IDEA, the Irish Development Education Association, is the national network for Development Education in Ireland and a leading voice for the sector. We represent over 100 members involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. Together we work to strengthen Development Education in Ireland and to raise awareness of the crucial role of Development Education in achieving an equal, just and sustainable future.

ACKNOWLEDGEMENTS
Written by Karen Murphy and IDEA Staff
Design and layout by oldtown
EXECUTIVE SUMMARY

DEVELOPMENT EDUCATION IN IRELAND 2015 offers an overview of Development Education actors, activities and resources on the island of Ireland. It is the first in a series of annual reports to be published by the Irish Development Education Association (IDEA). This report maps out the Development Education Sector, provides examples of Development Education being done in different areas by the 100 plus members of IDEA, outlines the sources of funding for the sector, and lays out the priorities for the sector for 2016–2020.

‘IRELAND HAS A LONG, VIBRANT HISTORY OF DEVELOPMENT EDUCATION AND IS RECOGNISED AS ONE OF THE EUROPEAN LEADERS IN DEVELOPMENT EDUCATION, BOTH IN TERMS OF SUPPORT STRUCTURES AND THE QUALITY OF PROGRAMMES AND ORGANISATIONS DELIVERING DEVELOPMENT EDUCATION.’

Historically, Ireland has a long, vibrant history of Development Education and is recognised as one of the European leaders in Development Education, both in terms of support structures and the quality of programmes and organisations delivering Development Education.¹ Irish Development Education is seen as a model for many European partners including some newer member states that have turned to Ireland for advice on how to develop and implement their Development Education Strategies within the sector.²

¹ This recognition has come from two independent international reports: DE Watch: European Development Education Monitoring Report, 2010, 28 and 52; and OECD Development Co-operation Peer Review: Ireland 2014, 74–75.
Development Education takes place across a wide range of formal, non-formal and informal settings, and involves learners of all ages. Development educators in Ireland, in their variety of interventions, are continually reaching out across all sectors of Irish society from non-formal education and youth work to corporate, local councils and the media.

Development Education activities can take place within the remit of a structured project, or can be delivered by individual teachers or leaders on an ad hoc basis. In recent years, the Development Education sector has made significant progress in implementing Development Education in the formal, informal and non-formal settings through strategic partnerships with Irish Aid and through the Irish Aid annual grants scheme.

Funding for Development Education in Ireland comes from a variety of sources. The largest donor is Irish Aid’s Civil Society and Development Education unit. Funding is also accessed through the European Commission and from some larger International Development NGOs. It also should be noted that many Development Education activities are integrated into the everyday practice of teachers/educators and are therefore funded, indirectly, by the educational institutions in which the teachers/educators work.

Irish Aid funding for Development Education was hit severely by Ireland’s Financial Crisis. After reaching an all-time high of €5.7 million in 2008, funding dropped below €3 million in 2013 and 2014, which as the GENE Report noted, was ‘clearly a difficult time for all working in the field.’ Irish Aid granted over €2.7 million to Development Education projects in 2015. Of this, €335,000 was approved to fund 28 organisations under the 2015 Development Education Annual Grant Round. A further €1,775,625 in funding was provided to five organisations for multi-annual programmes.

In the global context, 2015 saw the adoption of the Sustainable Development Goals and the Paris Agreement on Climate Change, both of which will continue to influence the Development Education sector and the work it does in the coming years. The delivery of Development Education in Ireland is now a commitment under the SDGs, and in turn Development Education is crucial to the realisation of these goals. The Development Education community will also play a crucial role in supporting the goals of the Paris Agreement by continuing to deliver education about the effects of climate change and to shift the discourse from climate change to climate justice.

At a national level, the key donors & policy makers for the sector include Irish Aid – Department of Foreign Affairs and Trade (DFAT), the Department of Education and Skills (DES), and the National Council for Curriculum and Assessment (NCCA). The principal non-state coordinating body at national level is the Irish Development Education Association (IDEA) and additional coordination is provided by the Development Education Working Group of Dóchas, the Irish Association of Non-Governmental Development Organisations.

Development Education in Ireland is practised by a range of actors, from International Development NGOs, to Domestic NGOs, to Educational Organisations, and Individuals. The diversity of the Development Education community is one of its core strengths, enabling it to engage with a wide array of audiences, using a range of tools drawn from education and development practices. All elements of the sector share a strong commitment to contributing to knowledge, strengthening values, enhancing skills and promoting action through Development Education. The sector has strategic priorities for all of its work and has a shared vision for Development Education in Ireland.

\[\text{‘ALL ELEMENTS OF THE SECTOR SHARE A STRONG COMMITMENT TO CONTRIBUTING TO KNOWLEDGE, STRENGTHENING VALUES, ENHANCING SKILLS AND PROMOTING ACTION THROUGH DEVELOPMENT EDUCATION.’}\]

\[\text{‘THE SECTOR HAS STRATEGIC PRIORITIES FOR ALL OF ITS WORK AND HAS A SHARED VISION FOR DEVELOPMENT EDUCATION IN IRELAND.’}\]
under the Strategic Partnerships Programme. Irish Aid also carries out some in-house Development Education projects (such as the Our World Awards), bringing their total Development Education spend in 2015 to approximately €3.4 million.

As a result of a collaborative consultation process, the Sector has articulated the following priorities for Development Education for the coming years.

**By 2020...**

- **Quality Development Education** will be available to all learners in formal and non-formal education sectors.
- **Innovation in Development Education** will be supported to create new cross-sectoral and cross-curricular opportunities for development education
- **Partnership and collaboration** will be actively promoted through Development Education funding mechanisms, institutional support and programme design
- **Investment** will be increased and strategic funding modalities put in place
- **Policy** support will enable more effective cross departmental and cross sectoral Development Education.

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1. **INTRODUCTION**

1.1 **ABOUT THE REPORT**

The *Development Education in Ireland 2015* Report offers an overview of Development Education actors, activities and resources. This is the first in a series of annual reports to be published by the Irish Development Education Association (IDEA).

IDEA, formed in 2004, is the national network for Development Education in Ireland and a leading voice for the sector. It represents over 100 organisations and individuals involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. IDEA’s membership reflects the full spectrum of Development Education and civil society in Ireland, including development NGOs, community and voluntary organisations, educational institutions and networks, trade unions, educators, researchers and activists. The IDEA network aims to strengthen Development Education in Ireland and to raise awareness of the crucial role of Development Education in achieving an equal, just and sustainable future.

This report is based on a range of documents which discuss, review or describe the Development Education sector. Future reports will build on this to include further developments and annual updates, using data collected each year.

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documents reviewed are listed in the bibliography. Readers should note that this is not an evaluation or analytical review of the sector, its members or the actions it encompasses, but is a description of actors and activities only.
1.2 WHAT IS DEVELOPMENT EDUCATION?

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 others at personal, community, national and international levels.7

CHARACTERISTICS OF DEVELOPMENT EDUCATION

Development Education engages with people through a process of interaction, reflection and action. It is comprised of the following:

Values:
Seeks to bring about positive change, informed by values of equality, diversity, sustainability and human rights and responsibilities.

Knowledge:
Explores cultural, environmental, economic, political and social relationships and challenges local and global power inequalities caused by patterns of production, distribution and consumption.

Skills:
Equips people to explore multiple perspectives and critically engage with local and global issues, using participative and creative approaches.

Actions:
Enables people to make connections between their own lives and global justice issues, and empowers them to make a positive difference in the world.8

2. THE CONTEXT IN 2015

IRELAND has a long, vibrant history of Development Education. The history of Development Education in Ireland from the 1960s onwards is analysed in detail in an Irish Aid-commissioned 2011 study, ‘Mapping the Past, Charting the Future’.9 Ireland is now recognised as one of the leading European nations in Development Education, both in terms of support structures and the quality of programmes and organisations delivering Development Education.10

The context for Development Education in Ireland has been affected by recent political, economic and policy-related developments both nationally and internationally. The refugee crisis, climate change and other worldwide challenges such as the economic crisis have brought global justice issues to the fore. Inequality, globally and within countries, has become more extreme. New technologies are also changing the way we communicate and are reconfiguring our understanding of what is local, who our community is, and what is important in our lives. Development Education is now more essential than ever as Irish society strives to understand and constructively react to local and global issues.

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8 From IDEA, A Vision for Development Education, 2015
10 This recognition has come from two independent international reports: DE Watch: European Development Education Monitoring Report, 2010, 28 and 52; and OECD Development Co-operation Peer Review: Ireland 2014, 74–75.
2.1 INTERNATIONAL CONTEXT

2015 was a significant year, with development issues having a dominant place on the global political agenda. It saw the adoption of the Sustainable Development Goals and the Paris Agreement on Climate Change, both of which will continue to influence the Development Education sector and the work it does in the coming years.

The ‘Sustainable Development Goals’ (SDGs), adopted in September 2015, are 17 goals with 169 targets related to sustainable development to be achieved by 2030. They have taken the place of the Millennium Development Goals (MDGs) and will shape the Development agenda for the next 15 years.

The SDGs enshrine principles that are core to Development Education including universality, global solidarity, sustainable livelihoods and local to global interdependence. Development Education is critical to the realisation of these goals. The SDGs have also created a new global policy context for the sector; all states must ensure their citizens are educated on global citizenship, sustainable development and human rights. The delivery of Development Education in Ireland is now a commitment under the SDGs. Goal 4.7 calls for transformative education in all countries so that sustainable development can occur: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.13

The first global climate change accord, The Paris Agreement, was also signed in December 2015. This sets out a global action plan to decrease emissions and put the world on track to avoid dangerous climate change by limiting global warming to well below 2°C. The agreement is due to enter into force in 2020. The Development Education community will play a crucial role in supporting accountability by continuing to deliver education about the effects of climate change and to shift the discourse from climate change to climate justice.

2.2 NATIONAL CONTEXT

In Ireland, there have been a number of policy developments in recent years that have particular significance for the Development Education sector. In 2013 Irish Aid published ‘One World One Future’, Ireland’s policy for international development, which highlighted Development Education as an important component of Ireland’s development cooperation programme. In 2014, the policy’s accompanying ‘Framework for Action’ was published. In recent years, the Development Education sector has made significant progress in implementing Development Education in the formal, informal and non-formal settings through strategic partnerships with Irish Aid and through the Irish Aid annual grants scheme.13

Throughout 2015, Irish Aid worked towards creating its third Development Education Strategy. To assist in informing the development of the new Development Education Strategy, Irish Aid invited the Global Education Network Europe (GENE) to carry out a Peer Review of Global Education Network Europe (GENE) to carry out a Peer Review of Global Education.
in Ireland in 2015. IDEA served on the Peer Review Reference Group and convened three task groups (Formal Education, Youth Work and Adult & Community Education) which contributed, along with the Dóchas Development Education Group, to the GENE process and helped to shape GENE’s ‘Global Education in Ireland’ report. The Report described Irish Aid’s strategies to date as ‘highly commendable’, with Ireland ‘clearly showing itself as a leader in Europe with regard to strategic development and coordination of Development Education’.14 The GENE Report recommends that the new Strategy should provide renewed vision and should strengthen the aims of ‘integrating and mainstreaming quality Development Education into formal, non-formal and informal education at all levels, planning towards the day when all people in Ireland have access to quality Development Education.’15 The Irish Aid Development Education strategy is expected to be completed in late 2016 and will run until 2020.

In 2014, the National Strategy on Education for Sustainable Development was published by the Department of Education and Skills (DES). The strategy recommends that the linkages between Development Education and Education for Sustainable Development (ESD) be strengthened, that the DES be formally represented on key structures representing Development Education, and that opportunities for advancing ESD seek to build synergies with Development Education where this is appropriate. The Strategy lists a range of recommendations for integrating Development Education into curricula in the formal education sector, from early years education through to higher and further education, as well as a commitment to supporting the professional development of educators and all levels and supporting higher level research. The strategy further recommends that the Department of Children and Youth Affairs survey existing programmes related to Development Education and report the results to the ESD Advisory Group. It recommended that that report include recommendations for strengthening the role of young people as change agents for sustainable development.16

The Development Education sector continued to engage with the National Council for Curriculum and Assessment (NCCA). In 2015, IDEA and its members responded to the NCCA’s calls for submissions on developments in the proposed new Junior Cycle curriculum and also on teachers’ Continuing Professional Development (CPD).

In 2015, The Department of Children and Youth Affairs published their National Youth Strategy, with targets including the establishment of a baseline of Development Education and Education for Sustainable Development programmes currently available in the youth sector. It also aims to promote the conservation and protection of the environment through practical environmental projects for young people, and create a forum of interests to support the implementation in the youth sector of the new Sustainable Development Goals (2015), the National Strategy on Education for Sustainable Development (2014) and the forthcoming Irish Aid Development Education Strategy.17
3. DEVELOPMENT EDUCATION ACTORS & AUDIENCES

‘IN ITS VAST VARIETY OF INTERVENTIONS, DEVELOPMENT EDUCATORS IN IRELAND ARE CONTINUALLY REACHING OUT ACROSS ALL SECTORS OF IRISH SOCIETY.’

DEVELOPMENT EDUCATION is practised by a range of actors, predominantly but not exclusively in the fields of education and development. The diversity of the Development Education community is one of its core strengths, enabling it to engage with a wide array of audiences, using a range of tools drawn from education and development practices. Development Education actors range from individuals to state organisations, and development organisations to educational institutions.

‘In its vast variety of interventions, development educators in Ireland are continually reaching out across all sectors of Irish society.’
(DE Watch, 2010)18

THE DIVERSITY OF THE DEVELOPMENT EDUCATION COMMUNITY IS ONE OF ITS CORE STRENGTHS, ENABLING IT TO ENGAGE WITH A WIDE ARRAY OF AUDIENCES, USING A RANGE OF TOOLS DRAWN FROM EDUCATION AND DEVELOPMENT PRACTICES’

3.1 DEVELOPMENT EDUCATION ACTORS

KEY INSTITUTIONS INVOLVED IN DEVELOPMENT EDUCATION IN IRELAND

DONORS & POLICY MAKERS

Irish Aid/Department of Foreign Affairs and Trade (DFAT)
The DFAT through Irish Aid supports and implements the Irish Policy for International Development. It has played a crucial role in initiating and supporting Development Education in Ireland and it is the principal source of funding for Development Education programmes. Irish Aid is currently developing a new Strategy for Development Education for the period 2016–2020.

Department of Education and Skills (DES) and National Council for Curriculum and Assessment (NCCA)
The Department of Education and Skills plays a crucial role in supporting and implementing the National Strategy on Educational for Sustainable Development (ESD) in Ireland. Its continued support for the current and strengthened support for the next Irish Aid Development Education Strategy is very important if there is to be a meaningful process for integration of Development Education into the education system, and for proper implementation.

The National Council for Curriculum and Assessment (NCCA) advises the Minister of Education on the primary and post-primary curriculum, leads curriculum development and supports the implementation of changes in the curriculum; therefore the NCCA is a key stakeholder in the integration of Development Education into the curriculum.

NON-STATE COORDINATING BODIES AT NATIONAL LEVEL

Irish Development Education Association (IDEA)
IDEA is the umbrella body for organisations and individuals engaged in the field of Development Education in Ireland. It has over 100 members


19 This table is adapted from GENE, Global Education in Ireland, (Amsterdam and Dublin: GENE, 2015), 24.
reflecting the broad spectrum of Development Education and Civil Society in Ireland, including development NGOs, community and voluntary organisations, educational organisations and networks, trade unions, educators, researchers and activists. IDEA has worked to develop the capacity of Development Educators, to coordinate stakeholders in the field, to influence policy and to act as a representative voice for the Development Education sector. IDEA is funded by Irish Aid as a Strategic Partner.

Dóchas
Dóchas is the association of Irish Non-Governmental Development Organisations (NGDOs). Dóchas provides a forum for consultation and cooperation between its members and helps them speak with a single voice on development issues. It has a Development Education Working Group which represents and promotes Development Education both for and amongst Dóchas members.

ACTORS DELIVERING DEVELOPMENT EDUCATION IN IRELAND

International Development NGOs
International development organisations carry out Development Education activities, usually in schools but sometimes in non-formal settings. They use Development Education to complement their overseas programmes, to increase awareness and understanding of our unequal world, and to enable learners to challenge global poverty and injustice.

Domestic NGOs
This broad category includes grassroots and community movements, youth organisations, exchange/volunteer agencies and issue-based activist and advocacy groups. These groups use Development Education to encourage local-global solidarity and to empower people to take action on issues of social justice and human dignity in Ireland and abroad. These groups typically work across the formal and non-formal education sectors.

Educational Organisations
This category includes schools, school networks, higher and further education institutions and a range of specialised organisations that work within the education sector. Some of these organisations have a broad commitment to Development Education, while others may have a particular area of expertise or focus on a particular target group.

Individuals
The Development Education community relies greatly on many diverse individuals – teachers, youth leaders, adult educators, community activists, members of religious orders – who may not have an explicit Development Education remit, but who nevertheless incorporate Development Education into their work and lives. Some of these people are individual members of IDEA.

The chart below shows how the IDEA membership is divided according to the four categories above.20

![IDEA Members Pie Chart]

20 It is important to recognise that the boundaries between some of the organisational categories are not always distinct; therefore the distribution as given above should be viewed as an approximation. Numbers are taken from IDEA Report on Annual Members Survey January 2015.
3.2 DEVELOPMENT EDUCATION AUDIENCES

EARLY YEARS / PRIMARY EDUCATION
- Teachers
- Pupils
- Whole School community
- Initial Teacher Education programmes

HIGHER EDUCATION
- Participants in courses on International Development, Human Rights, and other subjects with a Development Education dimension
- Participants in extra-curricular Development Education courses, programmes and events

ADULT & COMMUNITY EDUCATION
- Tutors and learners in a range of accredited Further Education programmes
- Members of community and grassroots groups, environmental and social justice activists
- Participants in overseas volunteering and exchange programmes
- Participants in Development Education public events such as lectures and festivals

POST-PRIMARY EDUCATION
- Teachers
- Students
- Whole School community
- School Networks
- Initial Teacher Education programmes

YOUTH WORK
- Youth leaders
- Youth group participants
- Youth networks
DEVELOPMENT EDUCATION ACTIVITIES

Development Education takes place across a wide range of formal, non-formal and informal settings, and involves learners of all ages. Development Education activities can take place within the remit of a structured project, or can be delivered by individual teachers or leaders on an ad hoc basis. The sections that follow refer to some, but by no means all, of the projects taking place in Ireland in 2015, with an emphasis on the work of IDEA members. For a selection of case studies illustrating good practice, please visit the Development Education in Action section of the developmenteducation.ie website.

4.1 DEVELOPMENT EDUCATION IN THE FORMAL EDUCATION SECTOR

 EARLY YEARS/PRIMARY EDUCATION

Engaging Primary Pupils
Irish Aid runs the ‘Our World’ programme, a national awards scheme for primary schools. The Our World programme was established in 2005 to raise awareness among Irish primary pupils of the UN Millennium Development Goals. In 2015, pupils from over 1,000 primary schools throughout Ireland participated in the programme. Supported by curriculum-linked resource material, pupils used artwork, drama, photography, film and music to highlight the challenges facing children in developing countries and to demonstrate progress in the global effort to fight poverty. Following four regional finals, 15 schools were invited to a National Final at Dublin Castle, where schools showcased their projects and an overall winner was selected.

The An Taisce Environmental Education Unit, in partnership with Local Authorities throughout the country, operates the ‘Green-Schools’ international environmental education programme. Over 3,800 primary, post-primary and special schools in Ireland (more than 90% of all Irish schools) are currently participating in the programme and 3,139 schools have been awarded the Green Flag, making the Irish Green-Schools programme one of the most successful within the international network. One of the six themes within the Green-School programme is ‘Global Citizenship’, which explores with Development Education themes.

The Irish National Teachers Organisation (INTO) runs a Global Citizenship School programme, which supports primary schools to learn about and act on global issues. The programme provides lesson plans and suggestions for possible actions to take as follow-ons from learning about global rights and responsibilities.

A number of International Development NGOs run programmes for the primary classroom. Trócaire runs a ‘Better World’ Awards programme for primary pupils, recognising creative responses to their annual Development Education Lenten Resource, which in 2015 focused on climate change and climate justice. The popular Concern Debates programme for post-primary school has recently been extended into the upper classes at primary level, encouraging pupils to develop public speaking, research and language skills, and to gain a deeper understanding of the global issues affecting millions of people. GOAL, Plan International Ireland, ChildFund Ireland, and Sightsavers provide classroom visits and/or curriculum-linked resource material. Inputs may be linked to specific countries where the organisations work, or they may relate to a development specialism (such as gender equality or child health) of the organisation.

Support for Early Years and Primary Level Teachers
Amnesty International Ireland offers the Rights Sparks programme, providing free Human Rights and Development Education training run by teachers, for teachers. Workshops introduce teachers to a range of methodologies and resources, which can be integrated across the
curriculum and encourage the development of skills such as literacy and working with others. Three curriculum-linked Human Rights Education classroom resources are available for use from Junior Infants through to Sixth Class, with each resource building on the knowledge and skills acquired in the previous set of lessons.

The Centre for Human Rights and Citizenship Education (CHRCE) at St. Patrick’s College and Trócaire work in partnership to provide Development Education supports for Early Years and Primary teachers. ‘Just Children’, an initiative aimed at Early Years Educators, provides creative story-based activity plans enabling children between the ages of three and six to explore issues of fairness and similarities/differences in a global context. CHRCE and Trócaire also have a partnership in Global Schools: Primary Education for a Just World, launched in 2015. This project aims to embed global learning and Development Education into primary education across Europe, through Continuing Professional Development (CPD) for teachers, awareness raising, resource development and research. The Global Schools project focuses on the themes of migration and climate change.

In Northern Ireland, the Centre for Global Education runs the Global Learning Programme, which aims to strengthen the capacity of primary and post-primary schools in Northern Ireland to embed a whole-school approach to global learning by providing them with teacher training, resources and guidance grounded in the Northern Ireland Curriculum. This programme is funded by the UK Government and runs parallel to similar programmes in England, Scotland and Wales.

**Initial Teacher Education at Primary Level**

Development Education plays an important role in teacher education programmes. The DICE (Development and Intercultural Education) Project, currently funded under a Strategic Partnership with Irish Aid, supports five Higher Education institutions to effectively utilise and develop staff capacity to integrate Development Education and Intercultural Education into Initial Teacher Education (ITE) programmes at primary level. The project is implemented by: St Patrick’s College, Drumcondra (host); the Church of Ireland College of Education; Marino Institute of Education; Mary Immaculate College; and the Froebel Department of Primary and Early Childhood Education, Maynooth University. In recent years, the expansion of the Bachelor of Education (B.Ed) programme from a three-year to a four-year course in each partner institution has increased the visibility of Development Education and Intercultural Education in the degree programme frameworks.

All student teachers thereby have an opportunity to develop the necessary values, skills and knowledge to integrate Development Education and Intercultural Education into their teaching practice and across relevant areas of the Primary School Curriculum. The first cohort of students will graduate from the new four-year B.Ed programmes in 2016. Additionally, opportunities for the exploration of Development Education and Intercultural Education form part of the new 2 year Professional Master of Education (PME) in programmes in partner institutions and the Bachelor of Science in Education Studies degree in Marino Institute of Education. Research is currently underway across the five partner institutions to assess the impact of DICE related teaching on student teachers.

A varied programme of CPD takes place in the DICE partner institutions each year. In the 2014–15 academic year, 150 lecturers and educators participated in seminars and workshops on Development Education and Intercultural Education topics and themes. Development Education and Intercultural Education are also embedded in the daily lives of the partner institutions through awareness raising events, such as exhibitions, workshops and weeks with a global / justice theme. Additionally, the DICE Project works to influence policy and practice relating to Development Education and Intercultural Education in Ireland through engagement with key stakeholders and production of relevant research, guidelines and resources.

**IDEA MEMBERS ACTIVE AT EARLY YEARS AND PRIMARY LEVEL:**

- Amawele • Amnesty International Ireland
- An Taisce Environmental Education Unit • Centre for Global Education
- The Centre for Human Rights and Citizenship Education
- ChildFund Ireland • Concern • DICE Project
- Developmenteduction.ie • GOAL • Just Forests
- Kerry One World Centre • Mind the Gap • Plan International Ireland
- Sightsavers • Trócaire • Waterford One World Centre

**POST-PRIMARY**

**WorldWise Global Schools programme**

The official programme of support for Development Education at post primary level is WorldWise Global Schools (WWGS), funded through a strategic partnership with Irish Aid and implemented by a consortium consisting of Gorta Self Help Africa, Concern Worldwide and the City of Dublin ETB
Curriculum Development Unit. WWGS has been tasked with increasing the number of schools engaging with Development Education across the country, as well as with establishing a shared understanding of the various components of Development Education – including knowledge, skills, values, attitudes and methodologies. Through WWGS, annual funding, training and support is available for Development Education at individual school level, as well as through school clusters, networks and smaller NGOs that work to build the Development Education capacity of schools. For the 2014–2015 academic year, WWGS funded 57 schools, 9 school networks and 16 NGOs. A total of 370 post-primary teachers participated in CPD and events run by WWGS programme in the 2014–2015 academic year.

The original strategy for WWGS identified a number of strengths and weaknesses within both the post-primary and Development Education sectors, upon which the programme was devised. These included the fragmented and uncoordinated engagement by post primary schools with Development Education, as well as the limited geographic coverage throughout Ireland; and perhaps most importantly, the very wide ranging spectrum of awareness and understanding of what Development Education actually means in practice. In most schools, Development Education had been widely understood as a subject that pertains to development-related themes, i.e. within the confines of content (knowledge) alone, and in practice had frequently been coupled with fundraising activities in schools. WWGS aims to broaden understanding of Development Education and to focus on the key skills, values, attitudes and action it embodies. In this regard the current Junior Cycle reforms, which were identified in the GENE review as ‘the broadest opportunity for DE integration into Irish post-primary education in decades’, are crucial for WWGS. In addition, the Department of Education’s National Strategy on Education for Sustainable Development (ESD) provides a platform and action framework to support the contribution being made by the education sector as a whole towards a more sustainable future at local and global levels. This provides a significant opportunity to further the profile and impact of Development Education.

WWGS supports individual schools and school networks. In the 2014–2015 academic year, WWGS supported 215 schools in total (57 of these were in receipt of individual school grants and the remainder were funded through NGOs and Networks). School participating in WWGS engage in a wide variety of projects and initiatives, some theme-based (e.g. focusing on climate change or fair trade), some focusing on a particular school/country/area in the Global South, and some focusing on specific curricular area(s). WWGS encourages schools to share practice at the Annual Conference and through teacher training events that it runs throughout the year. School networks and NGOs in receipt of WWGS funding have the capacity to reach multiple students and teachers, and to embed consistent, quality approaches to Development Education across a broad spectrum of schools. School networks supported by WWGS include Educate Together and faith-based networks such as the Spiritan, Loreto, Jesuit and St Louis school networks.

A core part of the WWGS strategy is to build on the existing capacity within the Development Education sector and make this available to post-primary schools in a consistent and coordinated fashion. NGOs have long been a key resource and support for post-primary schools, particularly in the provision of guidance on how to deepen engagement with Development Education in curricular and extra-curricular activities. WWGS recognises the essential role of NGOs in supporting schools’ engagement and in providing capacity building to enable students, teachers and principals to ‘do’ Development Education themselves. NGOs supported by WWGS in 2014–2015 academic year covered a wide range of activity. One area is the creative arts, including Afri’s ‘Just a Second!’ Drama Project, Galway One World Centre’s digital storytelling project, Mind The Gap’s performance art workshops, and Poetry Ireland’s creative writing workshops. Environmental themes were also supported, including ECO-UNESCO’s Learning to Change Our Programme, An Taisce/Green Schools’s Global Citizenship Flag, and Green South Ireland’s Biodiversity project. Re-dress offers a ‘Better Fashion Project’ on ethical fashion. Amawele is involved with Irish-South African school links, while Waterford One World Centre supports the exchange of learning materials between schools in Ireland and schools in the Global South.

2014, WWGS introduced the Global Passport Award, a self-assessed and externally-audited accreditation system for Development Education in post primary schools. The Passport offers a framework for measuring the level of integration of Development Education into schools and provides recognition and validation for this work. The Passport has been in operation for 2 years and 98 schools have been awarded a Global Passport Award to date.

23 GENE, Global Education in Ireland (Amsterdam and Dublin: GENE, 2015), 35–36.
Other Development Education Activity at Post-Primary Level

Although WWGS forms the core of Development Education at post-primary level, many Development Education activities take place outside the WWGS programme.

The Concern Debates have been running for over 30 years, with approximately 120 post-primary schools taking place each year. The debates promote a deeper awareness and understanding of global issues, provide students with a public forum and to develop skills in research, presentation and debate, and encourage students and teachers to become lifelong advocates on issues relating to poverty, justice and human rights.

The Young Social Innovators (YSI) programme encourages active citizenship at local and global levels. Over 5,000 young people attend the annual YSI Awards, where students share their innovative projects. Many projects have a global justice theme, particularly in award categories such as 'Making Our World One World', 'Making Our World More Inclusive and Poverty Free' and 'Making Our World More Fair and Just'.

The BT Young Scientist and Technology Exhibition is a major event annually, with over 4,800 students from 367 post-primary schools participating in 2015. Each year, Irish Aid, Gorta Self Help Africa and WorldWise Global Schools sponsor a ‘Science for Development’ Special Award. This is awarded to a project that displays an understanding of global inequality and poverty, and uses appropriate and sustainable technology that can be implemented at local level in Global South communities.

A wide range of Development Education resources for the post-primary classroom are produced by International Development NGOs, Domestic NGOs, Faith-Based Organisations and other groups. Some of these resources target specific curricular areas (such as business and economics resources from Debt and Development Coalition Ireland and Proudly Made in Africa), some focus on specialised development themes (such as Trócaire’s resources on climate justice, Plan International Ireland’s materials on gender equality, Just Forests’s resources on wood sustainability, and Sightsavers’s lesson plans on blindness and human rights), some focus on geography and culture (such as the Africa Centre’s Africa Also Smiles), some promote Development Education methodologies (such as Children in Crossfire’s ‘Educating the Heart’ programme), and some aim to incorporate Development Education into day-to-day student experiences (such as the Irish Jesuit Mission’s ‘Global Justice Perspectives’).

Accredited CPD for post-primary teachers is available through the Global Teachers Award, an EU-funded project coordinated in Ireland by Galway One World Centre. The programme aims to equip practising teachers with the skills and confidence to teach about global citizenship, sustainability, diversity, human rights, social justice and interdependence. Another EU initiative supporting post-primary teachers is the Global Learning Project, run by A Partnership with Africa and jointly managed by the Curriculum Development Unit of the City of Dublin Education and Training Board (CDETB), through which teachers are enabled to exchange teaching materials with a global dimension, in the areas of citizenship education, history, geography and economics. Teachers in Northern Ireland can participate in the Centre for Global Education’s Global Learning Programme, which aims to strengthen the capacity of primary and post-primary schools in Northern Ireland to embed a whole-school approach to global learning by providing them with teacher training, resources and guidance grounded in the Northern Ireland Curriculum.

Initial Teacher Education at Post-Primary Level

Since 2006, the Ubuntu Network has supported the integration of Development Education into Initial Teacher Education (ITE) for post-primary teachers, thus equipping graduates with the capacity to teach for justice, equity and sustainability. In 2014, the route to post-primary teacher qualification was expanded from a one year Postgraduate Diploma in Education (PDE) to a two year Professional Masters in Education (PME), thereby increasing opportunities for the integration of Development Education into post-primary ITE. Undergraduate ITE programmes, which tend to be discipline related (e.g. science, home economics, PE), also provide ample opportunity to include Development Education perspectives.

In the 2014–2015 academic year, the Ubuntu Network supported Development Education projects in eight Higher Education Institutions (Maynooth University, National College of Art and Design, National University of Ireland Galway, St. Angela’s College Sligo, Trinity College Dublin, University College Cork, University College Dublin and University of Limerick). Approximately 111 hours of Development Education were delivered, engaging 602 student teachers and involving some 58 teacher educators. Projects vary in nature — some offer Development Education elective modules while others incorporate Development Education focused lectures and workshops into existing modules. An important aspect of projects is that they deliver on all of the components of the Ubuntu...
Integration Framework: student teachers receive a general introduction to Development Education; explore it in relation to their teaching subjects and to the core elements of the ITE course; observe and participate in Development Education at their placement school; and include Development Education perspectives into their research and reflection.

The NGO sector supports Ubuntu and works with them to engage student teachers. For example, Maynooth University, University College Dublin and NUI Galway provide ‘Dev Ed Days’, during which student teachers can attend NGO-led workshops. Practising and retired teachers also support the delivery of such workshops, adding to the wealth of experience that student teachers can access.

The Ubuntu Network coordinates an Assembly consisting of teacher educators, NGOs and Development Education practitioners involved in the delivery of Development Education in post primary ITE. The Assembly acts as a think-tank on delivery of Development Education in post-primary ITE, and as a means of capacity building through peer dialogue and provision of workshops to meet specific needs. The Network also provides capacity building workshops for teacher educators – these interventions are supported by NGOs and experts in the area. The Ubuntu Network also has carried out research into the integration of Development Education into ITE. Recent research topics include attitudes and uptake of Development Education into ITE and evaluating the impact of Development Education in ITE.

IDEA MEMBERS ACTIVE IN THE POST-PRIMARY SECTOR

- Adr | Africa Centre | Amnesty International Ireland
- An Taisce Environmental Education Unit | Amref | OBST
- Centre for Global Education | Children in Crossfire | ChildFund
- City of Dublin ETB Curriculum Development Unit | Concern Worldwide
- Cork Education Centre | Debt and Development Coalition Ireland
- Developmenteducation.ie | Eco-Unesco | Friends of Landlinks
- Galway One World Centre | GOAL | Gorta Self Help Africa
- GreenSod Ireland | Irish Jesuit Mission Office
- John Scottus School | Just Forests | Kerry One World Centre
- Latin American Solidarity Centre | Loreto Education Trust
- Mind the Gap | A Partnership with Africa | Plan International Ireland
- Presentation Ireland | Proudly Made in Africa/Voluns Added in Africa
- Re-dress | Sightsavers | Spiritan Educational Trust
- Traidnor | Ubuntu | Waterford One World Centre
- WorldWise Global Schools | Young Social Innovators

HIGHER EDUCATION

Accredited Learning in Higher Education

Development Education features in a number of Higher Education courses and programmes. The full range has not been mapped out, but the following examples give a flavour of what is currently available.

While the area of Development Studies is distinct from Development Education, there can be a fruitful overlap between the two disciplines. The Kimmage Development Studies Centre (DSC) offers a MA in Development Studies and provides the BA in International Development for Maynooth University. The Kimmage DSC approach to Development Studies is aligned with Development Education theory and practice, with a focus on critical thinking, participatory learning and empowering learners to work effectively for the holistic development of all. Some Kimmage DSC modules include an explicit Development Education element, such as a BA module on ‘Facilitating Development Education’. Kimmage DSC has been working with partners in Cyprus and Slovakia on UNIDEV: Development Education Theory and Practice, an EC-funded project aiming to stimulate greater levels of theoretical and practical teaching, learning and knowledge about the post-2015 development agenda. In addition to the accredited programmes, Kimmage DSC also offers a non-accredited night course – Understanding Development – that aims to promote Development awareness among the general public.

Development Education is conducted, and complemented, in teaching, learning and research at NUI Galway (www.nuigalway.ie/), particularly but not exclusively in courses and programmes concerned with international development, environment and sustainable development, human rights, and gender studies. These range from the general BA and more specialized BA Connect programmes, to taught MA programmes such as MA Gender, Globalization and Rights, MA Public Advocacy and Activism, MA Culture and Colonialism and MA Environment, Society and Development. The MA in History examines twentieth century histories of humanitarian assistance and development. The MA Health Promotion...
and the discipline of health promotion teaches and conducts research on societal health themes relevant to Development Education while Medicine offers an elective module in Global Health. Engineering and Commerce explore development issues and themes in the context of engineering for low-income settings, corporate social responsibility and social entrepreneurship. Knowledge relevant to Development Education in theory and practice is also explored and advanced through relevant doctoral and post-doctoral research, together with advanced collaborative scholarly research such as the Ethical Internationalization in Higher Education project (http://eihe.blogspot.ie), funded by the Academy of Finland 2012–16 which features NUI Galway as a research site and partner along with 22 other partner universities in 10 countries; the non-state humanitarianism histories project (https://nonstatehumanitarianism.com); and the UNIFY-SDG project that partners with Suas Educational Development and IDEA to capture relevant learning from global research networks on global ethics, internationalization, and global citizenship in higher education.

Development Education has been brought into Business Departments at Higher Education institutions via the Proudly Made in Africa Business and Development Fellowship, housed at the UCD School of Business. This initiative supports business lecturers at UCD and other third level institutions in Ireland to integrate topics such as sustainable business with Africa into their course work, so that tomorrow’s business leaders can learn about the enormous potential that Africa has for sustainable economic development through trade in finished products.

The Regional Centre for Expertise for Education for Sustainable Development (ESD) at Dublin City University is a centre for research and education on all aspects of sustainable development. It aims to promote ethical frameworks of ESD, develop models of teaching and learning that re-orient educators, and research and share good practices in ESD.

Dublin Institute of Technology’s Computer Science (International) BSc programme includes a Global Citizenship Module, which enables computing students to think about their role as global citizens at personal, societal and professional levels. A number of Higher Education courses have a service-learning module incorporating a global justice perspective, such the ‘Nursing in the Developed and Developing Worlds’ module in the NUIG School of Nursing and Midwifery.

Supporting critical thinking and research in Development Education is Policy and Practice: A Development Education Review, a bi-annual, peer reviewed, open access journal. The journal is a project of The Centre for Global Education in Belfast. Policy and Practice has a growing international readership. In 2014, the journal web site received 110,000 visitors from 150 countries with particularly high numbers of readers located in Britain, Ireland, North America, and – in the global South. The journal aims to celebrate and promote good practice in development education and to debate the shifting policy context in which it is delivered.

Non-accredited Learning in Higher Education

Working in strategic partnership with Irish Aid, SUAS seeks to support the progressive engagement of third level students with global justice issues, through ‘Global Campus’, an integrated programme of activities that correspond to three linked stages of participation and learning. Activities at the ‘Inspire’ stage are high-visibility and aim to reach out to new audiences that might not have previously engaged with global issues. This includes the ‘8 by 8’ film festival which engaged with 9,600 students across five campuses in 2015, and the stand.ie website which brings together a range of students who are interested in investigating global issues. The next stage of engagement, ‘Educate,’ features Global Issues, an interactive course taking place one evening a week over a period of seven weeks on six university campuses: Trinity College, University College Dublin, Dublin City University, National University of Ireland Galway, University College Cork and Maynooth University. In the 2013–2015 period, SUAS ran 51 Global Issues courses, which 924 students completed. The third stage of the SUAS spiral is ‘Engage’, which consists of activities for students who want to take action on an issue that they are passionate about. This includes the SUAS International Volunteer Programme which offers students the opportunity to do a 10 week placement as a teaching assistant in India. Over the 2013–2015 period, 260 volunteers participated in this programme. In 2015 SUAS introduced the ‘Ideas Collective’, which supports individuals and groups who have an innovative idea about how to create positive social or environmental change.

UCD Volunteers Overseas is based on the UCD campus. Since it was founded in 2003, it has sent more than 1,100 volunteers overseas to support environmental, educational, healthcare, construction and IT projects in disadvantaged communities overseas, in response to locally-identified needs. Development Education is an essential aspect of pre-departure
4.2 DEVELOPMENT EDUCATION IN THE NON-FORMAL EDUCATION SECTOR

YOUTH WORK

Development Education within the youth sector involves both strengthening the capacity of leaders, and working with youth directly. Almost 400,000 young people in Ireland are involved in a variety of ways in youth work and approximately half of these come from disadvantaged backgrounds. Two in five young people in Ireland are involved in a club or society, and approximately 40,000 adult volunteers and 1,400 professional youth workers support these young people and their initiatives. According to the IDEA Youth Task Group, ‘the level of participation from young people and the volunteering of adults is part of our culture in Ireland. It is a real strength of the youth sector.’ A broad range of actors are working/partnering in the area of Development Education in the youth sector, including youth, development, Development Education and formal education organisations, both nationally and internationally.26

The National Youth Council of Ireland (NYCI), the representative body for national voluntary youth work organisations in Ireland, has a long-standing commitment to the integration of Development Education into youth work. NYCI runs courses for youth leaders, including a Level 5 NFQ module ‘Global Justice in Youth Work’ which aims to equip youth leaders to deliver quality Development Education and to inspire young people to act towards a more just and equal world. NYCI also provides resource packs and training for youth leaders for One World Week, a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year. During One World Week, young people learn about local and global justice issues and are empowered to take action to bring about positive change. The theme for 2015 was the Sustainable Development Goals. NYCI also runs courses in areas closely related to Development Education, such as courses on Diversity and on Intercultural Awareness.

ECO-UNESCO, Ireland’s environmental education and youth organisation and member of the international federation of UNESCO clubs and associations, runs a wide range of initiatives to support youth leaders and workers interested in Education for Sustainable Development (ESD) and Development Education. ECO-UNESCO was involved in the development of the National Strategy for ESD, and has worked to ensure that young people are seen as change agents for sustainable development. Programmes for leaders include ‘Youth Work and Sustainability’ which aims to enable youth leaders to integrate ESD principles and activities across all aspects of their youth work. ECO-UNESCO also works directly with young people in programmes such as Eco-Unesco Clubs, a transnational Eco-Forum and the Young Environmentalist Awards programme.

A number of Further Education and Higher Education courses on Youth Work include training in Development Education principles and practices. These include Youth Studies and Community Work at Liberties College (Level 5 NFQ), and the BA in Community and Youth Work at Maynooth University (Level 8 NFQ). These courses often include input from Development Education NGOs.

The role of creative arts in Development Education is explored in Creativity and Change, a Level 8 NFQ Special Purpose Award offered by CIT Crawford College of Art & Design and aimed at youth/community workers, artists and activists. The course connects creativity, learning and social change, exploring how the creative arts can ignite empathy and passion in young people and foster curiosity about our interconnected and interdependent world.

A number of International Development NGOs (NGDOs) provide Development Education workshops for youth groups and their leaders. These programmes typically are designed to be more action-oriented than the programmes that the NGDOs offer for schools. NGDOs offering youth Development Education include Tearfund Ireland, Trócaire and Plan International Ireland.

Challenging the Crisis, a 3 year EC-funded project led by IDEA, has brought together young adults from six heavily-indebted European countries, including Ireland, to increase understanding of the interdependencies of local and global inequality and to become active advocates on global justice issues. In 2015, the ‘Young Global Advocates’ (YGAs) collectively ran a campaign to raise awareness and understanding of Social and Solidarity Economy (SSE) and to put it on the political and economic agenda toward a European Year for Social and Solidarity Economy. Activities included YGAs successfully lobbying MEPs in Brussels, reaching out to a wide range of groups within Ireland, including Dublin Food Co-op, Fairtrade Ireland, and Cultivate, and engaging with young people and media to raise awareness of SSE.

Scouting Ireland, Irish Girl Guides and the YMCA all have Development Education elements to their work with young people. For example, Irish Girl Guides have a Development Education badge, which encourages girls to explore themes such as poverty, hunger, fair trade and human rights.

IDEA MEMBERS ACTIVE IN THE YOUTH SECTOR

- CIT Crawford College of Art & Design
- Developmenteducation.ie • Development Perspectives
- Irish Girl Guides • ECO UNESCO
- National Youth Council of Ireland • Plan International Ireland
- SERVE • Scouting Ireland
- Tearfund Ireland • Trócaire • YMCA

ADULT & COMMUNITY EDUCATION

Adult and Community Education is a broad category encompassing a variety of settings, including accredited Adult Education modules, Community Education courses, informal learning groups within Civil Society organisations, and Grassroots community activities. Community Education shares a number of common and complementary core principles with Development Education, such as social cohesion, inclusiveness, equality, justice, empowerment, participation and active citizenship. There are also many similarities in ethos, in pedagogy and in practice. IDEA’s Adult and Community Working Group points out that the ‘emphasis on participatory learning, learner-led education and active citizenship, and an increasing interest in notions of sustainability and interdependence, make the Adult and Community sectors fertile ground for Development Education.’

28 Ibid.
Development Education in Adult & Community Education takes place in a range of settings, including community development projects, community education centres, further education centres, NGOs, women’s groups, family resource centres and community gardens. It reaches many target groups, including second chance learners, unemployed people, disadvantaged young people, adult basic education learners, older people, migrants, travellers, trade unionists. It is integrated into existing Adult and Community Education programmes, including literacy, horticulture, cookery, IT, social studies, creative arts, youth and community work training, back-to-education and work-related learning. The Development Education community provides practical support for the Adult and Community Education sector, including accredited QQI training, resources, good practice guidelines and on-request workshops.

**Accredited Learning in Adult & Community Settings**

An important element of Development Education activity in Adult & Community settings takes place within the realm of accredited Further Education, which the Department of Education and Skills defines as education which occurs after second level schooling but which is not part of the third level system. IDEA members are involved in the design of delivery of a number of QQI-accredited courses.

The DEBATE Project, run by Dublin and Dún Laoghaire ETB Adult Education Services, facilitates adult learners and tutors to critically reflect on social justice and global issues. These skills are particularly important in urban areas which are experiencing high levels of unemployment and socioeconomic disadvantage, as Development Education can play an important part in helping such communities to discuss, debate and take action on the global economic and political policies which shape the lives and livelihoods of local people here and around the world. The DEBATE project aims to assist tutors to incorporate Development Education into their teaching practice, whatever the subject. In 2015, the project developed a Development Education resource for tutors of Level 5 NFQ Communications modules and it is hoped that the availability of user-friendly resources such as this will increase the use of Development Education in Adult Education.

The opportunities for integrating Development Education into Further Education have been explored effectively by Ballyfermot College of Further Education, particularly in their Art and Music Departments.

Lourdes Youth & Community Services (LYCS) offers an accredited ‘Local-Global Trainers Programme’ course for community workers, which aims to help them to make links between issues faced by local groups here in Ireland with development issues faced by people all over the world, such as inequality, globalisation, the global financial system, sustainability and human rights. They also run non-accredited workshops on a range of Development Education topics such as ‘Mind the Gap: Exploring Wealth Inequality’ and ‘Healthy Eating without Costing the Earth: Understanding the Global Implications of our Food Choices’. LYCS has produced Connecting Communities, a guidebook on working with Development Education in community settings.

The Change Makers project in Donegal is a partnership between Donegal ETB, the Inishowen Development Partnership and Gorta Self Help Africa. It offers training and awareness workshops for adult and community education tutors on how to integrate Development Education into their teaching. Change Makers also works directly with learners, for example, in a Level 6 NFQ module in Global Awareness, which engaged participants from across Donegal. The Global Awareness course was facilitated by LYCS staff, demonstrating the potential for Development Education actors from different areas of the country to share practice and to support each other’s work.

**Non-Accredited Learning in Adult & Community Settings**

In addition to the accredited learning described above, there are a number of Development Education projects that aim to engage adults at non-formal and informal levels.

Development Education plays a role in overseas volunteering and exchange programmes. A major hub for this work is Comhláimh, a member-led association set up in the 1970s by returned volunteers. Comhláimh offers a spectrum of volunteering courses covering every stage of the volunteering journey, from making the decision to volunteer to taking up global justice work after returning home. Comhláimh coordinates and supports a Code of Good Practice for volunteering sending agencies and also supports a
IDEA members involved in sending volunteers overseas include Nurture Africa, Global Schoolroom, Friends of Londiani, SERVE, Music Harvest, and Vincentian Lay Missionaries.

EIL Intercultural Learning runs a ‘Global Citizen Award’, a personal development award that enables returned international volunteers to use their overseas experiences as a basis for global justice actions once they return to Ireland. The award is currently supported by 18 volunteer sending agencies.

Development Perspectives (DP)’s mission is to contribute to lessening poverty, inequality and climate change through transformative education. They provide community and adult based Development Education opportunities in Ireland, Europe and in countries of the Global South. In Ireland, DP uses Development Education to deepen knowledge of development challenges and to implement effective actions to lesson poverty and inequality. Abroad, DP works in collaboration with groups and communities to exchange learning and experiences. DP has a very active online presence, engaging participants from all over the world.

There are a number of Development Education interventions that engage interested members of the general public in development issues. Afri hosts an annual Famine Walk in County Mayo, honouring the memory of Ireland’s Famine dead while raising food sovereignty issues and encouraging solidarity with those who still suffer from lack of food and other human rights. The Galway African Film Festival highlights the quality and variety of African cinema and helps to overcome the under-representation of African film in Irish film-going culture. The Latin American Solidarity Centre runs an annual ‘Latin America Week’, a range of meetings, workshops and cultural events exploring human, social and economic rights in Latin America. Age Action Ireland runs participatory workshops focusing on the issues of ageing and development, in Irish and global contexts. The Debt and Development Coalition, in collaboration with locally-focused activist collective, the Spectacle of Defiance and Hope, have created a workshop toolkit which enables community groups to explore the Irish Debt crisis and how it relates to broader global debt issues.

Environmental initiatives have a wide appeal to adults and engage large numbers of citizens in actions for a more sustainable world. Stop Climate Chaos is a coalition of civil society organisations campaigning to ensure that Ireland plays its part in preventing runaway climate change. In November 2015, Stop Climate Chaos organised a ‘People’s Climate March’ in Dublin, which was linked to 2000 events held in over 150 countries in advance of the Paris Climate Summit. Stop Climate Chaos is comprised of development, environmental, youth and faith-based organisations, including Friends of the Earth, Christian Aid Ireland and Trócaire. Environmental issues are combined with Development Education in a number of informal courses for adults, such as permaculture workshops held by Cultivate and Carraig Dúra. These workshops support people to learn sustainable skills and to build connections with the natural world. The Kerry One World Centre is working with European partners in Netplants, a project that aims to help disadvantaged adults to reconnect with the environment through learning skills in food growing, foraging and cooking.

Development Education has been brought into the Trade Union Movement through ICTU’s Global Solidarity Project, which has trained Global Solidarity champions within ICTU affiliates and raised awareness amongst members of the plight of workers around the world. The Irish League of Credit Unions Foundation has worked to exchange learning between credit unions in Ireland and in the Global South, and to raise awareness in Ireland of the importance of credit unions globally in building sustainable economic structures and alleviating poverty.
5. DEVELOPMENT EDUCATION RESOURCES

DevelopmentEducation.ie is the online hub for information, activities, learning and resource support for material on development, human rights, global justice and sustainability. The website serves a wide range of user groups in the formal and non-formal education sectors. Developmenteducation.ie is a consortium consisting of Concern Worldwide, Trócaire, National Youth Council of Ireland, Aidlink, Gorta Self Help Africa, and IDEA. The website is managed by 80:20 Educating and Acting for a Better World and is funded through a Strategic Partnership with Irish Aid.

The Developmenteducation.ie website includes: a searchable online resource library; themed guides, development data, infographics, cartoons and photographs; blogs and opinion pieces from teachers, activists, development workers and students; campaign ideas and action projects; and a collection of ‘DE in Action’ case studies. The website continually adds new material. In 2015, 60 resources were added, bringing the total available to 380. Another new feature this year is ‘Doing Development Education: Ideas and Resources’, a starter guide for planning lessons and workshops.

In 2015, the resources section had a total of 50,939 page views in 2015 of 380 resources. These have been arranged into 18 categories and accessed as follows:

- Climate Change and Sustainable Development: 13%
- Development Education: 12%
- Human Rights: 11%
- Poverty and Inequality: 11%
- Human Development: 10%
- Fairtrade: 9%
- Book Reviews: 7%
- Culture and Identity: 6%
- Active Citizenship & Democracy: 6%
- Youth: 6%
- Development: 5%
- 2% each: Gender; Conflict & Peace
- 1% each: HIV and AIDS; Moral Philosophy and Religion; Film Reviews; Debt and Trade; Health
FUNDING FOR DEVELOPMENT EDUCATION

Funding for Development Education in Ireland comes from a variety of sources. Irish Aid’s Civil Society and Development Education unit is the largest funder of Development Education in Ireland. Funding is also accessed through the European Commission and from some larger International Development NGOs. It also should be noted that many Development Education activities are integrated into the everyday practice of teachers/educators and are therefore funded, indirectly, by the educational institutions in which the teachers/educators work.

Irish Aid granted over €2.7 million to Development Education projects in 2015. Of this, €935,000 was approved to fund 28 organisations under the 2015 Development Education Annual Grant Round. A further €1,775,625 in funding was provided to five organisations for multi-annual programmes under the Strategic Partnerships Programme. Irish Aid also carries out in-house Development Education projects (such as the Our World Awards), bringing their total Development Education spend in 2015 to approximately €3.4 million. In addition to this, further Development Education funding is provided by Irish Aid via their Civil Society Programme Grants, which have a Development Education component.

‘IRISH AID FUNDING FOR DEVELOPMENT EDUCATION WAS SEVERELY HIT BY IRELAND’S FINANCIAL CRISIS. AFTER REACHING €5.7 MILLION IN 2008, FUNDING DROPPED BELOW €3 MILLION IN 2013 AND €2.9M IN 2014’

Other key resources for the Development Education sector are Good Practice Guidelines and other supportive tools, which are available in a number of areas including:

- **Good Practice Guidelines for Development Education in Schools** (IDEA Formal Education Working Group, 2013)
- **Doing Development Education Series for Post-Primary Schools, Covering Junior Cycle English, School Networks, Global School Partnerships, and Organisations & Practitioners** (WorldWise Global Schools, 2015)
- **Good Practice Guidelines for Development Education in Adult and Community Settings** (IDEA Community Sector Working Group, 2014)
- **Guidelines for Producing Development Education Resources** (developmenteducation.ie, IDEA and Dóchas, 2014)
- **Going Global: Good Practice Guidelines for Development Education in Youth Work** (National Youth Council of Ireland, 2005)
- **Good Practice Guidelines for Development Education in Volunteering** (Comhlámh, 2012)
- **Good Practice Tips for Planning an Action Outcome in Development Education** (Centre for Global Education, 2015)
- **Dóchas Code of Conduct on Images and Messages** (Dóchas, 2006)
Irish Aid funding for Development Education was severely hit by Ireland’s Financial Crisis. After reaching €5.7 million in 2008, funding dropped below €3 million in 2013 and €2.9m in 2014, which the GENE Report noted as ‘clearly a difficult time for all working in the field.’

Trócaire supports Development Education, campaigning and advocacy throughout Ireland through its Mobilising for Justice Grants Scheme. Concern Worldwide has a Development Education Grants Scheme that is open to applicants by invitation only, and also has a small ‘stimulus’ fund for once-off or new initiatives. Small grants for schools and NGOs are also available through the World Wise Global Schools programme.

Through its DEAR (Development Education and Awareness Raising) funding programme the European Commission provides support to Development Education programmes that involve activity in multiple EU member states. Several Irish organisations have participated in DEAR funded programmes, and a new round of DEAR funding in 2016 will create additional opportunities for the Irish Development Education sector to engage with partners across Europe.

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**Sectoral Distribution of 2015 Irish Aid Strategic Partners and Annual Grants**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Spend</th>
<th>% of Total</th>
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</thead>
<tbody>
<tr>
<td>Primary (including Initial Teacher Education)</td>
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</tr>
<tr>
<td>Post-Primary (including Initial Teacher Education)</td>
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<td>Higher Education</td>
<td>325,000</td>
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<td>Youth Work</td>
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<td>Adult &amp; Community Education</td>
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<tr>
<td>Capacity Development</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>2,710,625</td>
<td>100%</td>
</tr>
</tbody>
</table>
7.

PRIORITY FOR 2016 TO 2020

In early 2015, the sector collaborated to create a ‘Vision for Development Education in Ireland’. This reflects its current aims and aspirations for the future:

Our vision is of an equal, just and sustainable world where empathy, solidarity and active citizenship are fostered and people are empowered to analyse and challenge the root causes of injustice, poverty and inequality.

Development Education is a fundamental element of sustainable development. Under the Sustainable Development Goals (SDGs) Ireland must ‘ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.’

It is also essential to achieving One World One Future’s aim of ‘a deep public understanding and engagement with our aid programme and our development policy, harnessing the contribution of Irish people and institutions.’

Strategic support and institutional, policy and financial investment at this time is essential to deliver the potential of Development Education in Ireland to achieve these aims. Consistent investment and different funding structures are necessary to enable innovation and collaboration between participants and cross-sectoral fertilisation of good practice, maintain expertise, and maximise the impact of Development Education in Ireland.

An overall strategic framework for Development Education is necessary for a consistent and joined-up approach. For Development Education to achieve integration across lifelong learning it must involve other government departments and agencies, local, national and community development structures, in addition to a wider civil society and education actors. Development Education strategies in Ireland must also support quality and innovation. Cross-curricular approaches, combining formal and non-formal education, civil society space, innovation and collaboration are essential for effective Development Education in Ireland.

With this in mind, we have articulated the following priorities for Development Education for the coming years.

By 2020...

Development Education will be an integral element of inclusive and equitable lifelong learning in formal and non-formal education in Ireland.

This means that...

Every learner, at all stages of life-long learning, in formal and non-formal education, will regularly encounter relevant opportunities to access and experience quality Development Education.
The Sector has articulated the following priorities for Development Education for the coming years.

By 2020...

- **Quality Development Education** will be available to all learners in formal and non-formal education sectors.
- **Innovation in Development Education** will be supported to create new cross-sectoral and cross-curricular opportunities for development education.
- **Partnership and collaboration** will be actively promoted through Development Education funding mechanisms, institutional support and programme design.
- **Investment** will be increased and strategic funding modalities put in place.
- **Policy** support will enable more effective cross departmental and cross sectoral Development Education.

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**REFERENCES**


IDEA acknowledges funding received from the Development Education and Civil Society Unit of Irish Aid. The ideas, opinions and comments herein are entirely the responsibility of IDEA and do not necessarily represent or reflect Irish Aid policy.