



Development Education in Ireland Report



About IDEA

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 80 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.

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TABLE OF CONTENTS:

Executive Summary	4
1. Introduction	7
a. About the Report.	7
b. What is Development Education?.	7
2. The Context	9
a. International Context	9
b. National Context	10
3. Development Education Actors and Audiences	12
1. Development Education Actors	13
2. Development Education Audiences.	14
4. Development Education Activities	15
a. Formal Sector.	15
i. Early Years and Primary	15
ii. Post-Primary	18
iii. Higher Education	23
b. Non-Formal Sector.	26
i. Youth.	26
ii. Adult & Community	28
5. Development Education Resources	32
6. Funding for Development Education	34
7. Priorities for Development Education in Ireland.	36
List of Acronyms and Abbreviations	38
Bibliography	39

EXECUTIVE SUMMARY

The *Development Education in Ireland Report* offers an overview of Development Education actors, activities and resources on the island of Ireland. It is an update of the *Development Education in Ireland 2015 Report*, also published by the Irish Development Education Association (IDEA). This report maps the Development Education Sector, highlights examples of Development Education being delivered by IDEA members, outlines the sources of funding for the sector, and lays out priorities for Development Education in the coming years.

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


The Sustainable Development Goals and the Paris Agreement on Climate Change, both adopted in 2015, are having a strong influence on the work of the Development Education sector and will continue to do so in the coming years. The delivery of Development Education in Ireland is now a commitment under the SDGs, and in turn Development Education has a crucial role to play in 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. It will also be focusing on raising awareness of acute issues such as migration, while challenging the shift towards extremism by encouraging critical reflection.

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), Department of Children and Youth Affairs (DCYA) 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.

¹ This recognition has come from three independent international reports: *DE Watch: European Development Education Monitoring Report*, 2010, 28 & 52; *OECD Development Co-operation Peer Review: Ireland*, 2014, 74-75; *GENE, Global Education in Ireland*, 2015, 9.

² *DE Watch: European Development Education Monitoring Report*, 2010, 15.



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 its work and has a shared vision for Development Education in Ireland.

Development Education takes place across a wide range of formal, non-formal and informal³ 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.⁴ 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.⁵

Funding for Development Education in Ireland comes from a variety of sources, primarily but not exclusively from Irish Aid's Civil Society and Development Education unit. Funding is also accessed through the European Commission and from some larger International Development NGOs, as well as occurring indirectly where Development Education activities are integrated into the everyday practice of, for example, educators.

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 €2.8 million to Development Education projects in 2017. Of this, €1,080,000 was allocated to 30 organisations funded under the 2017 Development Education Annual Grant Scheme. A further €1,783,000 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 2017 to approximately €3.7 million.⁶

3 The boundaries between 'formal', 'non-formal' and 'informal' education can be fluid, but for basic definitions see <http://www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>.

4 *DE Watch: European Development Education Monitoring Report*, 2010, 15.

5 *GENE, Global Education in Ireland*, 2015, 25.

6 Irish Aid's Development Education Funding, https://www.irishaid.ie/grants_education.html.

The Sector has articulated the following priorities for Development Education for the coming years.

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

1. INTRODUCTION

1a. About the Report

The *Development Education in Ireland Report* offers an overview of Development Education actors, activities and resources. This is an update of the *Development Education in Ireland 2015 Report*, also 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 80 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.⁷ Future reports will build on this to include further developments and updates.

1b. 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.⁸

⁷ 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.

⁸ IDEA, *What is Development Education?* This is the definition of Development Education used by Irish Aid. For further description of Development Education, please see *GENE, Global Education in Ireland*, 2015, 17-20; and *Irish Aid Development Education Strategy 2017-2023*, 6-7.

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.⁹

⁹ IDEA, *A Vision for Development Education*, 2015.

2. THE CONTEXT

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'.¹⁰ 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.¹¹

Development Education is practised by a broad spectrum of organisations and individuals including development NGOs, community and voluntary organisations, educational organisations and networks, trade unions, educators, researchers and activists.

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. The rise of isolationism and threats posed to multi-lateralism reinforce the importance of education for global citizenship and sustainable development. 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 in Ireland has a wide reach, enabling the sector to engage with hundreds of thousands of people across all ages and communities throughout the island of Ireland each year. It is now more essential than ever as Irish society strives to understand and constructively react to local and global issues.

2a. International Context

The Sustainable Development Goals and the Paris Agreement on Climate Change, both adopted in 2015, are having a strong influence on the Development Education sector and will continue to do so in the coming years.

The 17 Sustainable Development Goals (SDGs), adopted by all UN members states in September 2015, create a global framework for transformational change to eliminate poverty and ensure sustainable development by 2030. 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*

¹⁰ Irish Aid, *Mapping the Past, Charting the Future: A review of the Irish Government's Engagement with Development Education*, 2011.

¹¹ This recognition has come from two independent international reports: *DE Watch: European Development Education Monitoring Report*, 2010, 28 & 52; and *OECD Development Co-operation Peer Review: Ireland*, 2014, 74-75.

*cultural diversity and of culture's contribution to sustainable development.*¹²

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 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.

There has also been a marked rise of the far right, which is being reflected in rhetoric and policies globally. These changes in view and approach have already threatened the Paris Agreement. Civil Society including Development Educators are facing the challenge of how to enable and support greater public engagement on these issues to create meaningful change.

2b. National Context

In Ireland,

the Development Education sector has made significant progress in implementing Development Education in formal, informal and non-formal settings through strategic partnerships with Irish Aid and through the Irish Aid annual grants scheme.¹³

There have also 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 2014, the National Strategy on Education for Sustainable Development was launched 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 recommends that that report include recommendations for strengthening the role of young people as

¹² *United Nations Sustainable Development, 'GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.'* 2015.

¹³ *GENE, Global Education in Ireland,* 2015, 25.

change agents for sustainable development.¹⁴

In 2015, The Department of Children and Youth Affairs published their National Youth Strategy 2015–2020, 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 Sustainable Development Goals, the National Strategy on Education for Sustainable Development and the Irish Aid Development Education Strategy.¹⁵

Irish Aid developed its third Development Education Strategy during 2015 & 2016. To assist in informing the development of the new strategy, Irish Aid invited the 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’. The GENE Report recommended 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.’

The Irish Aid Development Education Strategy 2017–2023 was launched in late 2016. The then Minister of Foreign Affairs and Trade, Charlie Flanagan, stated “This new strategy affirms our commitment to Development Education and its central role to both our international development programme and Irish foreign policy. I believe that our strategy is ambitious in that it seeks to increase the accessibility, quality and effectiveness of Development Education in Ireland. And I believe that the vision which drives Development Education is compelling: a sustainable and just world where people are empowered to overcome poverty and hunger and fully realise their rights and potential.”

¹⁴ Department of Education & Skills, *Education for Sustainability: The National Strategy on Education for Sustainable Development in Ireland, 2014–2020*, 9 & 28.

¹⁵ Department of Children and Youth Affairs, *National Youth Strategy 2015–2020*, 33 (Targets 5.8 & 5.9).

3. DEVELOPMENT EDUCATION ACTORS & AUDIENCES

Development Education is practised by a range of actors.

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, international development organisations, Irish civil society organisations and educational institutions.

*'The Peer Review report acknowledges the rich history, traditions, experience and skills evident in DE in Ireland. Irish support for DE is reflected in the range of committed organisations involved in DE, and the many initiatives and programmes in the formal and non-formal education sectors, and in civil society.'*¹⁶

¹⁶ *GENE, Global Education in Ireland*, 2015, 8.

3.1 Development Education Actors

Key institutions involved in Development Education in Ireland¹⁷

Donors & policy makers

<p>Irish Aid--- Department of Foreign Affairs and Trade (DFAT)</p>	<p>DFAT through Irish Aid supports and implements 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. In 2016, Irish Aid launched the Irish Aid Development Education Strategy 2017 – 2023.</p>
<p>Department of Education and Skills (DES) and National Council for Curriculum and Assessment (NCCA)</p>	<p>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 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.</p> <p>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.</p>

Non-state coordinating bodies at national level

<p>Irish Development Education Association (IDEA)</p>	<p>IDEA is the umbrella body for organisations and individuals engaged in the field of Development Education in Ireland. It has over 80 members 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.</p>
<p>Dóchas</p>	<p>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 among Dóchas members.</p>

¹⁷ This table is adapted from *GENE, Global Education in Ireland*, 2015, 24.

3.2 Development Education Audiences

Early Years & Primary Education

- *Teachers*
- *Pupils*
- *Whole School community*
- *Initial Teacher Education programmes*

Post-Primary Education

- *Teachers*
- *Students*
- *Whole School community*
- *School Networks*
- *Initial Teacher Education programmes*

Youth work

- *Youth leaders*
- *Youth group participants*
- *Youth networks*

Higher Education

- *Students and Lecturers in Initial Teacher Education courses*
- *Participants in courses on International Development, Human Rights, and other subjects with a Development Education dimension*
- *Participants in extra-curricular on-campus Development Education programmes and events*
- *Participants in overseas volunteering programmes run by colleges*

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*

4. DEVELOPMENT EDUCATION ACTIVITIES

Development Education takes place across a wide range of formal, non-formal and informal¹⁸ 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, with an emphasis on the work of IDEA members. For a selection of case studies illustrating good practice, please visit the Stories of Change section of the developmenteducation.ie website.

4a. Development Education in the Formal Education Sector

4a(i). Early Years and Primary Level

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 2017, pupils from over 1,200 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, 12 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 over 3,100 schools have been awarded the Green Flag, making the Irish Green-Schools programme one of the most successful within the international network. Three of the eight themes within the Green-School programme are linked to 'Global Citizenship'.

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, resources, 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 2017 focused on climate change. The popular Concern Debates programme for post-primary school has been extended into the upper classes at primary level, encouraging pupils to develop public speaking, research and language skills, and to gain a deeper

¹⁸ The boundaries between 'formal', 'non-formal' and 'informal' education can be fluid. For basic definitions see <http://www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>.

understanding of the global issues affecting millions of people. GOAL, Plan International Ireland, and ChildFund Ireland, 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

The Centre for Human Rights and Citizenship Education (CHRCE) at the DCU Institute of Education and Trócaire have been working in partnership to provide Development Education supports for Early Years and Primary teachers. 'Just Children', an initiative aimed at Early Years Educators, has provided 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.

Amnesty International Ireland offers curriculum-linked Human Rights Education classroom resources, 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.

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

The DICE (Development and Intercultural Education) Project is a national education initiative, funded through a Strategic Partnership with Irish Aid, which promotes and supports the integration of Development Education and Intercultural Education in Initial Teacher Education at primary level in Ireland. The Project is implemented by four higher education institutions and works to support teacher educators and student teachers within these institutions, to integrate global and intercultural perspectives and themes into their teaching practice and wider university/school environments. The partners involved in implementing the project are Dublin City University; Marino Institute of Education; Mary Immaculate College; and Maynooth University. By targeting the skills, knowledge and values of people involved in education, DICE seeks to promote global solidarity, human rights and environmental awareness, and to support people to recognise and challenge discrimination and inequality, globally and locally.

DICE has been successful in embedding Development Education and Intercultural Education within the Bachelor of Education and Professional Master of Education programmes at primary level, including through mandatory and elective modules and integrated learning. While the terminology used and themes taught across partner institutions vary, with specific materials and approaches linked to the lecturer's expertise and institutional priority areas, all programmes are underpinned by a common set of values and concepts. A range of global and intercultural themes are explored within modules and lecturers are mindful of the need to: deepen knowledge of the relevant themes; explore and reflect on students' perspectives and those of others; and model the introduction of topics using participatory methodologies, applicable to the primary school classroom. The adoption of an integrated approach to teaching Development Education and Intercultural Education exposes students to learning about these areas within a variety of curricular areas and academic disciplines, with access to the expertise and experiences of lecturers, other than those with specific responsibility for implementing the DICE programme. Student teachers are encouraged and supported to incorporate elements of these themes into their teaching while on School Placement. Lectures are supplemented by inputs from guest speakers, exhibitions, film nights, project work, thematic events, seminars, resource fairs and in some cases volunteering in a developing country.

A programme of continuous professional development is open to teacher educators, with summer schools and other professional development opportunities offered to practicing teachers. The DICE Project also 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 | DICE project |
| Amnesty International Ireland | Developmenteducation.ie |
| An Taisce Environmental Education Unit | GOAL |
| Centre for Global Education | Just Forests |
| The Centre for Human Rights and Citizenship Education | Mind the Gap |
| ChildFund Ireland | Plan International Ireland |
| Concern | Trócaire |
| | Waterford One World Centre |

4a(ii). 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. The aim of WWGS is to increase the number of schools engaging with Development Education nationwide, as well as the quality of that engagement. WWGS seeks to foster a shared and consistent understanding of Development Education theory and practice at post-primary level, based on knowledge, skills, values, attitudes and active teaching and learning 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 2016/17 academic year, WWGS grant-funded 148 schools, 2 school clusters, 4 school networks and 11 NGOs. A total of 264 schools engaged with WWGS overall, with 595 individual teachers trained through the programme.

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.¹⁹ 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 new Junior Cycle, which was identified in the GENE review as ‘the broadest opportunity for DE integration into Irish post-primary education in decades’,²⁰ is 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 2016/17 academic year, WWGS supported 240 schools in total (148 of these were in receipt of individual school grants and the remainder – 116 – were funded through their participation in WWGS-funded NGO and Network projects). Schools 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

¹⁹ *WorldWise Global Schools Baseline Research Report*, 2013.

²⁰ *GENE, Global Education in Ireland*, 2015, 35 -36.

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 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 2016/17 covered a wide range of activity. Two organisations – Debt and Development Coalition (DDCI) and Global Action Plan (GAP) – were funded to produce curricular support materials in post-primary; Afri, Mind The Gap and Poetry Ireland all utilised creative methodologies such as drama, performance art and creative writing to introduce and explore global issues; and themes relating to the environment and sustainability were also supported, by organisations including ECO-UNESCO, and Sonairte.

Since its inception in 2014, the WWGS Global Passport Award (a self-assessed and externally-audited accreditation system for Development Education in post-primary schools) has grown in popularity and use. 106 schools were in receipt of a Global Passport in 2016/17. The Global Passport offers a framework for schools to track their Development Education work, to plan how to expand this work, as well as external recognition and validation of their efforts in the area of global justice and citizenship.

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 since 1984, with approximately 150 post-primary schools, and 1000 students, taking part each year. Motions for the debates relate to the Sustainable Development Goals and topical issues related to global development. They promote a deeper awareness and understanding of global issues, provide students with a public forum 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. Concern also runs a Campaign Academy, which enrolls 50 students from Transition and 5th year annually. Students receive expert input from campaigners, politicians, journalists and social media. They meet for a residential weekend at the close of the Academy that focuses on skills such as organising a campaign, media training, political engagement, event management, and effective use of social media.

Participants develop a campaign, which is then implemented in their school or local community.

The Young Social Innovators programme encourages active citizenship at local and global levels. Over 7,000 young people took part in the annual YSI Awards in 2017, where students share their innovative projects. Many projects have a global justice theme, particularly in award categories such as 'Make Our World One World', 'Make Our World More Inclusive and Poverty Free' and 'Make Our World More Fair and Just'.

The BT Young Scientist and Technology Exhibition is a major event annually, with over 4,591 students from 375 post primary schools participating in 2017. Since 2006, Irish Aid, Gorta Self Help Africa and WorldWide Global Schools have sponsored 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), 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 TIDAL (Teachers in Development and Learning) run by Children in Crossfire. The programme offers practical ideas and methods to effectively deliver the curriculum in a way that promotes critical thinking, life-long learning and active citizenship. 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.

The Ubuntu Network supports Development Education projects in eleven Higher Education Institutions - Maynooth University, National College of Art and Design, National University of Ireland Galway, St. Angela's College Sligo, Hibernia College, Galway Mayo Institute of Technology, St. Patrick's College MIC, Trinity College Dublin, University College Cork, University College Dublin and University of Limerick. 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 a range 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 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. 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:

- | Afri
- | Africa Centre
- | Amnesty International Ireland
- | An Taisce Environmental Education Unit
- | Amawele
- | Centre for Global Education
- | Children in Crossfire
- | Childfund
- | City of Dublin ETB Curriculum Development Unit
- | Concern Worldwide
- | Debt and Development Coalition Ireland
- | Developmenteducation.ie
- | Eco-Unesco
- | Brighter Communities Worldwide
- | Galway One World Centre
- | GOAL
- | Gorta Self Help Africa
- | Green Sod Ireland
- | Irish Jesuit Mission Office
- | John Scottus School
- | Just Forests
- | Latin America Solidarity Centre
- | Loreto Education Trust
- | Mind the Gap
- | A Partnership with Africa
- | Plan International Ireland
- | Presentation Ireland
- | Proudly Made in Africa/Value Added in Africa
- | Re-dress
- | Spiritan Educational Trust
- | Trócaire
- | Ubuntu
- | Waterford One World Centre
- | WorldWise Global Schools
- | Young Social Innovators

4a(iii). Higher Education²¹

Accredited Learning in Higher Education:

Development Education features in a number of Higher Education courses and programmes. 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.²² 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. In addition to the accredited programmes, Kimmage DSC also offers a non-accredited night course on Understanding Development that aims to promote awareness among the general public. From September 2018 the Kimmage DSC Masters in International Development will be located at Maynooth University.

Development Education is conducted, and complemented, in teaching, learning and research at National University of Ireland Galway (NUIG), 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 specialised BA Connect programmes, to taught MA programmes such as MA Gender, Globalisation 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 UNIFY-SDG project that partnered with Suas Educational Development and IDEA to capture relevant learning from global research networks on global ethics, internationalisation, 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

²¹ Initial Teacher Education programmes, although carried out in Higher Education institutions, are discussed in the 'Primary' and 'Post-Primary' sections.

²² For an exploration of the relationship of Development Education to Development Studies in Higher Education, see Eilish Dillon, 'Development Education in Third Level Education' in *Development Education in Theory and Practice*, 2016, 20-25.

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. The journal website receives 155,000 visitors per annum 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. It achieves this through an integrated programme of activities. This includes the '8 by 8' festival that brings award-winning photography and film to campuses across Ireland every autumn, and the stand.ie website which brings together a range of students who are interested in investigating global issues. It also features Global Issues, an interactive course taking place over seven weeks, at Trinity College Dublin, Dublin City University, University College Dublin, Maynooth University, NUI Galway and University College Cork. Its International Volunteer Programme offers students the opportunity to do an 8 week placement as a teaching assistant in India and Zambia. Suas also runs an 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 1500 volunteers overseas to support environmental, educational, healthcare, construction and IT projects in disadvantaged communities, in response to locally-identified needs. Development Education is an essential aspect of pre-departure training, and returned volunteers are invited to participate in Development Education courses and activities to share their experiences and to help raise on-campus awareness of development issues.

Development Perspectives (DP) engages students at Dundalk IT, Galway-Mayo IT, Waterford IT, Institute of Technology Blanchardstown, and Maynooth University. DP's mission is to contribute to lessening poverty, inequality and climate change through transformative education activities. 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 campus programmes that do not have an explicit Development Education dimension but nevertheless broadly take in Development Education issues and concerns. One such example is Green Campus, the third level extension of An Taisce's very popular Green Schools programme for primary and post-primary schools. The Green Campus programme encourages a partnership approach to environmental education, management and action in third level institutions. Another example is Campus Engage, a network set up to promote civic engagement as a core function of Higher Education in Ireland. Campus Engage enables Higher Education institutions, their staff and students across all disciplines, to engage with the needs of the communities they serve.

IDEA members active in the Higher Education Sector:

- | An Taisce Environmental Education Unit
- | Kimmage Development Studies Centre
- | The Centre for Global Education
- | Proudly Made in Africa
- | Developmenteducation.ie
- | SUAS
- | Development Perspectives
- | UCD Volunteers Overseas

4b. Development Education in the Non-Formal Education Sector

4b(i). 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.²³

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. NYCI also runs courses in areas closely related to Development Education, such as equality and 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, 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, such as the QQI Level 5 course on Youth Studies and Community Development at Liberties College. These courses often include input from Development Education NGOs.

²³ IDEA Youth Task Group, *Development Education and Youth: Young People: Connected, Respected and Empowered: Written Proposal to inform GENE Review & Irish Aid’s Development Education Strategy*, 2015, 4.

The role of creative arts in Development Education is explored in Creativity and Change, a Level 9 NFQ Special Purpose Award offered by CIT Crawford College of Art & Design and aimed at youth and 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 three year EC-funded project led by IDEA, 2013-2015, 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 and the YMCA all have Development Education elements to their work with young people. For example, the YMCA run a STEP – Support, Training and Enterprise Programme, Fetac Level 4 that includes Intercultural Studies as one of its subjects.

IDEA members active in the Youth Sector

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

4b.(ii) 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.²⁴ 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.'²⁵

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.²⁶ 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 socio-economic 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 modules²⁷ and it is hoped that the availability

²⁴ IDEA Adult and Community Education Working Group, *Towards a Strategy for Development Education in Adult and Community Settings*, 2013.

²⁵ Ibid.

²⁶ Department of Education and Skills & SOLAS, *Further Education and Training Strategy 2014-2019*, 21.

²⁷ DEBATE, *Linking Local to Global: A Development Education Resource for NFQ Level 5 Communications*, 2015.

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 QQI Level 4 course in Local and Global Development and QQI Level 6 training in Global Development, which aims to link 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. LYCS also runs non-accredited workshops on a range of Development Education topics such as 'Globalisation and Inequality' and 'FoodWise: Educating Communities for Healthier People & Planets'. LYCS has produced resources such as 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, through a QQI level 4 module in Local and Global Development Awareness, which engages participants from across Donegal.

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 Comhlámh, a member-led association set up in the 1970s by returned volunteers. Comhlámh 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. Comhlámh coordinates and supports a Code of Good Practice for volunteering sending agencies and also supports a Development Education working group. IDEA members involved in sending volunteers overseas include Nurture Africa, Global Schoolroom, Brighter Communities, 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 supported by over 20 volunteer sending agencies.

Development Perspectives (DP) provides community and adult based Development Education opportunities in Ireland, Europe and in countries of the Global South. In May 2016, DP launched the SDG Challenge, a Development Education Programme for Adults that delivers workshops across Ireland on the Sustainable Development Goals. They are also involved in GELP - Global Education Learning Platform, in partnership with 3 European and 3 African NGOs.

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. Debt and Development Coalition Ireland runs Econowha, an introductory course looking at the role of markets, debt and tax in our global economy from a justice perspective.

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 tackling the causes and consequences of climate change. In November 2017, Stop Climate Chaos collaborated with the Dublin Youth Dance Company to host Dance for Climate Action to highlight the proceedings of the Citizens' Assembly on 'How the State can make Ireland a Leader in tackling Climate Change'. Stop Climate Chaos is comprised of development, environmental, youth and faith based organisations, including a number of IDEA members.

Environmental issues are combined with Development Education in a number of informal courses for adults, such as permaculture workshops held by Cultivate and Carraig Dúlra. These workshops support people to learn sustainable skills and to build connections with the natural world.

Development Education has been brought into the Trade Union Movement through ICTU's Global Solidarity Programme, 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.

IDEA members active in the Adult and Community Sector

- | Afri
- | Age Action Ireland
- | Ballyfermot College of Further Education
- | Carraig Dúlra
- | Change Makers
- | Comhlámh
- | Christian Aid Ireland
- | Cultivate
- | DEBATE
- | Debt and Development Coalition
- | Developmenteducation.ie
- | Development Perspectives
- | EIL Intercultural Learning
- | Friends of the Earth
- | Friends of Londiani – Brighter Communities Worldwide
- | Global Schoolroom
- | Irish Congress of Trade Unions (ICTU)
- | Latin American Solidarity Centre
- | Lourdes Youth & Community Services
- | Nurture Africa
- | SERVE
- | Trócaire
- | Vincentian Lay Missionaries
- | Waterford One World Centre

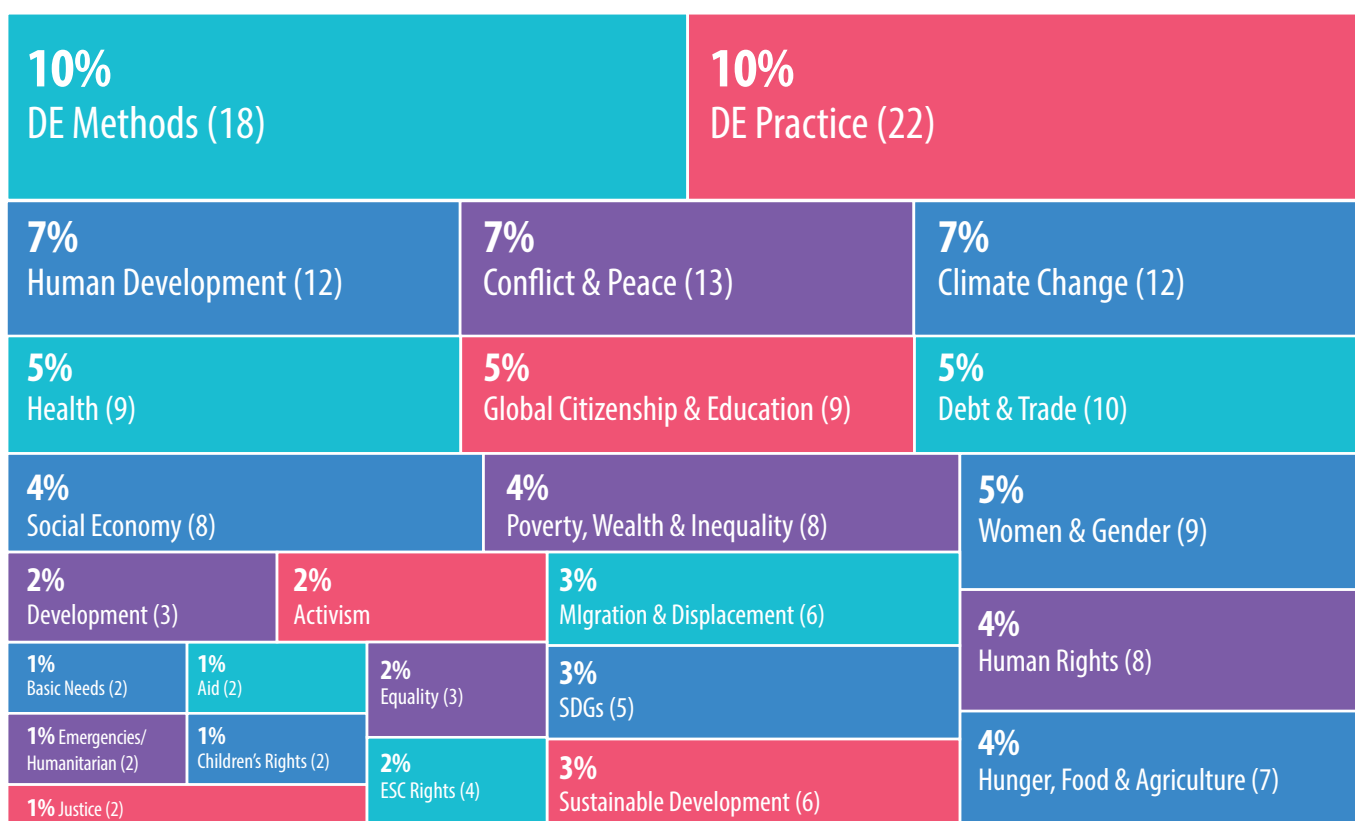
5. DEVELOPMENT EDUCATION RESOURCES

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 ‘Stories of Change’ case studies.

In 2017, it carried out an Audit of Development Education Resources in Ireland 2013–2016. Among the findings were that NGOs are the key providers of Development Education resources with limited but significant resource contributions from educational and community structures and institutions.

Resource Themes



The spread of resources produced across both formal and non-formal education sectors is generally balanced with the non-formal sector accounting for 50% of resources and the formal 47%; the remaining 3% of resources were produced for the Development Education sector itself. The vast majority of resources are available online (89%) and for free (92% of total).

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:

- Doing Development Education Series for Post-Primary Schools (WorldWise Global Schools, 2015)
- Good Practice Tips for Planning an Action Outcome in Development Education (Centre for Global Education, 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)
- Good Practice Guidelines for Development Education in Schools (IDEA Formal Education Working Group, 2013)
- Good Practice Guidelines for Development Education in Volunteering (Comhlámh, 2012)
- Dóchas Code of Conduct on Images and Messages (Dóchas, 2006)
- Going Global: Good Practice Guidelines for Development Education in Youth Work (National Youth Council of Ireland, 2005)

6. 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 leading 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 educators and are therefore funded, indirectly, by the educational institutions in which the educators work.

Irish Aid granted over €2.8 million²⁸ to Development Education projects in 2017. Of this, €1,080,000 was allocated to 30 organisations funded under the 2017 Development Education Annual Grant Scheme. A further €1,783,000 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 2017 to approximately €3.55 million. In addition to this, further Development Education funding is provided by Irish Aid via their Civil Society Programme Grants, which have an optional Development Education component.²⁹

Sectoral Distribution of 2017 Irish Aid Strategic Partners and Annual Grants³⁰

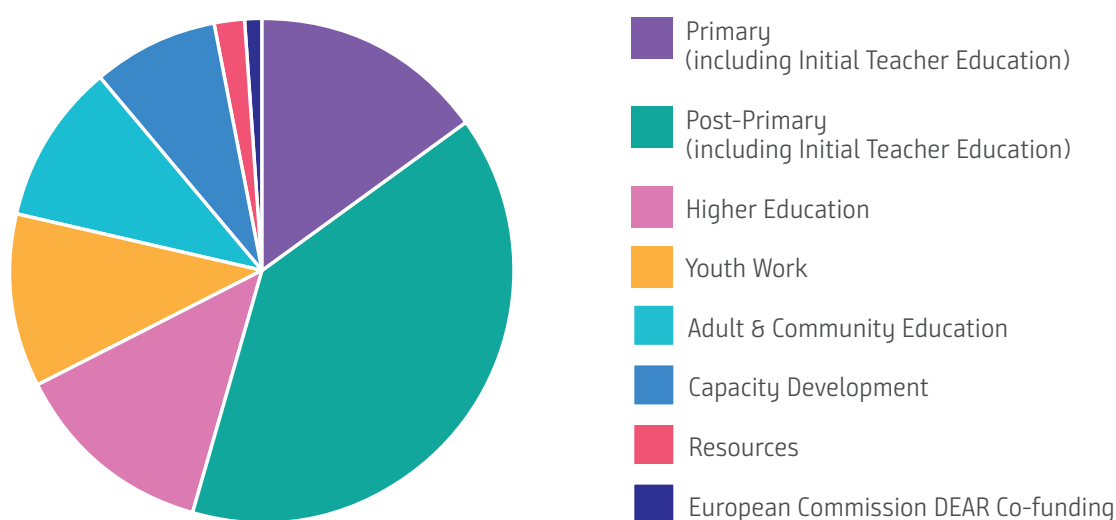
Sector	Spend	% of Total
Primary (including Initial Teacher Education)	431,500.00	15%
Post-Primary (including Initial Teacher Education)	1,121,000.00	39%
Higher Education	385,000.00	13%
Youth Work	310,360.00	11%
Adult & Community Education	294,000.00	10%
Capacity Development	230,000.00	8%
Resources	70,000.00	2%
European Commission DEAR Co-funding	21,140.00	1%
Total	2,863,000.00	100%

²⁸ Irish Aid's Development Education Funding, https://www.irishaid.ie/grants_education.html.

²⁹ For further analysis of Development Education funding see Dóchas, *Irish State Investment in Development Education 2011-2017*.

³⁰ Irish Aid's Development Education Funding, https://www.irishaid.ie/grants_education.html.

Distribution of Irish Aid DE Funding 2017



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.'³¹

Trócaire supports Development Education, campaigning and advocacy throughout Ireland through its Connecting for Impact 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.³²

Through its DEAR (Development Education and Awareness Raising) funding programme the European Commission provides support to Development Education programmes that are pan-European and involve activity in multiple EU member states. Several Irish programmes have participated in DEAR funded programmes, which create additional opportunities for the Irish DE sector to engage with partners across Europe.

³¹ GENE, *Global Education in Ireland*, 2015, 37.

³² Costs for grants distributed by WWGS are included in the Irish Aid allocation to post-primary education, as set out in the table above.

7. PRIORITIES FOR DEVELOPMENT EDUCATION IN IRELAND

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. Development Education is crucial to achieving Ireland's commitment to the Sustainable Development Goals and the aims of its policy for international development One World One Future.

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.”³³

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.”³⁴

The long term goal of the Irish Aid Development Education Strategy is that “through the provision of Development Education, people in Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, inequality, injustice and climate change, inspiring and enabling them to become active global citizens in the creation of a fairer and more sustainable future for all.”³⁵

Strategic support, including institutional support, policy frameworks and financial investment, are essential to deliver the potential of Development Education in Ireland to achieve these aims. Consistent investment and tailored funding structures are necessary to enable innovation and collaboration, cross-sectoral fertilisation of good practice, maintaining expertise, and maximise the impact of Development Education in Ireland.

³³ United Nations Sustainable Development, 'GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', 2015.

³⁴ *One World, One Future Ireland's Policy for International Development*, 2013, 3.

³⁵ *Irish Aid Development Education Strategy 2017-2023*, 22.

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 also needs to be a fundamental part of Ireland's national implementation of the SDGs.

Quality and innovation in Development Education in Ireland requires support. Cross-curricular approaches, combining formal and non-formal education, civil society space, innovation and collaboration are essential for effective Development Education in Ireland.

Development Education should 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.

To achieve this the following must be priorities for the coming years:

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

LIST OF ACRONYMS AND ABBREVIATIONS

CPD	Continuing Professional Development
CSO	Civil Society Organisation
DE	Development Education
DES	Department of Education and Skills
DFAT	Department of Foreign Affairs and Trade
EC	European Commission
ESD	Education for Sustainable Development
ETB	Education and Training Board
GENE	Global Education Network Europe
ITE	Initial Teacher Education
MDGs	Millennium Development Goals
NCCA	National Council for Curriculum and Assessment
NFQ	National Framework of Qualifications
NGO	Non-Governmental Organisation
QQI	Quality and Qualifications Ireland
SDGs	Sustainable Development Goals
WWGS	WorldWide Global Schools

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