

POLICY & PRACTICE

A Development Education Review

Development Education and the Economic Paradigm

REPORT ON A DEVELOPMENT EDUCATION SEMINAR

14 February 2023



SEMINAR ORGANISED BY CENTRE FOR GLOBAL EDUCATION AND IRISH DEVELOPMENT EDUCATION ASSOCIATION AND FUNDED BY IRISH AID

Acknowledgements

This is a report on a development education seminar organised by the Centre for Global Education in partnership with the Irish Development Education Association held on 14 February 2023. The seminar was titled *Development Education and the Economic Paradigm* and debated the content of Issue 35 of the Centre for Global Education's journal *Policy and Practice: A Development Education Review*. The Centre for Global Education would like to thank Elaine Mahon and Maximiliana Mtenga of IDEA for helping to organise and promote the session. We also thank the chair of the session, Celina del Felice and the speakers, Harm-Jan Fricke, Irene Tollefsen and Anders Daniel Faksvåg Haugen. The seminar was organised as part of a three-year development education project funded by Irish Aid.

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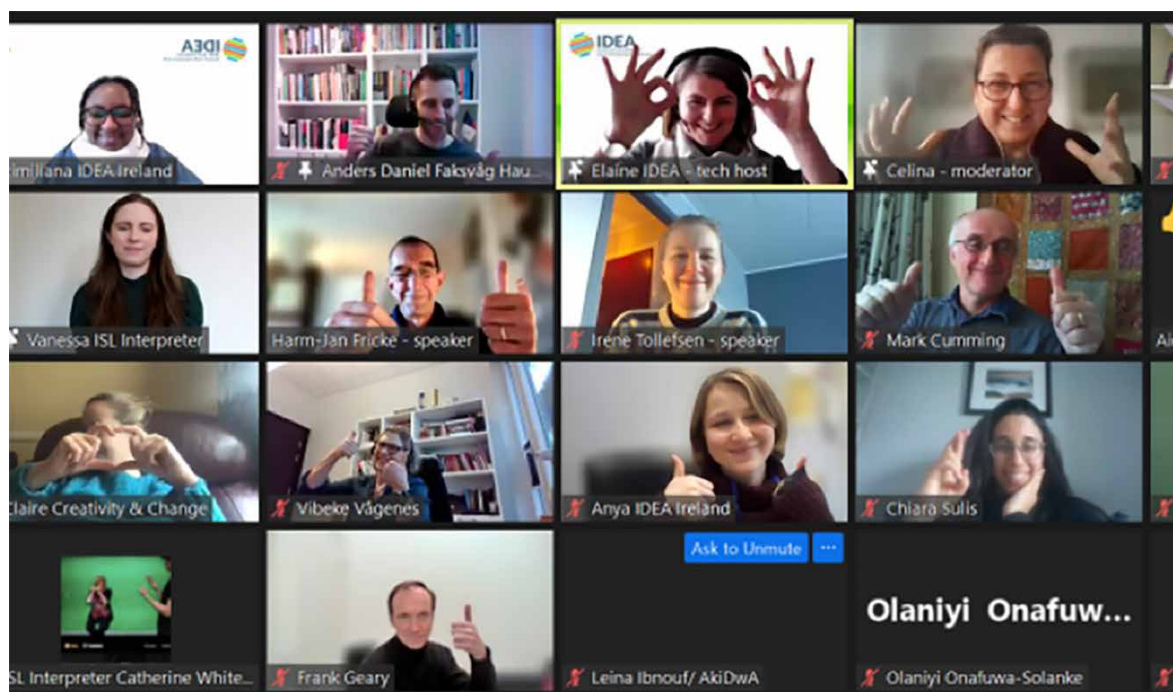
This document has been published as part of a development education project funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship and development education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments herein are entirely the responsibility of the Centre for Global Education and do not necessarily represent or reflect DFA policy.

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1 Centre for Global Education and Irish Development Education Association

1.1 Centre for Global Education

The Centre for Global Education was established in 1986 to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that enables individuals and organisations to address the root causes of poverty, inequality and injustice at local and global levels. The Centre's resources and training programmes enable learners to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. They also provide the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

The Centre for Global Education's main aims are to:

- Act as a resource for research and education on global issues;
- Support the work of groups and organisations that foster social and economic equality at all levels;
- Facilitate networking and co-operation with relevant agencies and groups;
- Provide training and resources on development issues;
- Encourage the use of development education methodologies to bring about change at a local and global level;
- Network with partner organisations that share our values and commitment to social justice and equality;
- Enable action that addresses the root causes of poverty and injustice, locally and globally.

The Centre's Values are as follows:

- Partnerships with individuals and organisations working to create an equal and just world.
- Enablement of effective action to challenge global inequality and injustice.

- Ensuring our work is informed by the needs and ideas of the global South.
- Promoting active learning in all our work.

Contact details

For further information on the Centre for Global Education please contact:

Information Officer
Centre for Global Education
9 University Street
Belfast
BT7 1FY

Tel: (0044) 2890 241 879
E-mail: info@centreforglobaleducation.com
Web Site: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
Twitter: <https://twitter.com/CGEbelfast>
E-bulletin: <http://www.centreforglobaleducation.com/ebulletin>

1.2 Irish Development Education Association

The Irish Development Education Association (IDEA) is the national network for Development Education in Ireland and a leading voice for the sector. It represents over 100 members involved in Development Education in formal, non-formal and informal settings. Together IDEA and its members work to strengthen Development Education in Ireland and to raise awareness of the crucial role it plays in fostering global citizenship and achieving the Sustainable Development Goals.

IDEA's strategic aims are:

- Strengthening: Increasing the capacity of the Development Education sector
- Pioneering: Expanding the space for Development Education and illustrating impact
- Championing: Building awareness and advocating for the value of Development Education to wider audiences

IDEA's Values are:

- Solidarity: with people everywhere especially marginalized and oppressed people
- Participation: all people should be able to participate in the decisions that affect them
- Collaboration: with and between our members, and with other actors, to achieve our goals
- Innovation: continuing to try new ideas and ways of achieving our goals.
- Learning: at the heart of everything we do.

Further information on IDEA is available here: www.ideaonline.ie

2 Policy and Practice: A Development Education Review

Policy and Practice: A Development Education Review is a bi-annual, peer reviewed, open access journal which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past 18 years, 35 issues of the journal have been published on the journal's web platform: www.developmenteducationreview.com. Each issue of the journal is constructed around a theme chosen by an Editorial Group which also assists with the peer reviewing of articles. The strategic aims of the journal are to:

- Provide a space for practitioners to critically reflect on their practice;
- Discuss the main challenges faced by development education practitioners;
- Celebrate and promote good practice in development education;
- Debate the policy environment in which development education is delivered;
- Share new research in development education;
- Strengthen links between development education and related adjectival educations such as human rights and sustainable development.

In 2022, the *Policy and Practice* web site received 220,000 unique visitors and 250,000 in total from the global North and South. The top 10 visitor countries to the web site on the basis of pages viewed from January to December 2022 were the following:

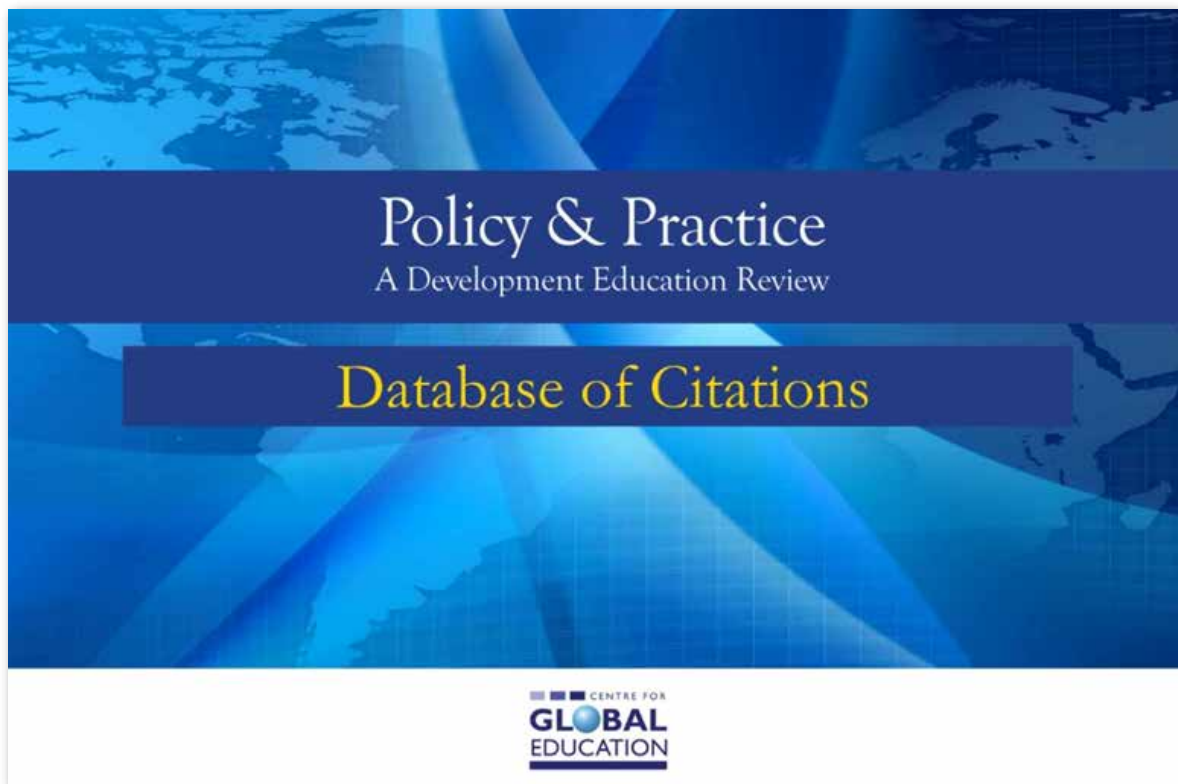


Countries	Number of Pages viewed
USA	149,769
Philippines	89,655
Great Britain	73,686
India	73,097
Canada	38,895
Ireland	26,276
South Africa	12,349
Malaysia	12,000
Germany	11,709
Norway	11,635

The journal content is disseminated by EBSCO which is a United States-based provider of research databases, e-journals, magazine subscriptions, e-books and discovery services to libraries of all kinds. This has supported the dissemination of journal content to academic institutions across the world. The journal has also been accepted by Scopus, an abstract and citation database launched in 2004 which covers nearly 36,377 titles from approximately 11,678 publishers. The journal is also a publisher member of the Directory of Open Access Journals (DOAJ) which is 'a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals'. All of these journal directories enhance the promotion and dissemination of the journal and ensure its content supports teaching, learning and research.

Journal Citations

One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in February 2023 and showed that a total of 4,225 citations had been generated by journal articles; 394 citations were created in *Policy and Practice* articles and 3,831 in other journals and books. This total represented an increase of 549 on 2021. The citations have appeared in 619 journals and 341 books covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles have been cited in 415 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 111 non-governmental organization publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia.



3 Aims of the Seminar

The webinar was organised to present and debate the content of Issue 35 of the Centre for Global Education's bi-annual, open access, peer reviewed journal *Policy and Practice: A Development Education Review*. The theme of this issue is 'Development Education and the Economic Paradigm' which reflects upon the impact of the neoliberal economic system on social and economic inequality, and how the development education sector can respond to this challenge. Three of the articles published in [Issue 35](#) were presented at the webinar and enabled authors to debate their articles with readers and facilitate discussion on good practice in development education. Each speaker presented their articles for ten minutes followed by discussion. The three articles presented at the seminar were:

- **Addressing 'Root Causes'? Development Agencies, Development Education and Global Economics**
Harm-Jan Fricke
- **Development's Disappearance: A Metaphor Analysis of Sustainable Development in Norwegian Core Curriculum**
Irene Tollefsen
- **Education for Development: The Tanzanian Experience**
Anders Daniel Faksvåg Haugen

The Speakers / Facilitator were:

Celina del Felice (Chair)

(an educator and researcher from Argentina, based in Spain with expertise in peace, intercultural and global citizenship education)

Harm-Jan Fricke

(Development Education/Global Learning consultant working with local, national and international organisations in the UK and Europe)

Irene Tollefsen

(a Doctorate candidate at the Western Norway University of Applied Sciences researching how to approach the economic dimension of the sustainable development concept)

Anders Daniel Faksvåg Haugen

(Doctorate candidate at the Western Norway University of Applied Sciences, exploring education as a tool for nation-building in Tanzania)

4 Presentation by Harm-Jan Fricke

The research scope

- Primarily focussed on Ireland and based on a relatively limited range of source materials
- Involving reviews of selected Irish organisations' main website pages and (where available) policy documents:
 - ActionAid, Children in Crossfire, Christian Aid, Concern Worldwide, Dóchas (the Irish NGDO network), IDEA (the Irish DE network), Oxfam, Plan International, Trócaire, UNICEF, World Vision

With additional information from:

- Irish Aid, CONCORD (the European NGDO network) and European Commission/Union

A bias (on my part) ...

... namely that, at its heart,

Development Education involves:

- an *educational* process of enquiry, discussion and reflection leading to responses,
- enabling people to *participate in development*,
- based on *critical awareness and understanding of local-global* social, economic, political and environmental *processes*.

4 Presentation by Harm-Jan Fricke

NGDO and DE intentions: assumptions and questions

Assumptions:

- The International Development sector needs to address 'root causes' and give public attention to global (economic) processes and structures if it is serious in overcoming poverty, inequality, injustice
- Development Education needs to incorporate economic systems perspectives in its work for it to be effective in exploring 'development' (or 'global citizenship')

Questions:

- Do the International Development and Development Education sectors challenge (i.e. question) the dominant economic paradigm?
- Do the sectors engage the public in exploring this paradigm and 'root causes' of poverty, inequality, injustice?

Local-Global processes. 'Systems thinking' ...

- ... Relates individual phenomena to a wider perspective
- ... Assists in managing understanding of the complexity of development.
- ... Encourages a view of the world that recognises multiple relationships, complexity and dynamism.
- ... Supports development and explorations of alternative ideas.

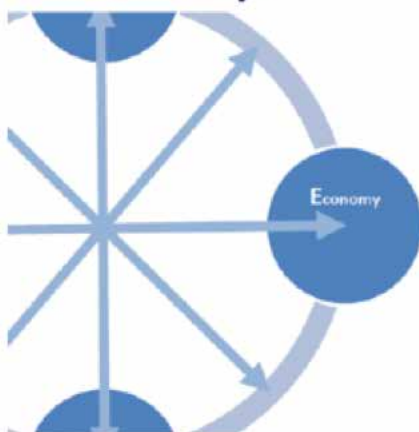
4 Presentation by Harm-Jan Fricke

Characteristics of the dominant global economic system

Including:

- priority is given to individual (personal and business) initiative without significant state direction of what that initiative should or should not be
- state regulatory activities primarily concerned with ensuring a largely unfettered access by businesses to markets within and between countries
- influence of collective, civil society organisation on economic affairs is limited or actively discouraged
- 'capital' is typically the deciding factor in economic operation, e.g. in promotion of a profit model in public services: privatisation and public-private partnerships, for instance in health, transport and education

Findings of the NGDO analyses include (regarding economics):



- Increasing income and wealth inequalities (between and within countries) and growing poverty
- Returns to shareholders prioritised over those of workers/the public
- Privatisation of public services reducing public access to e.g. health and education and increasing inequalities

4 Presentation by Harm-Jan Fricke

NGDO analyses: repercussions on society, environment and policy decision making

Marketisation leading to:

- **Socially:**
 - Reduced civil society input and operation
 - Reduced funding for public services (leading to increased health, educational inequalities)
- **Environmentally:**
 - Reduced access to natural resources and land for poorer communities (leading to increased rural poverty and migration)
- **Politically:**
 - An (unwarranted) assumption that marketisation and austerity measures are required to address periods of economic downturn

Findings from within Development Education

In work with the public the Development Education sector:

- Gives only sporadic attention to 'root causes' of poverty, inequality, injustice
- Appears to lack:
 - explorations of *economic processes*,
 - an interest in the use of *systems thinking*.

Where such explorations and interest are present, research (2017) suggests that 'many resources ... present simplistic analyses of issues'
- Has a relatively short term focus on individual issues, rather than a longer term, fundamental change approach
- Typically involves a campaigning and not an educational approach (particularly in the case of NGOs)

4 Presentation by Harm-Jan Fricke

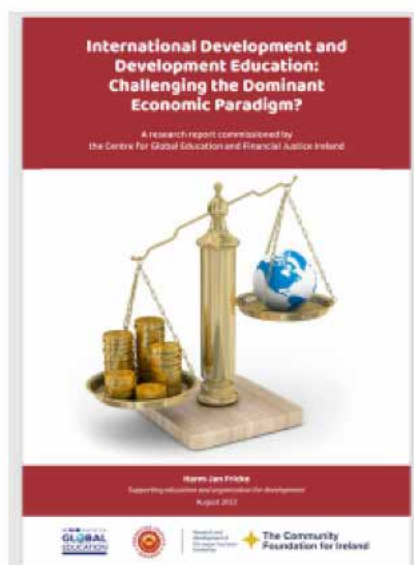
Main conclusions

- Amongst selected NGOs, a relatively small minority challenges the dominant economic paradigm through analytical studies.
- In Ireland (and likely across Europe), the development sector and organisations belonging to it do little to engage the public in exploring the systemic nature of poverty, inequality and injustice.
- In Ireland (and likely across Europe) the DE sector gives little attention to education activities that explore * economic systems, or * 'root causes' of poverty, inequality, injustice.

So what?

- Should attention to economic processes, systems and 'root causes' be an important aspect of (Development/Global Citizenship) Education and International Development activities?
- If so, how can it be developed?

4 Presentation by Harm-Jan Fricke



The report is available at:

<https://www.centreforglobaleducation.com/sites/default/files/CGE%20FJI%20Report%20August%202022%20%28Final%29.pdf>

The article is included in 'Policy & Practice' issue 35 which can be found here:

<https://www.developmenteducationreview.com/issue/issue-35/development-education-and-economic-paradigm>



The video recording of this presentation is available at:

<https://youtu.be/Q6wqbtTlrUE>

5 Presentation by Irene Tollefsen



“When two metaphors, such as sustainability and development, are parts in an interaction, the soundscape becomes a cacophony that few understand the consequences of.”

Berit von der Lippe, 1999

5 Presentation by Irene Tollefsen

Aim of paper

- › Critical metaphor analysis aiming to explore the following problem statement:
 - › What connotations are brought to the fore and what is being pushed towards the back in the presentation of sustainable development as part of the core curriculum of Norwegian formal education?
- › Documents analysed: former (1993) and current (2017) core curriculum of Norwegian formal education



Irene Tollefsen - Development's Disappearance

3

This critical metaphor analysis – how the world shapes language and how language shapes the world

- › *Our experiences with the world shape our language*
 - › Lakoff and Johnson's conceptual metaphors:
all language is metaphorical and takes inspiration from our relations with reality
 - › Ex: Orientation:
 - › up is good – bad is down (heaven above us, hell below)
 - › Time as moving forward

World

Language



5 Presentation by Irene Tollefsen

This critical metaphor analysis
– how the world shapes language and how language shapes the world

- › *How we use our language shapes how we perceive the world*
 - › Max Black: a metaphor's interaction – both the frame and the focus affects each other – draws on certain connotations and leaves other out, ex: "man is a wolf"
 - › Filter: something is highlighted, something else is pushed in the shadows
 - › Meaning creation – meaning expansion – meaning cementation



Critical metaphor analysis
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Combined:



5 Presentation by Irene Tollefsen

Critical metaphor analysis

– how the world shapes language and how language shapes the world

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 - › Meaning creation – meaning expansion – meaning cementation

Combined:

- Step 1: Conceptual metaphor analysis: searching for metaphors and their source domains
- Step 2: What kind of contexts do these source domains shape for sustainable development?
- Step 3: How does the contexts differ between the two texts and how has sustainable development interacted between the two different documents?
- Step 4: What potential consequences does this offer?

This critical metaphor analysis

– how the world shapes language and how language shapes the world

- › *Our experiences with the world shape our language*
 - › Lakoff and Johnson's conceptual metaphors: all language is metaphorical and takes inspiration from our relations with reality
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 - › Time as moving forward

World

Language

5 Presentation by Irene Tollefsen

Step 1: source domains

Source-domain	'General part' (1993)	Source-domain	'Overarching part' (2017)
Spatial orientation = 153	Wide x 7, unfold x 2, up x 7, down x 1, deep x 2, in-depth learning x 0, expand x 5, open x 8, in x 10, out x 11, 'utdype' = 'out-deeping(elaborate)' x 6, wide x 7, 'opplærings' = 'up-learning (education)' x 47, upbringing x 15, 'oppleve' = 'up-living' (experience) x 7, 'utfolds' - 'outfold (elaborate)' x 3, across x 11, 'tverfaglig' = 'across-learning' (interdisciplinary) x 1, surrounds x 3, overarching x 0, direction x 1	Spatial orientation = 98	wide x 1, unfold x 0, up x 7, down x 0, deep x 0, in-depth learning x 4, expand x 0, open x 1, in x 2, out x 2, 'utdype' = 'out-deeping(elaborate)' x 2, wide x 1, 'opplærings' = 'up-learning (education)' x 42, upbringing x 0, 'oppleve' = 'up-living' (experience) x 7, 'utfolds' - 'outfold (elaborate)' x 2, across x 5, 'tverfaglig' = 'across-learning' (interdisciplinary) x 4, surrounds x 5, overarching x 11, direction x 2
Building = 47	Build (to be built) x 6, ground x 2, foundation x 8, base education x 2, education framework x 3, room x 8, basic view x 1, strength x 3, power x 2, frames x 3, tufted on x 1, concrete x 5, structure x 1, sustainable (bærekraftig) x 2	Building = 98	different versions of 'base' (Norw. 'grunn') x 18, 'foundational' education x 15, room(ing) x 9, building (s) x 15, educational framework(s) x 14, frame(s) x 3, foundation x 4, reinforced x 1, tufted=Built on x 1, doors x 2, concrete x 2, sustainable (bærekraftig) x 7, structure x 2, tools x 5
Nature = 69	Stream x 1, unwittingx1, force of nature x 1, cultivate x 1, force x 5, tracks x 2, natural x 1, nature x 24, grow x 2, environment (incl. learning-) x 25, wild x 1, growths x 5	Nature = 28	stream x 0, unwitting x 0, force of nature x 0, cultivate x 2, force x 0, tracks x 2, natural x 1, nature x 8, grow x 0, environment (incl. learning-) x 15, wild x 0, growths x 0

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5 Presentation by Irene Tollefsen

Step 2: what kind of contexts?

Former core curriculum: «General part» 1993	Current core curriculum: «Overarching part» 2017

Step 2: what kind of contexts?

Former core curriculum: «General part» 1993	Current core curriculum: «Overarching part» 2017
Admonishing prose and sense of communal responsibility/education's responsibility («education must»).	

5 Presentation by Irene Tollefsen

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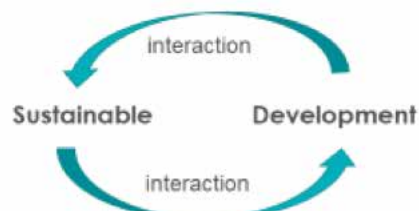
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Admonishing prose and sense of communal responsibility/education's responsibility («education must»)	
Sustainable development in this context:	
Crisis, challenges, conflict, politics	
Complexity	
Planetary boundaries	
Solidarity with the world's poor	
Technology as providing better lives, but also part of causing challenges	

5 Presentation by Irene Tollefsen

Step 2: what kind of contexts?



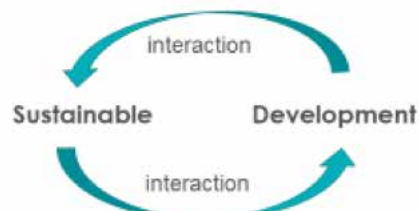
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Admonishing prose and sense of communal responsibility/education's responsibility («education must»)	Managerial or administrative prose with focus on individual responsibility/students' responsibility («students shall»)
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5 Presentation by Irene Tollefsen

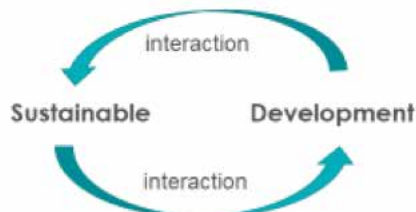
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Sustainable development in this context:



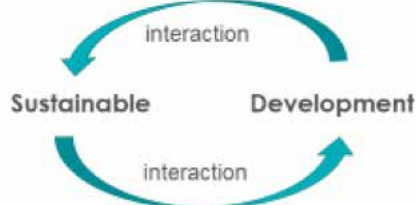
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Complexity
Planetary boundaries
Solidarity with the world's poor
Technology as providing better lives, but also part of causing challenges



Current core curriculum: «Overarching part» 2017
Managerial or administrative prose with focus on individual responsibility/students' responsibility («students shall»)
Sustainable development in this context:
Dilemma to be handled
Connections
Protecting life on Earth
Lists "aspects" such as environment and climate, poverty and distribution of resources, and more, without problematising them
Technology as central, has «impact» but is not problematised further

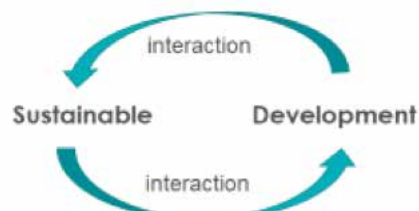


5 Presentation by Irene Tollefsen

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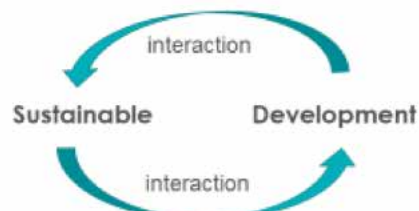
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5 Presentation by Irene Tollefsen

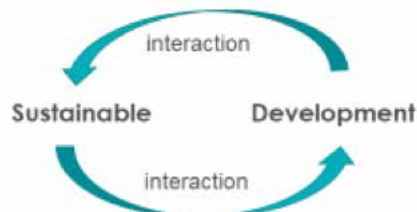
Step 2: what kind of contexts?



Former core curriculum: «General part» 1993
Admonishing prose and sense of communal responsibility/education's responsibility («education must»)
Sustainable development in this context:
Crisis, challenges, conflict, politics
Complexity
Planetary boundaries
Solidarity with the world's poor
Technology as providing better lives, but also part of causing challenges



Current core curriculum: «Overarching part» 2017
Managerial or administrative prose with focus on individual responsibility/students' responsibility («students shall»)
Sustainable development in this context:
Dilemma to be handled
Connections
Protecting life on Earth
Lists "aspects" such as environment and climate, poverty and distribution of resources, and more, without problematising them
Technology as central, has «impact» but is not problematised further



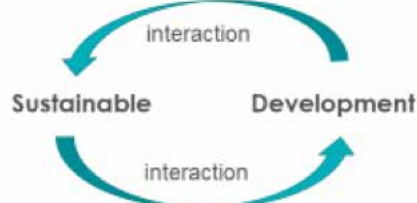
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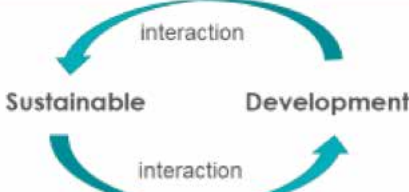


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Step 3: how does the contexts differ?

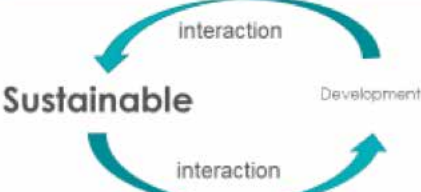
Former core curriculum: «General part» 1993	Current core curriculum: «Overarching part» 2017
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Crisis, challenges, conflict, politics	Dilemma to be handled
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interaction

Sustainable Development

interaction



interaction

Sustainable Development

interaction



The video recording of this presentation is available at:

<https://youtu.be/wDBvcRTYHiM>

6

Presentation by Anders Daniel Faksvåg Haugen



Western Norway
University of
Applied Sciences

Discourses of Development as Markers of National Identity

A Tanzanian Educational Perspective

Anders Daniel F. Haugen

Centre for Global Education & Irish Development Education Association webinar:

Development Education and the Economic Paradigm

February 14th, 2023



Background

- › Article-based PhD project
- › Qualitative case study

What role has citizenship education been given in nation building and national development in post-socialist Tanzania, and which perceptions exist of teachers' qualifications as a factor for a successful citizenship education in the country?



Discourses of Development as Markers of National Identity: A Tanzanian Educational Perspective

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6

Presentation by Anders Daniel Faksvåg Haugen

Background

- › Spring of 2022, call for abstracts:

Development Education and the Economic Paradigm

- › Contributions on education as arena for *contestation of neoliberalism*:
 - Resistance
 - Space for debate

POLICY & PRACTICE
A Development Education Review



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The Neoliberal Paradigm as a Global Challenge

Neoliberalism

- › The dominant economic paradigm
- › Prevailing model of development since the 1970s
- › Market-centered
- › Individualized citizenship

➡ *Increasing inequality*



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The Neoliberal Paradigm as a Global Challenge

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➔ **Increasing inequality**



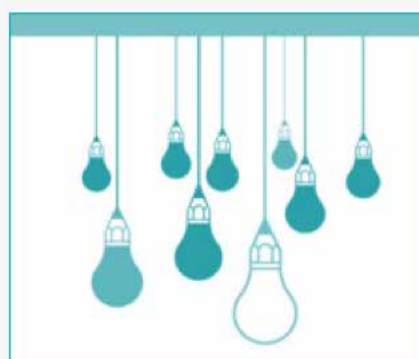
 Discourses of Development as Markers of National Identity: A Tanzanian Educational Perspective

5

Development Education

'an educational process which enables people to understand the world around them and to act to transform it'

- › Radical character
- › Critical inquiry
- › Provision of agency



 Irish Aid (2021) Irish Aid Global Citizenship Education Strategy, Government of Ireland

6

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Development Education

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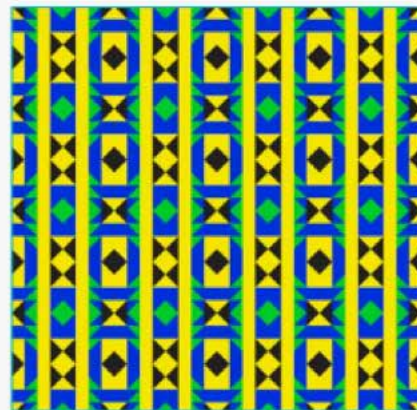
7

Development Education: The Tanzanian Case

- › Nyerere's ***African socialism***
- › ***Education*** as chief impetus for national development

Key concerns:

- › Formation of *national identity*
- › Construction of *development discourse*



Discourses of Development as Markers of National Identity: A Tanzanian Educational Perspective

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Presentation by Anders Daniel Faksvåg Haugen

National Identity and its Formation Processes

Nations as *imagined communities*

Formation through four basic processes:

1. Adjustment of political borders
2. Population adjustment
3. Cultural assimilation
4. Identity adjustment



Pakizova, F. (2013). 'Nation Building and State Building' in J. Hall, O. Kuvshinov and O. Pedersen (eds.) *Building the Nation: A F. J. Growth and Development National Identity*, Montreal, Canada: McGill-Queen's University Press.

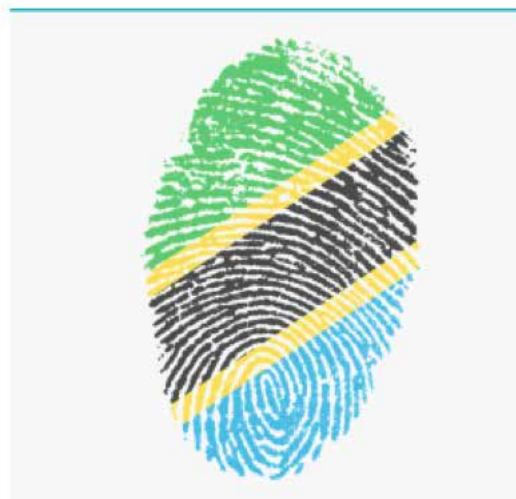
9

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10

6 Presentation by Anders Daniel Faksvåg Haugen

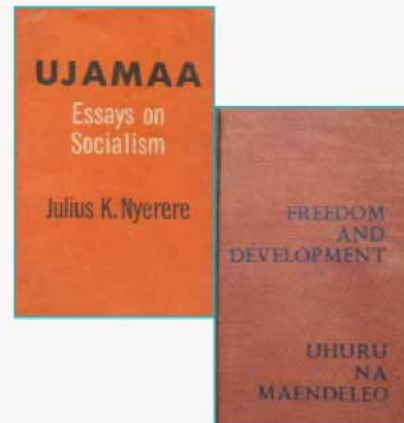
Development as *Maendeleo*

Nyerere's African socialism

- › Freedom understood as dependent on:
 - *Umoja* / *Unity*
 - *Ujamaa* / *Socialism*
 - *Maendeleo* / *Development*

Development **of**, **for**, and **by** the people

Equity, unity and collectivism as central values and principles for development



Discourses of Development as Markers of National Identity: A Tanzanian Educational Perspective

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Development as *Maendeleo*

Development **of** the people:

'By developing the people of Tanzania, we are developing Tanzania' (Nyerere, 1968: 9).

Development **for** the people:

'For Tanzania is the people, and the people means everyone' (Ibid: 9).

Development **by** the people:

"Those who receive this privilege of education have a duty to return the sacrifice which others have made. They are like the man who has been given all the food available in a starving village in order that he might have the strength to bring supplies back for a distant place. If he takes this food and does not bring help to his brothers, he is a traitor" (Ibid: 21).

Discourses of Development as Markers of National Identity: A Tanzanian Educational Perspective

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Development as *Maendeleo*

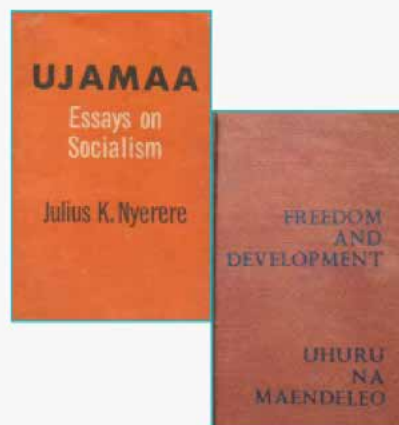
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Critical perspectives?

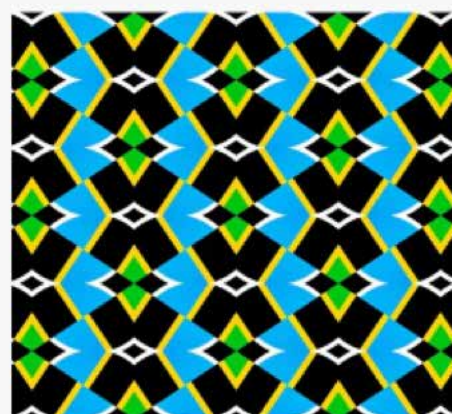


Discourses of Development as Markers of National Identity: A Tanzanian Educational Perspective

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Conclusion

- › Incorporation of the development discourse of *maendeleo* into Tanzanian national identity through education has contributed to the formation of a Tanzanian nation with a population rooted in values and principles from its socialist past
- › A shared understanding of development among Tanzanians, being part of their national identity, has proven resistant to influence from neoliberalist ideology
- › Formation of (national) identity through education as a powerful tool in bringing about collective and lasting understandings of development



Discourses of Development as Markers of National Identity: A Tanzanian Educational Perspective

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6 Presentation by Anders Daniel Faksvåg Haugen

"But all of us are Tanzanians.
Together, we are the people.
Our development is our affair;
and it is the development of
ourselves as people that we
must dedicate ourselves to"

(Nyerere, 1968: 10)



Nyerere, J (1968) *Freedom and Development*, Dar es Salaam: Government Printer.

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Asanteni sana!

adf@hvl.no



The video recording of this presentation is available at:

<https://youtu.be/FuIJfDbK8tY>

7 Seminar Feedback

Participants were asked for feedback on the webinar's content and how it might impact their practice. Feedback was provided via the platform SurveyMonkey. The main findings are as follows:

- 100% of respondents reported an increase in their knowledge/understanding of the links between economic inequality and Development Education;
- 79% of respondents reported an improvement to their skills/confidence to address economic inequality in their educational practice;
- 100% of respondents stated they were likely to apply their learning in their practice.

The comments received were as follows:

"Who says art and economics don't go together. We are planning a Deep Dive around Financial Justice and Artivism and this forum has made me see the potential wider impact of this sort of workshop! We are interested in incorporating the idea of finding solutions for disseminating complex economic systems and their root causes through artivism such as street art in this workshop. This webinar has given me some new language and research to consider, which I will use in my practice immediately planning our up and coming workshop".

"Really interesting to look at ourselves in Ireland through the Norwegian lens".

"This has provoked lots of food for thought on the impact that the arts and creativity can have in education around economics and in building bridges between policy, practitioners and the public and has also made me consider the role that [we] could have in the future in simplifying and dissemination of information".

"I wondered if in future there might be examples of how the economic drivers of social injustice can be highlighted".

"I was already aware of the links. I wasn't aware of how little has been explored in Ireland".

"Knowledge of the Tanzania case, improved knowledge of the Norway curriculum on the topic".

"Might have been useful for having an NGO responder, but maybe that was for another day, as there were 3 papers".

"My own practice is within the primary sector - a more challenging sector to address issues such as the economic paradigm. Social justice and solidarity are definitely values that would underpin work at all levels".

Possible follow-up ideas:

"It would be great if IDEA followed up this session with another on the economic paradigm. Perhaps on degrowth".

"Further exploration of the link between Development Education and the economic paradigm and how facilitators can approach it with a younger audience and people with different educational backgrounds".

8 Presenters/Chair

Celina del Felice (Chair) is an educator and researcher from Argentina, based in Spain. Her areas of expertise are peace, intercultural and global citizenship education, youth participation and transnational activism related to global justice issues. Celina works as an associate Professor at the Open University of Catalonia in its Conflict, Peace and Security Master's Programme offered in collaboration with UNITAR. Prior to this, she did research on the role of transnational activism shaping the negotiations of trade and development agreements between the EU and other regions at University Nijmegen, the Netherlands.

Harm-Jan Fricke is a Development Education/Global Learning consultant working with local, national and international organisations in the UK and Europe on design, implementation and evaluation of projects and programmes in support of local-global development: www.linkedin.com/in/hjfricke

Irene Tollefsen holds a Bachelor's degree in Development and Environmental studies, and a Master's degree in International Environmental Studies from the University of Life Sciences in Ås, Norway. She has a second Master's degree in Social Science Didactics from the University of Applied Sciences in Bergen, Norway. She is a Doctorate candidate researching how to approach the economic dimension of the sustainable development concept. Fields of interests are critical pedagogy, participatory approaches, the degrowth concept and movement, Bien Vivir, Ubuntu economics, economics of permanence, decolonising academia and economics, and other avenues of exploring alternative economics paradigms.

E-mail: irene.tollefsen@hvl.no.

Anders Daniel Faksvåg Haugen is completing his Doctorate thesis at the Western Norway University of Applied Sciences, exploring education as a tool for nation-building in Tanzania after the nation's introduction of multiparty democracy. Haugen holds a Master of Social Science in Education and has been teaching citizenship education and human geography in teacher education at the NLA University College, Dar es Salaam University College of Education and the University of Zambia in addition to the Western Norway University of Applied Sciences. Prior to his PhD studies, Haugen practised as a primary school teacher. E-mail: adfh@hvl.no

9 Policy and Practice: A Development Education Review Call for Contributors Issue 37

About the Theme: *Frontlines of Activism*

Centre for Global Education is inviting contributions to Issue 37 of our bi-annual, peer reviewed, open access journal *Policy and Practice: A Development Education Review* on the theme: *Frontlines of Activism*. New research from Comhlamh and Maynooth University suggests that ‘acts of global citizenship’ should be ‘transgressive, questioning and/or disruptive of existing laws and responsibilities’. But active citizenship, particularly the right to protest, is under threat in England and Wales with the introduction of the Police, Crime, Sentencing and Courts Bill and the Public Order Bill; legislation which the journalist, George Monbiot, argues ‘is carefully criminalising every effective means of protest’. The human rights organization, Liberty, has described this as ‘a democratic crisis in the UK’ and a denial of Article 11 of the Human Rights Act. Also, under attack is trade unions’ right to mount strikes to improve the pay and conditions of their members, another fundamental bedrock of democracy used over centuries to secure workplace rights for workers. The UK government is threatening to raise the bar even higher for trade unions to engage in industrial action which prompted eleven trade unions to take legal action against the Westminster government.

A worrying slide toward authoritarianism is seeing the erosion of civil liberties and human rights across the world, including: anti-government protests in Iran sparked by the murder of Kurdish-Iranian woman, Mahsa Amini, that have seen 14,000 arrested; the killing of 27 anti-austerity protesters in Sierra Leone by police in October 2022 in disputed circumstances; and 358 human rights defenders working on land, environmental and indigenous rights were killed in 35 countries in 2021. At a time of accelerating inequality and global heating, our activism has rarely been more urgently needed but this requires that we resist the erosion of democratic spaces, either online or on the streets, to secure the capacity for free speech and the advancement of human rights in all aspects of our lives. Activism is particularly central to the practice of development education which is premised on Freire’s idea of praxis which combines reflection and action to support transformative interventions in reality. We recall that Freire was a political activist who worked with illiterate peasants and workers in Brazil, was imprisoned and subsequently exiled from 1964 to 1980. His friend and colleague over a period of fifteen years, Henry Giroux, described Freire as ‘a revolutionary whose passion for justice and resistance was matched by his hatred of neoliberal capitalism and loathing for authoritarians of all political stripes’. In regard to activism, Giroux argued that ‘Culture and literacy for Freire offered people the space to develop new modes of agency, mass resistance, and emotional attachments that embraced empowering forms of solidarity’.

Development educators, equipped with Freire’s critical pedagogy, analysis of social and economic relations, and use of culture and literacy have the capacity to create new modes of agency in communion with learners. Issue 37 of *Policy and Practice* invites contributions from the frontlines of activism that explore the extent to which the development education sector is supporting critical enquiry and informed action based on its analysis of global issues. We invite authors engaged in research and practice on activism and social change to contribute to the debate on how the sector can enable learners to transform society. We welcome articles that draw upon the activism of individuals and organisations that has offered a portal into a better world and can inspire others to follow their lead. We also invite articles exploring the extent to which formal and informal education systems are preparing learners to engage in effective action on poverty, sustainability and the environment. Are schools and educational institutions devoid of action, places of preparation for action, or indeed sites of action themselves?

This issue of *Policy and Practice* will reflect on development education’s distinctive and rounded view of action and social change that includes the following:

- Grassroots, bottom-up participation;
- Critical consciousness that unveils and challenges the passivity and compliance created by much of the media;
- Education as a means toward transformative dialogue between teacher and student;
- Dialogue and debate rather than didactic transferrals of information;
- Community participation rather than individualism;
- Transformative action rather than alienating 'blah';
- Liberation rather than domination.

Among the themes that contributors to Issue 37 could consider are the following:

- To what extent is DE supporting activism and citizenship? Authors currently researching activism and social change in the context of development education may be interested in sharing their work.
- Online activism and the need to democratise online spaces to support debate on active citizenship.
- The climate strikes as activism: what are the lessons that can be learned in development education?
- Activism as education: how does activism support learning on global issues?
- The intersection between activism and formal / informal education: what are the challenges and opportunities to supporting learners to engage in activism?
- Examples of activism: how can we draw upon the activism of leading activists past and present to support our practice?
- Activism as a form of resistance to inequality, injustice and poverty. Authors are invited to write case studies of activism, locally and globally.
- What are the lessons on activism and social change that can be learned from the global South, including Indigenous, land, environment, human rights and anti-austerity movements on the frontlines of resistance and change?

Authors interested in submitting an article to Issue 37 should send a 300-word abstract to journal editor, Stephen McCloskey, by **Monday, 3 April 2023**. Please email: stephen@centreforglobaleducation.com. The submission date for commissioned articles is **Friday, 7 July 2023**.

For further information contact:

Stephen McCloskey
Editor
Centre for Global Education
9 University Street
Belfast BT7 1FY

Tel: (0044) 2890 241879
E-mail: stephen@centreforglobaleducation.com
Web: www.centreforglobaleducation.com
Facebook: www.facebook.com/centreforglobaleducation



Centre for Global Education

9 University Street
Belfast
BT7 1FY

Tel: (0044) 2890 241 879

E-mail: info@centreforglobaleducation.com

Web Site: www.centreforglobaleducation.com

Facebook: <http://facebook.com/centreforglobaleducation>

Twitter: @CGEbelfast



Irish Development Education Association

6 Gardiner Row
Dublin 1

Tel: 003531 8788480

Email: info@ideaonline.ie

Web: <https://www.ideaonline.ie/>

Facebook: <https://www.facebook.com/idea.ireland>

Twitter: <https://twitter.com/ideaireland>