of global issues but how do they decide as to how they will critically assess the information they receive. This is why development education is so important and why it needs to be part of the mainstream of formal learning opportunities. In a number of countries, global and development issues are becoming more mainstream within formal education programmes, although there is still a long way to go (see Hoeck and Wegimont).

What all this means is that the traditional 'development education Non-Governmental Organisation (NGO)' can no longer claim to be the fountain of all knowledge or the 'experts.' Yet the principles behind development education, although they might be packaged in different ways depending on the educational framework, cultural situation and political support, are key to addressing the big educational and societal challenges of the twenty first century.

Through development education, people can:

• 'understand their own situation in a wider context;
• make connections between local and global events
• develop skills and knowledge to interpret events affecting their lives
• understand causes of global inequality, justice and solidarity
• learn from experiences elsewhere in the world
• identify common interests and develop solidarity with diverse communities
• combat racism and xenophobia
• widen horizons and personal development
• make a difference to their world by participating in society.' (DEA 2001).

There are examples of practice in a number of countries which demonstrate this from projects which make connections to understanding specific African cultural perspectives to local community cohesion and those on subjects such as fair trade, climate change and global citizenship.

Professor David Selby, a well-known writer on global education, has criticised this author for operating with the dominant ideological paradigm and for critically accepting the dominant ideas of today, linked to education for global competitiveness. "He (Bourn) clearly aligns himself with the liberal technocratic school of thought, while also locating himself squarely within the government-driven culture of compliance that has come to characterise much of British education." (Selby 2004, 2005, Bourn 2005).

These comments pose in a wider context the challenges that many development educationalists have today. Do they comment from the side and remain purist, saying that their agenda is really about social transformation? Or do they engage in the ideological debate and aim to make advances and progress within the framework set by globalisation and economic competitiveness? Does development education challenge the status quo and if it does, what alternatives does it offer?

McCollum stated nearly a decade ago that the tradition of, "development education has been, of a movement, which speaks only to itself, it has not located itself within a broader critical pedagogical discourse." (1996) Whilst there has been some progress since then, this tradition is still too prevalent in many industrialised countries where development education is delivered by a range of NGOs and social movements.

It is often where development educationalists have engaged in broader debates that progress has been made. Through a range of international and national educational policies and programmes, the term 'global' is becoming part of the everyday language of educationalists.   A major opportunity for development educationalists has been the opening of the debates around the need for 'learning societies and for actively informed citizens' and social cohesion (Bourn 2001).

However, as can be shown from the strategy for international education published by the English Ministry for Education in November 2004, the tensions between the economic and social needs are most evident. It refers to promoting the concept of 'global citizens' and to 'instil a strong global dimension into the learning experience of all children and young people.' But it also talks about 'equipping employers and employees about the skills needed for a global economy' (DfES 2004). Selby has been right to pose the dilemma but if development education is to engage in the debates then it is recognised that its role is both to secure concessions within the dominant paradigm but also to raise the issues and encourage dialogue.

In developing its thinking for its work within higher education, the Development Education Association developed a framework for learning around knowledge and learning, cognitive, social and practical skills and values and attitudes. Central to this framework is the interrelationship of these concepts. One cannot learn and understand about the causes of poverty and inequality without the development of critical and analytical thinking, respecting views and having a commitment to social justice (McKenzie 2003). This initiative has already influenced a radical re-thinking of a number of degree courses in at least five universities in England.

Development education should also, if it is about learning, offer a range of perspectives and views. This means ensuring perspectives and views from different social and cultural groups around the world but in a form that is debated within a critical framework. It needs to be perceived as making connections between the local and the global within a values base of equity, social justice and human rights. It is about posing fundamental questions about the role of an educator which should be to create a learning environment which enables learners to critically assess in their own way and on their terms the subject under discussion (DEA 1999).

Charles Leadbetter in writing recently about the challenge of globalisation suggests that there is a need to create a culture in society that challenges pessimism about what is happening in the world. He suggested there is a need, particularly in education, to respond to the challenges of globalisation, to engage and shape it for the benefit of all. He also suggests that globalisation necessitates innovation and imagination (Leadbetter 2002). Development education in the era of globalisation needs to respond in an equally imaginative and innovative way. It needs not to re-trench or retreat within the safe havens of challenging dominant political paradigms. Educational change only comes through social and political interaction. Development education needs to see itself as a power house for ideas, creativity and new thinking about how people in society can be better equipped to create a world which is more just and equal.

In order to achieve this, development educationalists should see their role as how they can influence societies and empower people to develop the skills, knowledge and value base which can make connections between their own lives and those of people elsewhere in the world. Only then will societies promote learning that creates a better understanding of the causes of inequality in the world and gives people the skills and value base to enable them to create their own voices and forms of engagement to secure real social change.

References

Arnold, S. (1987) 'Constrained Crusaders - NGOs and development education in the UK', Occasional Paper Institute of Education, University of London.

Bourn, D. (2003) 'Towards a Theory of Development Education,' *The Development Education Journal*, Vol.10.1, Trentham Books/DEA, Stoke-On-Trent pp.3-6.

Bourn, D. (2005) 'Interconnectedness versus Interdependence', *ZEP (Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik)*, Vol.28(5), pp.29-34.

DEA (1999) *Principles and Practice of Development Education Practitioners Working in Schools*, London, DEA.

DEA (2001) *Learning for a Global Society*.

DfES (2004) *Putting the World into World Class Education*, HMSO, London.

Hoeck, S. and Wegimont, L. (2003) *National Structures for the Organisation, Support and Funding of Development Education*, Council of Europe North-South Centre, Lisbon.

Leadbetter, C. (2002) *Up the Down Escalator*, Viking, London.

McCollum, A. (1996) 'On the Margins? An Analysis of theory and practice of development education in the 1990s' PhD Thesis, Open University.

McKenzie, A. (ed) (2003) *Global Perspectives in Higher Education*, DEA, London.

Osler, A. (ed.) (1994) *Development Education*, Cassells, London.

Pike, G. and Selby, D. (1999) *Global Teacher, Global Learner*, Hodder & Stoughton, Sevenoaks.

Scott, W. and Gough, S. (2003) *Sustainable Development and Learning*, Routledge/Falmer, London.

Selby D. (2004) 'The Signature of the Whole', *ZEP (Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik)*, Vol. 27(4), pp.23-32.

Selby D. (2005) 'Responding to Globalisation and the Global Condition', *ZEP (Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik)*, Vol. 28(5), pp.35-39.

Douglas Bourn has been Director of the Development Education Association for England since its formation in 1993. He has written extensively on development education, sustainable development and education for social change for a number of academic and professional publications. He was a member of the UK government's Sustainable Development Education Panel from 1998-2002, He is currently a member of the Department for Education's Global Dimension in Education Advisory Group. He is also a member of the North-South Centre's Global Education Network Europe (GENE). Contact: doug.bourn@dea.org.uk ~ website: www.dea.org.uk

TURNING INK INTO WATER: AN ECO-DEVELOPMENT INITIATIVE

BRENDAN NOLAN

Over the past fifty years, humans have changed eco-systems more rapidly and extensively than in any other comparable period of time in human history, largely to meet rapidly growing demands for food, fresh water, timber, fibre and fuel, which has resulted in a substantial and largely irreversible loss in the diversity of life on earth. These changes that have been made to the earth's eco-systems have contributed substantial net gains in human well-being and economic development, but these gains have been achieved at a growing cost in the form of the degradation of many ecosystems, increased risk of nonlinear changes, and the exacerbation of poverty in many developing countries. These problems, unless addressed, will substantially diminish the benefits that future generations will obtain from the earth's natural resources. In parallel with these changes, there has been an ever increasing number of people worldwide who have been excluded from the growing global prosperity of recent decades and who lack the basic ingredients for a decent life, such as access to an adequate supply of clean water and freedom from avoidable diseases. What is most striking about these growing numbers of people is that they are the most vulnerable to the earth's deteriorating natural resources.

Protection of the environment can no longer be seen as taking second place to issues such as wealth generation and national security. Current public trends and perceptions particularly in the developed world, view the earth's natural resources as free gifts, with their supply limited, only by technology and effort needed to capture more for our use. Water plays a key role in the development and functioning of any society by serving as a basic resource for activities such as irrigation, livestock production, hydroelectric power. Adequate water use in households, businesses and manufacturing is a prerequisite for economic growth. However, more significantly, water provides habitat and sustenance for the rich diversity of plant and animal

species that make up aquatic and riparian eco-systems, which provide the basis for much of the food needed by society.

The earth's system behaves as a single, self-regulating system comprised of physical, chemical, biological and human components with water as one of its most important mechanisms. There are currently thirty countries worldwide that have water shortages, estimated to be using up fifty per cent of their reserves. Therefore, water resources must be viewed globally and as a single global water system which is being transformed by major syndromes including climate change, erosion, pollution and salinisation and also human induced conditions such as ground and surface water used for irrigation. To underscore this importance, water is central to the fulfilling of the 'Millennium Development Goals' and a prerequisite for achieving the other goals.

In Ireland today, many assume that water resources are unlimited and free and that having access to clean water is their fundamental human right. However, access to clean water is neither treated as a basic human right nor is its distribution considered public and free. Consequently, more and more, water is viewed as a commercial product leading to a 'co-modification' of economic, social and cultural rights.

The environmental education strategy and programme of Wingspread 'Turning ink into water', which is an Eco Development Initiative, is being developed as a tool for the dissemination of information on key themes such as environment, north-south relationship, poverty reduction, human rights energy, climate change, new technologies, micro credit systems, and global governance. Using water as the starting point and presenting the world ecosystems as a single, self-regulating system will communicate to project participants the idea of a new planetary identity and that there exists for the environment only one possible future, a common one for all.

Wingspread understands and holds that development education is absolutely vital to the development process if sustainable development is to be achieved. It is important that local communities everywhere should take

responsibility for their own local environment, through local action programmes and by doing so empowering themselves to transform unequal relations.

At the heart of the programme is the plan that schools in the midland counties of Ireland will collect used ink, laser and toner cartridges and from the money raised from the recycling of the cartridges will sponsor a well in Chad, North Africa.

By taking this action, Wingspread is developing through the programme the concept of a shared vision for sustainable development between schools in Ireland and Chad. By participating in the schools cartridge recycling initiative, schools in Ireland are actively contributing toward capacity building, through an increase in clean water supply for children, their families and community in Chad.

Wingspread is also seeking to promote through the programme a "Schools Knowledge Exchange", in order to enable teachers and pupils to participate in the development of their own community, by increasing critical awareness of their local environment and the interdependence shared with other parts of the world i.e. Chad.

The implementation of the programme is based on a schedule which is a two-year rotation programme. This is to facilitate the movement of the classes in the primary schools (5th and 6th grades) targeted by the programme. The schedule is based on a sequence of workshops carried out in conjunction with a series of Practical Activities and supported by a knowledge exchange process that starts at the beginning of the programme. By developing the concept of a 'shared vision of sustainable development' between schools in both countries, this will lead to a more meaningful and focused knowledge exchange. The idea is to let the schools take the lead to facilitate agreement about what they want to achieve together.

Wingspread believes that by using the methodology of 'learning while doing', children are stimulated by their own natural curiosity, the most powerful driving force in any learning process. This innovative approach will be an effective tool in fostering in children a greater self-awareness and understanding of their relationships with their families, communities and the wider world. The approach will encourage participants to ask some fundamental questions about the local and global worlds in which they live, such as - Who benefits? Who Loses? Who Decides? What Needs to Change? Where do I Stand?

The project also seeks to create a human rights framework for dealing with development issues by empowering people. Wingspread recognises that empowerment cannot be given, but that it must be self-generated. The project also seeks to show that global issues are not just about aid and governments but about issues that involve and challenge each and every one of us on a daily basis. Choices have to be made and they cannot be made by Governments and international institutions alone without public ownership and engagement.

Brendan Nolan is the founder and project co-ordinator of Wingspread International.

SEX, DRUGS AND DEVELOPMENT EDUCATION

CHRISTINE PATTERSON

This autumn, Save the Children in Northern Ireland will once again focus its development education and campaigning work on HIV and AIDS. This will be linked to the Global Movement for Children's 'Lesson For Life' action, leading up to World AIDS Day on the 1st December, and will be connected to 'Make Poverty History's' third white armband day, as well as the Stop AIDS Campaign. As the end of 2005 approaches, it is time to ask what happened to the World Health Organisation's ambitious goal of ensuring that a further three million people who need anti-retroviral therapies have access to them.

At least 8,000 people die every day from HIV and AIDS, so the reason behind such a focus is perhaps obvious. What can such a programme hope to achieve? Can it really have an impact on children who are most vulnerable to HIV and AIDS? Who should the work target and what should be the aims of the sessions? What are the pitfalls? What benefits can participants expect? This is a major area of work for Save the Children in many countries, but are we just seeking to have our work better understood?

In 2004, Save the Children undertook a short series of mainly schools' workshops, again based on the Lesson for Life. We began talking to children and young people, and the adults who work with them, about HIV and AIDS. We found that there was still considerable ignorance about what HIV is and what AIDS is. There was a lack of understanding of how a person can be said to have AIDS, and even what the routes of infection are. Though there were some very keen teachers and youth workers who grabbed the chance to talk about this with the young people, we encountered some hostility and resistance, with great sensitivity to the words 'HIV' and 'AIDS'.

Schools were the most obvious target group, as HIV and AIDS feature in Personal, Social and Health Education (PSHE) programmes and at least

three other places in the new Northern Ireland curriculum, namely, Science, Geography and Local and Global Citizenship. We began by asking schools if they would like support in addressing any of these curriculum areas. There are obviously many audiences for this work, and we had already begun work with youth groups, student teachers and youth workers.

The first difficulty to overcome was the limited time available to talk in schools and with youth groups. Because of time constraints, the presentations were not fully interactive but aimed to stimulate dialogue, which participants would develop further. The sessions ignored one of the first rules of thumb which is 'to start from where the participants are at'. Although it was apparent that this might be important for some members of the group, the aim was not to lead a sex education session. Therefore, the presentations focused on an explanation of AIDS, the virus that causes it, and what it does to the body. Where possible, links were made to existing sexual health programmes.

Earlier this year, I checked my own understanding of what AIDS is with a doctor treating HIV patients at Belfast's Royal Victoria Hospital. She said "You know, we very rarely use that term now, we say 'late stage infection', or 'advanced stage'". HIV and AIDS have dropped off the radar in the UK, quite simply because people who have HIV are living longer, and are much less visible. They continue to work, raise their families and get on with their lives. Infection rates, however, are not falling. Some people are still dying early. Sadly, recent surveys conducted in the UK and the Republic of Ireland reveal much discrimination and prejudice. There is still much work to do, though other projects like the Positive Youth Project led by Concern and Development Cooperation Ireland have had some impact.

In Malawi, AIDS kills ten people every hour. In countries like South Africa, Zimbabwe, Lesotho, and Malawi life expectancy rates are dropping. Life expectancy in Swaziland is now thirty-three! Although preventable, thousands of children are born every day with the virus. In short, even though treatments for HIV have come a long way, HIV coupled with poverty is lethal.

Education programmes attached to HIV and AIDS work have long focused on prevention and there are some excellent programmes now running in many countries. But where are the education programmes that 'feel the fear' and talk openly about defeating the virus and halting the pandemic? We now need to move beyond the careful, tactful but predominantly sex dominated discussions. We need to question why the use of effective vaccines or cures is still so far off; why the development of effective barriers like microbicides is so slow. With our current knowledge, understanding and skills what are we doing about stopping thousands dying? Surely this is where we need to be involved.

The short project that we ran last year began a dialogue. This year, working mainly with those who work with children and young people, we aim to rekindle, and refuel those discussions.

For World AIDS Day last year, Save the Children and Amnesty International hosted a discussion at Stormont with a panel of local politicians, and invited children from the schools involved in the education programme to come and ask questions. The number and depth of questions posed indicated that debates had started in schools as a consequence of the initial presentations. Questions were asked about wider global issues, such as trade and the threat to investments in health care systems where national budgets are limited by debt repayments, though the conversation did return to sexual relationships and, inevitably, moral tones crept in. In the Debating Chamber, on that day at the end of November, there were at least five people who had personally grieved for at least one friend who had died of AIDS. There was at least one person who was aware of being infected with HIV – there may have been more. I am sure that at least one person went home more worried that he or she could be infected. I hope they have since been reassured.

Workshops, presentations and debates about HIV touch all of us at some point personally, as they make us think about very personal areas of our own lives, whether we articulate that or not. One of the aims of this year's work is to discuss this with teachers and youth workers, in order to promote a

practice of talking about HIV in a variety of well-chosen ways. These will involve art, drama, discussion, and active campaigning actions so participants can express their views in an appropriate manner. Will this bring about the change for children that Save the Children is working for in countries most affected by the pandemic? In the long term, I think so - but not the short term. Consequently, this work also needs a long-term commitment.

Finally, I fell into a classic pitfall. After impressing a small group of young people with a number of statistics about the scale of HIV infection in Zimbabwe, one boy exclaimed, "Where's this Zimbabwe? Well I'm never going there! It's rife there! Step off the plane and you'll get it!" Now obviously I had to go back over the transmission routes - the virus is not airborne.... I had gone too far and created one of those bleak, desperate, sick images of a country in the South.

This year, we hope to work more closely with colleagues in Save the Children's South Africa and Ethiopia programmes in shaping the information we use. We will present case studies from a Caring Schools project, where teachers and pupils learn how to stay healthy and are committed to looking after each other. Hopefully, through this, we will shift the focus from 'This is how these children are dying' to 'This is how they are living'.

Christine Patterson is the Development Education Coordinator for Save the Children Northern Ireland

KUNGARAVA IBITEKEREZO (SHARING IDEAS): GLOBAL EDUCATION – A STRATEGY FOR THE SOUTH

PHIL HUDSON

Voluntary Service Overseas, Rwanda (VSOR) has been operational in Rwanda since July 1997, and has two programmes in the sectors of Education and Disability.

> "VSO Rwanda recognises the importance of seeing the world from different perspectives and aims to create the space for views to be expressed and challenged. We are committed to activities based on greater understanding that will lead to positive social change both in Rwanda and in volunteers' home countries."

Throughout 2004, Voluntary Service Overseas Rwanda was involved in a strategic planning process that aimed to define our objectives and the strategies for meeting these. VSOR was one of the first of Voluntary Service Overseas's (VSO) international programmes to ensure that global education was integrated into this process. The result was the vision statement quoted above; a seemingly simple statement which this article aims to unpack a little, to outline how we came to adopt it and what challenges there are in realising it.

VSO is committed to empowering people through global education to act as catalysts for positive social change by raising awareness of the realties of life in poor countries. We believe that in our increasingly interdependent world this has the potential to build just communities that are open to learning and working in partnership to tackle disadvantage. Global education is not just about learning, therefore, but about enabling people to take action that can address disadvantage. Active citizens are more likely to be aware of and deploy their rights and responsibilities.

In practice, the main emphasis has been on the VSO volunteer themselves and the networks and initiatives that can build on their development experience once they return to their home country. VSO's single Global Education Advisor is based in London, and the close links with the UK's Department for International Development (DFID) ensures that our UK initiatives are in the organisational 'front line'. VSOR wanted to develop a local strategy that would see global education firmly placed within the Rwandan context. The importance of the work of returned volunteers in their home countries is not underestimated.

However, the increasingly diverse and international nature of the VSOR volunteers (which has included up to fifteen different nationalities at any one time) means that for the majority there will not be an opportunity to engage in UK based activities. Most importantly of all, it was strongly felt that if our global education agenda is to be one that enables views to be robustly expressed and rigorously challenged, more needed to be done to ensure that Rwandans, and not expatriates, are driving it.

In a country like Rwanda where concepts of history, community, culture and human rights are shaped by recent experiences of war and genocide, the philosophy and ideals of our vision statement are not an 'add on' to our core programmes, but are at the heart of the reason why VSO is here. The schools VSO work with in Rwanda often comment on the value of having a different window on the world in the form of international teachers, and there has always been an assumption at the heart of our Education Programme that this is generally a 'good thing'. A global education strategy will enable this to be articulated more clearly, and lead to the creation of activities and resources that will ensure that this 'window on the world' is actively looked through, rather than simply assumed to be there.

The strategy is not primarily about what goes on within Rwanda's classrooms, however. There are other ways in which we are seeking to 'create the space for views to be expressed and challenged'. The model for our current programme comes from the experience of the last one to two years, where a

range of different activities focussing in on the same area was developed around the issue of Fair Trade, which led to a workshop, field trips and the production of an education resource book and website on 'Coffee, Fairtrade and Rwanda' in collaboration with Rwandan coffee cooperatives.

In 2005, our global education Magazine has been re-born as 'Amakuru' (Kinywarwanda for 'news') which is tri-lingual (English, French and Kinyarwanda) and which is pursuing an active editorial policy of seeking a diverse range of articles that may stimulate debate within and between publications. The existing website devoted to the issue of fair trade and coffee in Rwanda is being expanded into a site that can include articles and debate around a wider range of development and global issues. There will be two workshops each year whose aim is to bring together a diverse range of the interested and the expert to investigate and debate an issue. For example, the next one, scheduled for September 2005, will focus on Disability and Mental Health. This focus on disability and development is being carried through into planned field trips that will enable participants to visit disability centres and sports programmes. Finally, the programme will include the sponsoring of a formal, national debate on the topic of the role of volunteering in Rwandan society, to coincide with the International Day of the Volunteer, in December.

The 'greater understanding' of the global education vision is intended to take in two different trends. The first is that part of global education that seeks to present and explore the intrinsically 'human' facets – celebrating difference, affirming similarities, breaking down stereotypes with positive stories, allowing people to present themselves as they choose rather than as how others choose to present them. The second is that part which aims to provide an analytical framework with which to examine development issues and debates. There is sometimes tension between these two aspects, particularly as global education explicitly seeks to engage with many different types of people, the majority of whom are not development professionals. VSOR teachers, for example, are often alienated by the (overly) technical language of much of the development debate in Rwanda. It can be tempting to rely on the human interest stories at the expense of more structured

investigation and analysis. It is our hope that the range of activities will ensure a good balance between the two.

Our interest in global education is not some dry, academic exercise. In a speech on 23rd June, marking the run up to Independence Day on July 1st, Paul Kagame, the President of Rwanda, said the following:

> "What type of independence was it? What did we achieve from it, and of what significance does it bear on us? … I wonder why people don't talk their mind in public but instead go behind the scenes to whisper. I have to question (those) who have made it a habit to secretly tell me their positions on some issues, why don't they spill the beans in public so people can debate? That is 'backwardness' (ubutindi)." (quoted in 'The New Times' June 24-26, 2005)

VSOR is avowedly non-political (with a capital 'P') and Kagame was referring to a political culture of whispers. However, in order to speak out publicly and with confidence, safe and formal spaces for debate have to be in place, and our global education strategy is aiming, in a very modest way, towards this same goal.

Notes
The VSOR global education magazines, educational resources and further tools and information are available from: http://www.vso.org.uk/thecoffeeproject

Phil Hudson was Country Director of VSO Rwanda from 2002 until September 2005. Phil is now in London studying an MA in the understanding and securing of Human Rights.

Viewpoint

The **Viewpoint** section of Policy and Practice enables two authors to debate the same topic.

In this issue **Frank Sudlow** and **Bernie Ashmore** examine the topic "Development education and campaigning – the perfect partnership?".

DEVELOPMENT EDUCATION AND CAMPAIGNING – THE PERFECT PARTNERSHIP?

FRANK SUDLOW

We all learn best that which we enjoy. If something is fun and engaging then we are more likely to open ourselves to greater discussion and debate. However, just because I enjoy something does not necessarily lead to greater learning. I have been watching the cricket over the summer and have become fascinated with the progress of the England Team, as they have come through to beat Australia, the team considered to be the best in the world. However, I have also learned a great deal about the game at the same time. The TV coverage has used the opportunities presented by various events to explain some of the game's finer points. The result has been that not only have I enjoyed watching the games but I have also learned more about how the game is played.

When young people took to the streets in February 2003, how many of them understood the causes or implications of the planned war against Iraq. Yet they took to the streets and engaged in a massive popular campaign, which will remain with them for many years to come. Many also returned to their homes and schools hungry for more information, enthused by the excitement

of the event, frustrated at the response from Government, in essence, with minds open to learning, about war and peace, about power and justice. In this way popular campaigning provides fertile grounds for development education. It also provides a real challenge for development educationalists. Campaigns are often necessarily simplistic in their focus and their demands. 'Make Poverty History' is a great banner, but becomes quite a challenge when we begin to translate this in terms of – identify the injustices perpetuated by your behaviour, your purchases and your government; change your behaviour and work with others to change the behaviour of governments and companies so that others might live more justly.

For development education the learning process builds on the experiences of the individual and campaigning can offer rich experiences that encourage reflection and analysis, not only of the kind: 'How was it for you?' but also in terms of 'What did you set out to achieve?', 'Was the action effective?', 'What did you learn as a result of this activity'. Such reflections then provide avenues for further analysis. 'What have others done in this area?', 'What have been the results?', 'Were the results predicted / predictable?'.

The opportunity then presents itself for further research and reflection. Following the Stop The War marches there were a number of websites carrying articles by a range of different actors. There was quite a lively debate about the pros and cons of violent action, with some suggesting that there should have been an attack on the American Embassy in London rather than just a march! Bringing these different and often contradictory views into our learning can open up real opportunities for transformative education in which perspectives are challenged and alternatives explored. The development educator has to facilitate the process of exploring the values basis of different viewpoints. This is a process in which the student and teacher are both learners. It is also a values rich environment. Student and teacher should be discouraged from thinking that all actions and viewpoints are equally valid. They are clearly not. However, the exploration should be about striving for the deeper reality.

There is a danger in remaining at the simplistic level of the campaigner. The end rarely justifies any means. The Nazi Youth movement was great at campaigning; its education programme, however, was not open to challenging perspectives and exploring alternatives. There is also a danger, even for some whose work is in the field of development education, of measuring the 'success' of the programme by the numbers of individuals taking action of one sort or another. The signing of a campaign card or the purchase of a particular resource does not of itself point to a transformation in thought and deed. That is far more difficult to demonstrate.

Campaigning therefore provides opportunities for development education, but challenges too. Our education programmes can and should respond to the issues that concern those with whom we work. Campaigning may also provide valuable opportunities for demonstrating transformations that have taken place in our thinking and commitment to justice. It should also provide further challenges, which require reflection and analysis. There will be times when we rightly question a campaign message, not only for its simplicity, but also for the values that underpin its message. Not all campaigning is good and it is wise to demand transparency and explore the attitudes and values of those inviting us to campaign.

As such Campaigning and Development Education may form perfect partnerships. When they do they can be powerful and effective, but they are not the same and are not even bound together.

Frank Sudlow is the Head of School Team for CAFOD, the international aid agency of the Catholic Church in England and Wales.

DEVELOPMENT EDUCATION AND CAMPAIGNING – THE PERFECT PARTNERSHIP?

BERNIE ASHMORE

If development education and campaigning were the perfect partnership, Non Governmental Organisations (NGOs) would not have spent years, it seems, re-structuring their organisations to find the most effective relationship between them. For example, a Campaigns Department may begin life attached to Fund-raising, then have been severed from Fundraising and spliced onto Development Education in a Marketing Division before both getting lumped together finally with Advocacy. NGOs have clearly been wrestling with the tension between these different sections. I would suggest that these struggles in the organisational structures reflect real inner struggles in the minds of people working in them.

I think it important to consider the different motivations of people engaged in each of campaigning and development education to highlight why these tensions exist and why they can become a creative force. I am not going to attempt definitions but will briefly explore where overlaps exist and clear differences are apparent in order to illustrate why different people choose to involve themselves in each. I propose the hypothesis that the main tensions between campaigning and development education stem from the motivations of the individuals and their different beliefs about how change can effectively be brought about. I want to consider just those campaigners who actively engage in the planning, organisation and delivery of campaigns and not those many others who join a rally, sign a petition or are cajoled into posting a ready-written postcard, and similarly with development educators. I recognise that many people engage in both development education and campaigning. Some people manage to engage successfully in both of these simultaneously whilst others may commit themselves to development education with occasional forays into active campaigning and, occasionally, vice versa.

I suggest that the two activities meet different needs in those involved. Having been myself involved in both at different times, I suggest that involvement in the buzz of an active campaign produces higher levels of adrenalin, induces a feeling of excitement and engagement and provides those involved with a clearer feeling of success and achievement. On the other hand I would suggest that development education activities tend to provide for the more reflective needs of the individual involving more open discourse and inducing pleasure through a deeper exploring of ideas. Research since the 1950s, but especially more recently, shows us that each of our brains is uniquely wired, that each of us learn in different preferred ways and that the pleasure centres of our brains are activated by different combinations of experience. It should be of no surprise that some of us prefer to engage more in campaigns than in development education activity and that over time many of us change our preferred type of involvement.

I would suggest that there is a danger inherent in campaigning. Do not many of those committed to addressing an issue get caught up in the excitement of action? Do not campaigns often involve engaging other concerned members of the public who may not necessarily have as deep an understanding or knowledge of the issues, the causes, the complexity or a consideration of the likely long term outcomes of the campaign actions. An active campaign may engage people at a superficial level, involving them in 'purposeful activity', engaging them in social groups, giving them a sense of purpose and membership. This heady mix can provide an adrenalin high in which caution is lost. Herein lies one danger. Campaign aims can be for the social good or bad. Groups, such as racist organisations, can recruit through involving people in such action where the thrill of the action over-rides the concern for the overall effectiveness of the campaign or dulls people's critical faculties.

Much recent research tells us that for effective learning we need to be in a state of low stress and high challenge. Is the state induced by an often high stress campaign, induced by need to deliver on client numbers and meet deadlines the best one for learning and critical reflection. I would suggest that this is unlikely. Campaigns by their nature are often defined with timelimited

outcomes. There are a number of conflicting views on the **definition of campaigning** but they often include phrases such as "working towards an objective in a strategic way with clear targets and time frames". (Campaign for Social Change). The demand for public profile ensures that there are clearly observed actions. Action without sufficient reflection can leave those involved with a post-campaign low that may lead to ceasing involvement or on the contrary to a need for further excitement and action. For any such further action to be effective in addressing the key issue a different lens is needed. There is a danger that those involved get hooked on action for its own sake and lose the sense of perspective which other approaches such as development education might provide. On the other hand the danger with the development education approach could be that those involved become increasingly introspective or in realising the complexity of the issues become frozen in inaction.

One way to consider this difference is to consider a wide angle lens and a zoom on a camera. Does not development education tend to use the wide angle taking in as much of the vista as possible from the particular standpoint in order to allow the observer to see the relationships between different elements? And is not the Campaigns approach one that tends to narrow the focus on a specific aspect, examining key features in greater detail. Both give insights, both are valid, but the two approaches can give rise to participants' contradictory understandings. This can be an opportunity for creative thinking or for dispute.

I would also suggest that whilst campaigns may well be successful in addressing both large and small issues it is important, following involvement in campaigns, to step back, let the adrenalin rush pass, widen the perspective and review the experience through the lens of development education approaches. It also seems important that those involved in development education immerse themselves in campaign action to see some of the issues close. If those involved are to gain most from their experiences this change of focus needs to be actively managed either by aware individuals themselves or through a facilitator. The 'perfect partnership' does not appear to be the right description of the relationship between campaigning and development

education. I have, in the past, suggested that at best the two can produce a creative tension. I think the dilemma lies inside each of us too. How do we each manage our own need to address the world's inequalities with decisive action while managing our own self-doubt about whether our actions are being effective? If those involved in development education and campaigning cannot ensure that there is a 'creative' tension between them, might people's development education be left to television and their need to act be satisfied by fundraisers?

Based in Devon, **Bernie Ashmore** runs "Inspiring Learning" a national Educational Consultancy delivering support and training to Local Education Authorities, schools and Initial Teacher Education institutions. He also runs an MA module in Teaching and Learning at Middlesex University.

Resource Reviews

THE POLITICAL ECONOMY OF ADULT EDUCATION AND DEVELOPMENT

GERARD MCCANN

Youngman, F (2000) *The Political Economy of Adult Education and Development*, London: Zed Books.

One of the first texts in the series *Global Perspectives on Adult Education and Training* Youngman's book provides a considered introduction to the initiative. Stressing the role of adult education in the process of development, the themes that are carried throughout this text include the standard rubrics of Development Education - developing civil society, social inequality, aid, and post-colonial perspectives. The thread that unites the various aspects of adult education and development for Youngman is the way in which political economy shapes progress. The text surveys a range of activities from adult literacy, non-formal education, vocational training and adult education within the context of national regeneration in the global South. It assesses the issues brought to bear by the various theories of development - modernisation, dependency, neoliberal and populist - and analyses the problems of identifying education with development. Working from this basis there is the reassertion of the view that development and education go hand in hand. Appreciating this as a core focus for socio-economic and indeed political transformation the discussion sets out to link adult education provision with democratic institutions, the eradication of poverty, empowerment and the targeted application of science and technology.

As a platform to begin the debate on these aspects of development, Youngman cites the conclusion of the Fifth International Conference on Adult Education in Hamburg in 1997, which stated that:

> "Adult education… is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture based on justice."

In presenting this principle the text then sets out to address corresponding issues within the parameters of the state's relationship to adult education. It poses the key question around development as a means of betterment or as a means of enhancing the political economy of a region, and addresses the structural and historical precedents under which education policy makers operate. In doing this, the dialogue introduces the idea that learning and development are integral to the transformation of a country, but warns that market driven education, training a workforce into employment, can have divergent influences on the overall processes of development.

The question ultimately is about the type of development states in the South desire and how the education systems adapt to this design. In a way Youngman anticipates the nature of globalisation and enlightens a defence of a paradigm of learning that enriches in a more holistic way beyond the restrictions of a market inclined educational economy. The book concludes with the idea that development theory and adult educational practice should coalesce in a more discerning manner, with societal enhancement being the primary rationale for education policy making. One of the stated aims of the book is to provide 'adult educators with conceptual tools for analysing the contextual factors which influence the nature of adult education policies and programmes in the countries of the South'. Youngman succeeds.

Gerard McCann is Senior Lecturer and Module Co-ordinator in European Studies at St Mary's University College, Queens University Belfast. He is also Chairperson of the management board of the Centre for Global Education.

Happy Ever Afters: A storybook guide to teaching children about disability

Roland Tormey

Saunders, K (2000) *Happy Ever Afters, a Storybook Guide to Teaching Children About Disability*, Stoke-on-Trent: Trentham Press.

Stories are an integral part of the day-to-day life of children and adults. Children read stories and have them read to them, while adults make sense of their lives and their day through telling stories and jokes. To a substantial extent, such stories provide a narrative frame of reference within which we make sense of ourselves. Nikolas Rose, for example, has suggested that:

> "…human beings actually live out their lives as 'narratives', that we make use of the stories of the self that our culture makes available to us to plan out our lives, to account for events and give them significance, to accord ourselves an identity." (1999: xvii)

There has been substantial research into the effects of stories on young people in Western cultures. This research has been multifaceted. Much of it, like that of Zipes (1983a; 1983b; 1997) and Allen (1999) has probed the traditional stories of the Grimm Brothers and Andersen and has identified the ways in which these stories are anti-democratic (through their glorifying of the rights of kings and princesses and their use of a 'might makes right' ethic) or sexist (through their portrayal of weak women who need to be saved by dashing sword-carrying men). Such research has led to a range of attempts to 'sanitise' stories or make them more appropriate for the contemporary world through providing mechanisms for vetting stories (e.g. INTO, 1993). This work is clearly of interest to development educators who can be guided by it in relation to their dealing with gender, human rights and, by extension, other development issues.

Sometimes, such attempts at 'sanitising' children's stories can miss a crucial point: children are not simply receivers of messages, they are actively involved in the production of their own understanding of the world – their own narrative – and, rather than removing 'offending' material from their sight, it is often more productive to engage them in debate and discussion in order to maximise what they can learn from such material. Not only is this a more educational approach, it also allows the learner to come to their own decisions rather than having perspectives foisted upon them, albeit for the best possible reasons. It is worth remembering the warning of Freire: "Manipulation and authoritarianism are practiced by many educators who, as they style themselves progressives, are actually taken for such." (1999: 79)

Of course, it can be difficult to promote discussion and dialogue, particularly where the issue in question is one that is emotionally charged and few issues are more emotionally charged than the focus of Kathy Saunders' book: disability. It is all the more valuable therefore that the approach which she takes is one of promoting and supporting discussion and debate around the images and messages of disability which are presented in both classical and modern children's stories and does so while taking seriously the emotional dimensions of such discussions.

Saunders identifies the inherent ambiguity around disability. On one hand, disability is a bad thing and can be used by adults to be a bogeyman with which to scare children ('Why did you do that? Do you want to end up in a wheelchair?'). On the other hand, disability is about the person who has a personality as well as a disability and is not defined by their wheelchair or seeing-eye dog. Writing as a disabled mother, Saunders brings personal experience to her writing that adds to its immediacy, its clarity and its emotional impact on the reader. She explores many of the issues that appear in children's writing arising out of this ambiguity, before ultimately providing a framework for thinking about and discussing with young people the images and messages about disability that their stories contain.

From a development education perspective, in which the local and global are linked, Saunders' book provides a worthwhile mechanism for asking ourselves to what extent we are effectively dealing with rights issues, such as disability rights, at home as well as overseas. It also provides a motivation and a mechanism to question if educational work on, for example, war or landmines produces representations of disability which may impact upon young people's understanding of people with a disability in their own locality. Finally, it provides a model for taking seriously the need to engage in debate and discussion in development or human rights education rather than to impose our understandings on the world upon young people.

References

Allen, M. N. (1999) *What are Little Girls Made of?: A Guide to Female Role Models in Children's Books,* Facts on File Inc, New York.

INTO (1993) *Working Towards a Gender Balance in Textbooks*. INTO Publication 9/93, INTO, Dublin.

Freire, P. (1999) *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*, Continuum Books, New York.

Rose, N. (1999) *Governing the Soul: The Shaping of the Private Self*, Second Edition, Free Association Books, London.

Zipes, J. (1983a) *Fairy Tales and the Art of Subversion: the Classical Genre for Children*, Heinemann, London.

Zipes, J. (1983b) *The Trials and Tribulations of Little Red Riding Hood: Versions of the Tale,* Heinemann, London.

Zipes, J. (1997) *Happily Ever After: Fairy Tales, Children, and the Culture Industry*, Routledge, London.

Roland Tormey is a Lecturer in the Department of Education and Professional Studies, University of Limerick. He is Chair of

'80:20 Educating and Acting for a Better World', an Irish Development Education organisation, was involved in the development of the Irish Department of Education and Science/NCCA Intercultural Education in the Primary School curriculum guidelines and was Ireland's representative on the UN Economic Commission for Europe Task Force to develop a strategy for the UN Decade of Education for Sustainable Development 2005 - 2015.

THE YOUNG GLOBAL CITIZENS PASSPORT SCHEME

NIAMH MCCREA

Global Connections DEC, Wales (2005) *The Young Global Citizens Passport Scheme*, available at: www.globalconnections.org.uk.

'The Young Global Citizens Passport Scheme' is a global citizenship resource which seeks to introduce young people to development and justice issues locally and globally. Though aimed at youth workers in the nonformal education sector, it would also be of use to teachers and others engaging directly with young people. The resource is divided into five sections, each dealing with a different issue. The five themes covered in the resource are:

- The Environment
- Fair Trade
- Identity
- Children's Rights
- Globalisation and Diversity

Each section contains background information, sources of further information, practical action ideas, a workshop overview and between nine and ten activity ideas. The pack uses the concept of a 'global passport' as a means of rewarding young people's efforts and marking their progress as global citizens. Young people receive their own 'global passport', which is stamped on completion of a workshop or practical action. Youth workers are encouraged to take their group on an exciting excursion once all five stamps have been earned.

'The Young Global Citizens Passport Scheme' is well introduced, clearly laid out and easy to read. Although primarily text based, it has been broken up with images and cartoons. The background information is presented in accessible language and the breadth of topics covered means that it provides

a comprehensive introduction to global justice issues. Its emphasis on the importance of establishing ground rules with young people is consistent with good youth work practice.

The resource brings together a wealth of new and existing activities for exploring development and justice issues with young people. The short length of many of its activities is appropriate to a youth work context. A good mix of methodologies is provided including brainstorms, quizzes, art, freeze frames and games. 'The Young Global Citizens Passport Scheme' therefore responds well to young people's different learning styles and respects the variety of settings in which youth work is practised. There is some lack of clarity as to whether users of the resource are intended to start at the first activity in each section and work systematically through it or choose a sample of activities. The instructions are also quite general about the age groups at which the resource is aimed. Greater guidance on the lower age range for individual activities would have been useful.

The expectation in the resource is that groups will cover all five sections. Some youth workers and youth groups, particularly those with less experience of issue-based youth work, may be more comfortable dipping in and out of the different sections. Suggestions on how the resource and 'global passport' tool could be more flexibly used by such groups would have been helpful. The language is relevant and accessible to youth work. However, in some cases, terms such as tutor and pupil which are more familiar in the formal sector appear. This may create the impression that the activities are intended for schools.

One of the strongest features of the resource is the 'global passport' tool itself. This validates young people's learning, gives them a sense of achievement and provides them with something to show for their efforts. A lot of thought has gone into the design of the passport. A template for both the passport and stamps which can be photocopied by youth workers is provided at the back of the resource. It might also have been useful to suggest that groups could design their own passports using creative methods appropriate to their

particular group. 'The Young Global Citizens Passport Scheme' is underpinned by sound development education principles. Local action is linked to the worldwide context and a concern for global inequality is consistent throughout the resource. Some exploration of the disproportionate impact of environmental degradation on the developing world, for example in relation to deforestation or climate change, would have been welcome in the otherwise excellent section on the Environment. More guidance on how to avoid reinforcing stereotypes in the activity "Acceptable or Not?" would also be useful, as this activity deals with sensitive issues relating to nationality and race.

These are minor quibbles, however, and 'The Young Global Citizens Passport Scheme' represents a welcome addition to the resources available for global youth work.

Niamh McCrea is project officer with the National Youth Development Education Programme, based in the National Youth Council of Ireland. This programme supports the integration of development education into the youth work sector. Niamh has edited a number of development education resources and is author of 'Going Global! - Guidelines for Development Education in Youth Work' (2005) and 'Steps Towards Inclusion: Developing Youth Work with Separated Children, (2003).