



Development
Cooperation
Ireland

DEPARTMENT OF FOREIGN AFFAIRS

Deepening Public Understanding of International Development

development education strategy plan 2003-2005

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development education strategy plan 2003-2005

front cover: Street
children's mural painting
on a bank in Lusaka,
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FOREWORD



It gives me great pleasure to introduce Development Cooperation Ireland's strategy plan for development education for the next three years.

Development Cooperation Ireland, the Government's programme of assistance to developing countries, enjoys a worldwide reputation for effective, high quality aid, which makes a real difference to the lives of the poorest people in the world. The Development Cooperation Ireland programme has as its absolute priority the reduction of poverty, inequality and exclusion in developing countries. To this end the Government has committed increased resources and support for the development programme in the years ahead. The main focus of Development Cooperation Ireland's work is on strategies to reduce poverty through support for sustainable indigenous development in the poorest countries of the world. However, Development Cooperation Ireland also recognises that increased understanding by the public in Ireland of key policy issues relating to poverty and inequality is critical.

As the aid programme expands in the years ahead, the issue of development education will assume an even greater importance in ensuring continued and increased awareness of global and development issues in Ireland.

The Development Cooperation Ireland Strategy Plan for Development Education 2003-2005 charts a course for development education in Ireland over the next three years. The plan sets out a number of key and innovative strategies for the promotion of development education in Ireland. These include research and policy work in relation to curriculum development, teacher education and youth work; the management of a development education grants scheme; and a media challenge fund to promote greater coverage of development issues in the media.

The plan builds on the considerable achievements and contribution of development education practitioners and organisations over the past thirty years. In the process of agreeing the strategy we have consulted with key development education actors and stakeholders, in particular development education organisations, educational organisations and the Department of Education and Science. I would like to thank all those involved for their participation in the process and to assure them that Development Cooperation Ireland is committed to working in continued partnership with them.

The past year has seen considerable change in Development Cooperation Ireland (DCI), formerly Ireland Aid, and in DCI's involvement with development education. In accordance with a recommendation made in the report of the Ireland Aid Review Committee, which was accepted by the Government in March 2002, the functions of the National Committee for Development Education (NCDE), established in 1994 to promote development education, were transferred to a dedicated unit within Development Cooperation Ireland as part of a process of integration between the NCDE and Development Cooperation Ireland. I would like to acknowledge here the valuable contribution of the members of the former National Committee for Development Education. Their work has informed the overall approach to development education set out in this strategy plan.

The report of the Ireland Aid Review Committee also recommended that the new development education unit be supported by an advisory committee appointed by the Minister for Foreign Affairs, whose members would be drawn from the voluntary sector and relevant educational institutions. The Development Education Advisory Committee was established in January 2003. Its role is to offer policy advice to Development Cooperation Ireland on development education and on ways of increasing knowledge and understanding of development issues in Ireland. Under the chairmanship of Dr. Peadar Cremin, the Development Education Advisory Committee has played a vital role in the formulation of this strategy plan. As Minister of State with special responsibility for overseas development assistance, I look forward to working closely with the Committee as the strategy plan is implemented.

Tom Kitt T.D.
Minister of State at the Department of Foreign Affairs,
with special responsibility for Overseas Development Assistance and Human Rights

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LIST OF ACRONYMS

| | |
|---|-------|
| Department of Foreign Affairs | DFA |
| Development Education Advisory Committee | DEAC |
| Non-governmental Development Organisations | NGDOs |
| The National Development Education Grants Committee | NDEGC |
| The Development Education Support Centre | DESC |
| The Development Education Unit | DEU |
| National Committee for Development Education | NCDE |
| The Department of Education and Science | DES |
| The National Council for Curriculum and Assessment | NCCA |
| National Qualifications Authority of Ireland | NQAI |
| Further Education and Training Awards Council | FETAC |
| Higher Education and Training Awards Council | HETAC |
| Development Education for Youth | DEFY |
| Irish Congress of Trade Unions | ICTU |
| National Youth Council of Ireland | NYCI |
| Youth Against Racism and Discrimination | YARD |
| National Adult Learning Council | NALC |
| Lourdes Youth and Community Services | LYCS |
| Leaving Certificate Vocational Programme | LCVP |
| Social, Personal and Health Education | SPHE |
| Social, Environmental and Scientific Education | SESE |
| Civic, Social and Political Education | CSPE |
| Intercultural Education | ICE |
| Anti Racism Education | ARE |
| Human Rights Education | HRE |
| UK Department for International Development | DFID |

1. INTRODUCTION

The Government's White Paper on Foreign Policy, Challenges and Opportunities Abroad (1996), stated that 'it is desirable that a wide range of citizens and organisations continue to engage in debate about aid and development'.

The Strategy Statement of the Department of Foreign Affairs (2001-2003) commits the Department to making 'an effective contribution to lasting poverty reduction and sustainable growth in developing countries through the policy and programmes of Development Cooperation Ireland' and sets out key objectives and strategies towards achieving this. The maintenance of 'an active programme of development education' is one of the strategies outlined.

The recent Report of the Ireland Aid Review Committee outlines new directions for Development Cooperation Ireland policy and reiterates the commitment of the Government to the reduction of poverty as the overarching objective of Development Cooperation Ireland¹. In relation to development education, the report states that 'many development issues are no longer susceptible to action at national level but require global solutions and a global sharing of responsibility'. It states that:

Development education has a crucial role to play in enlarging public understanding of development issues, both global and local. It seeks to challenge attitudes which perpetuate poverty and injustice and, through education, to empower people to act to bring about more equal development. An effective development education system stimulates greater public interest in these issues and contributes to a greater understanding of the underlying causes of poverty and underdevelopment. A spin-off from this process could be greater public awareness of, and support for, the Government's official aid programme.

Development Cooperation Ireland believes that our efforts to tackle poverty and injustice, to promote peace and democracy and to safeguard human rights require action at local and global levels. People in Ireland can contribute to global poverty reduction by challenging policies that perpetuate poverty, by making changes to unsustainable lifestyles and through supporting national and international efforts to reduce poverty and promote development. To achieve change, it is necessary to increase knowledge and understanding of development issues among the Irish public. Development education plays a critical role in this regard. The establishment of a new Development Education Unit in Development Cooperation Ireland, charged with the implementation of a three-year strategy plan for development education, with a dedicated budget, is evidence of Development Cooperation Ireland's continuing commitment to development education.

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

¹ Report of the Ireland Aid Review Committee - A Review of the Development Cooperation Programme of Ireland. February 2002

PRINCIPLES

The key principles, underpinning the Development Cooperation Ireland Programme, will inform and guide our approach to development education:

- It will have as its absolute priority the reduction of poverty, inequality and exclusion in developing countries;
- It will reflect our values as a people, in particular, our commitment to peace, human rights and democracy;
- It will prioritise effectiveness, value for money, transparency and accountability;
- It will incorporate a high degree of partnership with recipient countries and also with the international donor community and NGOs, both at home and abroad;
- It will be based on a holistic approach which combats poverty through a range of coordinated policies;
- It will aim for sustainable development;
- It will strive for policy coherence (internally within the programme, with other aspects of Irish foreign policy, with other Government policies and with other donors and multilateral organisations);
- It will remain completely untied;
- It will incorporate rigorous monitoring and evaluation of the programme's impact, including the setting of clear performance indicators, as well as systematic risk management;
- It will prioritise the objectives of gender equality and environmental protection;
- It will be designed in such a way as to encourage maximum public ownership of and support for the aid programme in Ireland.

2. CONTEXT AND RATIONALE

Development Cooperation Ireland, in this Strategy Plan for Development Education, sets out its priorities and objectives for the three-year period 2003-2005. In particular, Development Cooperation Ireland, through the strategy, aims to target effectively its resources and support for development education.

The strategy plan seeks to build on the considerable experience of, and lessons learned from, development education in Ireland over the past thirty years. In drawing up the plan, Development Cooperation Ireland has drawn extensively on reviews, research and evaluations undertaken in the recent past by both the National Committee for Development Education (NCDE) and other stakeholders in development education in Ireland. It has been informed by developments and changes in education policy in Ireland, in particular the challenges posed by the increasingly multicultural nature of Irish society. In addition the plan is situated within the context of the overarching priorities and objectives of the Development Cooperation Ireland programme.

2.1 Development Landscape

While some progress has been made in recent decades in terms of increased levels of health, education and nutrition for many, the extent and degree of poverty and inequality pose enormous challenges for the governments and peoples of developing countries. They also challenge governments and peoples of the developed world, including Ireland, to devise appropriate response strategies and support mechanisms for poverty reduction. Such strategies and supports need to take account of the rapidly changing global context, and in particular, of the process of globalisation.

In his report to the UN Millennium Summit in 2000, the UN Secretary General said:

'The central challenge we face today is to ensure that globalisation becomes a positive force for all the world's people instead of leaving billions of them behind in squalor. Inclusive globalisation must be based on the great enabling force of the market, but market forces alone will not achieve it. It requires a broader effort to create a shared future, based on our common humanity in all its diversity.'

Development Cooperation Ireland's development cooperation programme is taking place within this increasingly complex context. Poverty reduction is an overarching objective for the programme. The international goals towards poverty reduction, outlined in the Millennium Development Goals, provide an important framework. Priority sectors for intervention by Development Cooperation Ireland include HIV/AIDS, debt, governance, democracy and human rights, conflict prevention and resolution, global refugee flows, trade and overseas development assistance. Cross cutting issues such as gender and environment inform policy and strategies in all of the programmes. Development Cooperation Ireland's development education strategy has been informed by the international context and the approaches and strategies outlined above.

2.2 The Multicultural Nature of Irish Society

This is a critical time for education in Ireland in terms of responding to the challenge of cultural pluralism in our society. As Ireland continues to move towards an increasingly multicultural society, issues central to the principles of development education come to the fore. Research findings from a recent pilot study commissioned by NCDE into the impact of development education in schools indicate that there is still a disturbing tendency towards strongly negative attitudes to developing countries and peoples amongst primary and second level students². Development education can contribute to addressing some of the challenges by offering a development perspective encompassing a local and global approach. This provides learners with a wider frame of reference in understanding the interconnections and interdependence between people here in Ireland and people in other parts of the world.

2.3 Overview of Development Education in Ireland

Development education has a long history in Ireland, beginning in the 1970s with voluntary sector involvement³. The high level of public awareness of development and human rights issues in Ireland, as evidenced by public support for the abolition of apartheid in the 1980s, the collection of over one million signatures for Amnesty International's Campaign for the Declaration of Human Rights, the growing support for debt relief, and, most recently, the public support for the cause of East Timor, is testimony to the effectiveness of organisations and groups involved in promoting development education. Within the Irish education system some progress has been made in integrating a development or global perspective in policies and curricula at both primary and second level.

Today, a wide range of organisations and groups within the voluntary and the education sectors carry out development education in formal and non-formal settings. A recent study, carried out by Dochas, portrays the development education landscape in Ireland⁴. It details the groups and organisations involved, their audiences and the wide range of themes and activities addressed. In particular, the research underscores the experience and high level of commitment of those active in development education.

The lack of secure and adequate funding for development education was highlighted as a serious issue for the sector. Development Cooperation Ireland, the European Union⁵ and NGOs, were identified as the main sources of funding for development education. Some funding is provided by a number of other Government Departments⁶ and a limited amount of funding is available from trusts. However, the study notes the difficulty of agreeing a definitive figure for the total expenditure on development education in Ireland.

The study also highlights a number of serious concerns in relation to capacity issues in the development education sector. They include weak organisational and management capacity, the lack of minimum standards for development education, the lack of in-service training and the lack of models of excellence that could assist others to build their capacities. The report also calls attention to the lack of opportunities for professional development and career paths for professionals in development education. It proposes that 'there is a significant need for capacity building of staff, volunteers, boards and committees to improve development education effectiveness'.

While acknowledging the existence of a small number of networks/coalitions providing support to groups active in development education, the authors conclude that the lack of leadership and coherence within the sector is problematic. They point out that that 'there is no group willing to champion the development education sector'.

² 80:20: Educating and Acting for a Better World and Curriculum Development Unit, Mary Immaculate College, Limerick, Development Education: Assessing the Impact. (2002)

³ In particular church missionary societies and non-governmental development organisations (NGDOs) were to the fore in promoting development education

⁴ Michael Kenny and Siobhan O' Malley. Development Education in Ireland: Challenges and Opportunities for the Future. Dochas Research Report (2002). Dochas is the Association of non-Governmental Development organisations.

⁵ There appears to be a decrease in the number of Irish organisations in receipt of European Union funding for development education

⁶ Dept of Social and Family Affairs, Department of Environment and Local Government

2.4 Involvement of the Department of Foreign Affairs (DFA)

The Irish Government through the Department of Foreign Affairs (DFA) has provided funding for development education activities since the 1970s. More recently it has done so through the National Committee for Development Education (NCDE) which was established in 1994⁷. NCDE's role included policy formulation, research, consultation, evaluation and advocacy.

An external review of the work of NCDE, commissioned by Development Cooperation Ireland in 2001, found that the organisation was perceived predominantly as a funding agency and that its functions and work in research and policy development had low visibility⁸. It recommended that a better balance be found between the development of policies and strategies focussed on priority areas on the one hand and on facilitating and building capacities of NGOs to implement development education activities on the other. It also recommended that closer relationships be established between the Department of Foreign Affairs and the Department of Education and Science.

Following the recommendation of the Report of the Ireland Aid Review Committee, a Development Education Unit within Development Cooperation Ireland was established to deal exclusively with development education issues and to have responsibility for the implementation of a new strategic plan.

The Irish Government provides a significant percentage of the total funding for development education in Ireland. Funding for development education increased from €1.4 million in 1998 to €2.3 million in 2002. Seventy per cent of this funding was typically allocated in the form of grants to development education organisations.

⁷ NCDE assumed responsibilities and mandates from the two previous bodies, the Development Education Support Centre (DESC) and the National Development Education Grants Committee (NDEGC)

⁸ Elna Bering and Janice Foerde. External Review of the National Committee for Development Education, (February 2001)

2.5 Education Policy in Ireland

The White Paper on Education Charting our Education Future (1995) emphasises the need to cultivate an awareness of global issues:

An aim informing policy formulation and educational practice and curriculum development at the different levels will be to create an awareness of global issues, including environment and third world issues. The objectives will be to stimulate a commitment, by individuals and society as a whole to necessary actions to respond to specific crises and equally importantly to search for and promote long-term solutions to underlying problems.

While there is a commitment to a development and global perspective in Irish education policies, the key challenge for development education is to identify the opportunities to translate these policies into concrete learning programmes and outcomes.

Education policy in Ireland, in both the formal and non-formal education sectors, has undergone significant changes in recent years. These changes in relation to the functions and focus of the Department of Education and Science (DES), are reflected in the establishment of new statutory bodies and structures, including the National Council for Curriculum and Assessment (NCCA), the Teaching Council, the National Qualifications Authority of Ireland (NQAI) and, most recently, the Examinations Commission.

These changes will significantly affect the work of Development Cooperation Ireland in its strategy for development education. The existence of a more complex education environment and the interaction between the various statutory bodies charged with implementation of education policy and strategies will require closer cooperation on a number of levels.

3. DEFINITION OF DEVELOPMENT EDUCATION

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

Key Components of Development Education

Development Education

- is concerned with knowledge, ideas and understanding of issues that relate to global poverty and underdevelopment;
- is an educational process based on learner centred and interactive methodologies;
- has a strong values dimension based on a commitment to social justice and human rights;
- is oriented towards action to effect change for a more just and equal world.

4. MISSION STATEMENT

Every person in Ireland will have access to educational opportunities to be aware of and understand their rights and responsibilities as global citizens and their potential to effect change for a more just and equal world.

5. AIM

The aim of Development Cooperation Ireland's development education policy is to support the mainstreaming of development education within education in Ireland and the promotion of greater public awareness and understanding of development issues.

6. OBJECTIVES

Objective 1: To integrate a development education perspective in relevant education policies.

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

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

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

Objective 5: To promote more effective use of communications to increase public understanding of development issues.

Objective 6: To identify and maximise educational opportunities for public engagement with the Development Cooperation Ireland Programme.

Cross Cutting Issues

The following cross cutting issues are important in the achievement of the objectives:

Capacity Building

Central to the achievement of the objectives is the enhancement of capacity of a wide range of organisations, institutions and individuals to support and deliver development education on a sustained basis in formal and non-formal education settings. Organisations and partners will be encouraged and supported in their efforts to address sector specific capacity needs.

Research

Research provides useful baseline information, identifies gaps in provision and informs policy in relation to development education. Development Cooperation Ireland will formulate a research agenda, in consultation with relevant stakeholders, to support the implementation of the objectives outlined, particularly in relation to teacher education, curriculum developments, youth etc. Research can also assist in the development of indicators for development education. Development Cooperation Ireland's ongoing research programme on public attitudes to development issues and development cooperation will inform strategies for future work with the public and specific target groups prioritised in the plan.

Links between Ireland and Developing Countries

Links between groups in Ireland and in developing countries are important mechanisms for enriching mutual understanding with regard to development issues from a local and global perspective. Link building is already a feature of the work of many organisations and groups active in development education. We will work in consultation with relevant organisations to promote links and support good practice in the priority areas identified in the plan.

Development Education From a Global and Justice Perspective

Development education brings a justice and global dimension to education initiatives and can contribute to the challenge of cultural pluralism and racism in our society. It shares similarities in terms of approach, core values and common objectives, with a range of other related educations such as Intercultural Education (ICE), Anti Racism Education (ARE), Multicultural Education and Human Rights Education. We will encourage and support the integration of a global and justice perspective in these programmes and policies.

Education Resources

It is important to ensure the availability of and access to appropriate development education resources, in particular, those that support curricula and education programmes across all sectors of education. In consultation with relevant organisations, Development Cooperation Ireland will develop a policy on sector specific resource production and promotion to support the achievement of the objectives in the strategy plan.

Partnership Approach

Development Cooperation Ireland recognises that many of the achievements in development education are the result of a partnership approach between Government Departments and non-governmental organisations. The aim and objectives of this strategy plan can only be achieved through working in partnership with a wide range of organisations, both statutory and non-statutory. In the first instance, we will seek to build on existing partnerships but will also look to develop new partnerships where appropriate.

Department of Education and Science

Development Cooperation Ireland recognises the central role of the Department of Education and Science (DES), which is charged with overall responsibility for education policy. There already exists a commitment by DES to the incorporation of a development or global perspective in education policy. There has been a long history of cooperation between the Department of Education and Science and Development Cooperation Ireland. We are committed to continuing and deepening the level of engagement with DES.

In addition, we will continue to cooperate and work closely with the National Council for Curriculum and Assessment (NCCA). The function of NCCA, as set out in the Education Act (1998), is to advise the Minister for Education on (i) matters relating to curriculum for early childhood, primary and post-primary schools, and (ii) on the assessment procedures employed in schools and examinations in subjects which are part of the curriculum.

Other important partners in education will include the various support services, such as the Inspectorate, Second Level Support Service, In-Career Development Unit and individual subject and programme support services, Education Centres, curriculum development units, third level colleges, including colleges of education and institutions of further education.

The Voluntary and Community Sector

Organisations in the voluntary and community sector, in particular, are important partners for Development Cooperation Ireland. They play a critical role in the promotion and delivery of development education. These include the NGOs, missionary and religious organisations, solidarity or single-issue groups, specialist development education organisations, youth organisations, one world centres, trade unions and community development organisations.

Objective 1: To integrate a Development Education Perspective in Relevant Education Policies

Development Cooperation Ireland recognises that a commitment to a development or global perspective has been incorporated into existing education policies in Ireland. For example, the White Paper on Education 'Charting our Education Future' (1995) emphasises the need to cultivate in students an awareness of global issues. An important objective for Development Cooperation Ireland will be the continuing promotion of a development education perspective in relevant education policies at national and European levels.

We propose to engage in a structured dialogue with the Department of Education and Science (DES) and the NCCA, with a view to exploring how a development education perspective can be integrated at all levels of educational policy. Examples of areas of relevance are the current reviews of senior and junior cycles, in-career development, whole school planning and the National Qualifications Framework as it applies to adult education, community and youth education. We will undertake and support research aimed at informing and influencing policy in these and other emerging areas of particular relevance to development education.

We will also initiate dialogue with the various Government Departments whose remit covers a development dimension, including the Department of the Environment and Local Government, Department of Justice, Equality and Law Reform, the Department of Community, Rural and Gaeltacht Affairs, the Department of Family and Social Affairs, and the Department of Enterprise, Trade and Employment.

At inter-governmental level we will initiate dialogue with the UK Department for International Development (DFID) with a view to developing a greater mutual understanding of priorities, particularly with regard to support for development education in Northern Ireland. We will also explore opportunities for dialogue with the Northern Ireland Assembly's All Party Group on International Development.

Other opportunities for dialogue and coordination will be sought at European level, both through the European Union and the Council of Europe.

Objective 2: To Integrate and Support the Delivery of Development Education in Selected Areas in the Formal and Non-Formal Education Sectors

Development Cooperation Ireland will prioritise the following selected areas in the formal and non-formal education sectors to ensure a more strategic and coordinated use of resources:

- Teacher Education
- Curriculum Support and Development at Primary and Second Level
- Third Level
- Youth Work
- Community Education

Priorities have been selected on the basis of their potential impact, coherence with national education policies, ability to attract new audiences, their multiplier effect and potential for regional distribution.

Strategies and programmes of work in each of the priority work areas will be drawn up in consultation with relevant organisations. These will inform future funding and support by Development Cooperation Ireland. Stand-alone and once off projects will be evaluated against the criteria and strategies agreed. Appropriate partner organisations will be identified and selected to implement work in the priority work areas. Criteria, such as historical involvement in development education, proven track record and potential for sustainability, will be used in the selection of partners.

Teacher Education

Teacher education is of critical importance in the mainstreaming of a development education perspective within the formal education sector. Development Cooperation Ireland proposes to develop a strategy for effective support for the integration of a development education perspective in teacher education for both initial and in-service training, at primary and second level, in consultation with relevant stakeholders including the Department of Education and Science, colleges of education, university departments of education, support services at primary and second level, Education Centres and development education organisations.

Curriculum Support and Development at Primary and Second Level

We will support initiatives to assist teachers in the mediation and delivery of the curriculum at both primary and second level.

The introduction of the Revised Primary Curriculum in 1999 and the recent introduction of revised syllabi for a number of relevant subjects at second level provide several opportunities for the integration of a development education perspective.

At primary level, we will prioritise subject areas such as Social, Personal and Health Education (SPHE), Arts Education and Social, Environmental and Scientific Education (SESE).

At second level junior cycle, we will focus support on subjects such as Civic, Social and Political Education (CSPE), Geography, and Religion. At senior cycle we propose to undertake a mapping of relevant subject areas for the Established Leaving Certificate and Leaving Certificate Vocational Programme (LCVP).

We will further support curriculum development aimed at the inclusion of a development education perspective. Some possibilities in this area include the potential introduction of social and political education within the Established Leaving Certificate and the School Development Planning Initiative.

The production of dedicated curriculum-based resources and, more importantly, work to promote the inclusion of a development education perspective in prescribed textbooks will be supported.

We will also encourage a schools-based approach involving networks and clusters of schools, on a local or regional basis, aimed at promoting models of good practice within the wider schools system. Development Cooperation Ireland will explore the possibility of introducing a **Schools Award Scheme** aimed at encouraging and acknowledging schools that demonstrate a commitment and interest in development education. Over time, we propose to phase out funding of stand-alone projects in individual schools at primary and second level.

Youth Work

It is important that the high level of interest and support for development issues among young people in Ireland is maintained and supported⁹. The long tradition of development education within the youth sector has benefited from a partnership approach between the youth organisations and non-governmental organisations and a specialised dedicated support structure¹⁰. One World Week provides a national focal point for youth organisations and young people around the country. Development Cooperation Ireland and the National Youth Council of Ireland, in consultation with NGOs, will develop a strategy aimed at mainstreaming development education in a sustainable way in the youth sector which will include the identification of an appropriate partnership model.

Further Education - Community and Adult Education

The publication of the Government's White Paper on Adult Education 2000 Learning for Life is indicative of the changing focus of Ireland's model of educational provision. Lifelong learning is now a driving principle of education policy. New structures, including the National Adult Learning Council (NALC), have been established. We will support the development and delivery of adult education modules that incorporate a development education perspective, which can be replicated throughout a particular sector.

In the area of community education, we propose to support the development and dissemination of models for the mainstreaming of a development education perspective in the community sector taking into account newly emerging strategic structures at national and regional levels.

The establishment of the National Qualifications Authority, and under this, the new bodies of FETAC (Further Education and Training Awards Council) and HETAC (Higher Education and Training Awards Council) afford scope for the accreditation of new training and education initiatives, whether in the formal or non-formal sectors. We will work with the development education sector to explore pathways to increasing accreditation in the delivery of development education.

Third Level

The integration of development education at third level is a necessary prerequisite for support of development education in the formal and non-formal education system. There is already considerable engagement with, and commitment to, development education in many third level institutions¹¹.

Third level institutions can play a critical role in the strengthening of the interface between development studies and development education. They are also ideally placed to undertake research which can support and assist the integration of a development perspective in the priority work areas identified above. In addition they can contribute to the development of professional pathways for development educators and other professionals, for example, those involved in youth and community development work.

Development Cooperation Ireland proposes to continue the ongoing dialogue with third level institutions with a view to establishing how best they can be supported in contributing to the overall strategy outlined.

⁹ Newman and Associates, Consultative Process on Development Education in Youth Organisations NCDE&NYCI (July 2002)

¹⁰ This support structure no longer exists since the demise of Development Education for Youth (DEFY) in 2002.

¹¹ J. Reminyi, An Evolving Agenda: The Role of Tertiary Sector in Development Education in Ireland. NCDE (1999)

Objective 3: To Provide Support to Civil Society Organisations in Ireland to Increase Public Understanding of Development Issues

Development Cooperation Ireland recognises the valuable and unique contribution that civil society organisations in Ireland have made in actively promoting public engagement with development issues.

Most of the achievements in integrating a development education perspective across the education system are directly attributable to their work over the past thirty years. Similarly the high level of awareness of development issues among the Irish public is almost entirely due to the active involvement by a wide number of civil society groups and organisations. These include specialist development education organisations, trade unions, solidarity groups, youth organisations, one world centres, women's and community groups, non-governmental development organisations, church and religious groups and fair trade organisations. Returned development workers, in particular, have been to the fore in many of these organisations in the promotion of development education.

We propose to establish a **Civil Society Development Education Fund** with the aim of supporting civil society organisations that desire to educate and create a greater understanding of development issues among the Irish public. The fund will cover education work over a broad range of development themes and areas, which are in keeping with the principles and definition of development education set out in the Development Cooperation Ireland strategy for development education¹²

Through the Fund we will encourage greater collaboration and mutual learning between civil society groups in Ireland and Northern Ireland who are engaged in development education.

Criteria and guidelines for the Fund will also take into account the wide diversity and range of activities including action and campaigning work arising out of development education.

Objective 4: To Facilitate Capacity Building of the Development Education Sector to Deliver Development Education

The Government's White Paper, *A Framework for Supporting Voluntary Activity and for Developing the Relationship between the State and the Community and Voluntary Sector* acknowledges the value of volunteerism and voluntary activity and the contribution of voluntary organisations in providing channels for the 'active involvement and participation of citizens'¹³.

Development Cooperation Ireland recognises that strengthening the capacity of the development education organisations in the community and voluntary sector is critical to the future sustainability of development education.

Development Cooperation Ireland is committed to supporting and working in partnership with organisations in the sector on the development and implementation of a capacity building strategy that takes into account the diverse needs of organisations. However, we also recognise that the initiative and drive in the development of the strategy needs to come from the sector itself. We wish to establish a structured dialogue with organisations with the aim of establishing the optimum mechanisms for support and funding to assist in the development of such a strategy¹⁴. Once agreed, Development Cooperation Ireland will seek appropriate partner organisations for implementation of the strategy.

In addition, Development Cooperation Ireland will offer specific training opportunities in order to enable organisations to meet the standards required to access funding under the Strategy Plan.

¹² Development Cooperation Ireland will provide support for development education initiatives undertaken by civil society organisations in teacher education, curriculum support and development, youth, community and adult education in accordance with the strategies and policies outlined in Objective 2.

¹³ Dublin: Stationery Office, (2000).

¹⁴ Development Cooperation Ireland is cognisant of and supports the process underway to establish a representative structure and network for development education.

Objective 5: To Promote More Effective Use of Communications to Increase Public Understanding of Development Issues

Public opinion surveys have found that there is a high level of awareness among the Irish public with regard to development and development issues¹⁵. However the level of understanding about the underlying causes of poverty and underdevelopment tends to be much lower. Surveys also confirm that media is the single most important source of information on development issues for the general public.

While the main focus of the development education strategy is aimed at mainstreaming development perspectives within the education system, we also need to take account of the important role of the media in influencing public awareness and understanding. Development Cooperation Ireland proposes to engage proactively with the media in the promotion of greater understanding of development issues.

The ongoing research programme on public attitudes on development issues and development cooperation will inform strategies for future work with the media. We will organise a **Media Challenge Fund** aimed at supporting and encouraging greater coverage by the media of development issues.

The important role of information technology and in particular the website as an educational tool has been recognised by many working in education. The Internet presents exciting opportunities for communication with a wide range of target audiences about development issues. Development Cooperation Ireland will support innovative and creative approaches to using such technologies for communication with educators and the public.

Objective 6: To Identify and Maximise Educational Opportunities for Public Engagement with the Development Cooperation Ireland Programme

The commitment of Development Cooperation Ireland to meeting the international target of 0.7% by the year 2007 will require sustained support from the Irish public. It is important that the public are well informed about development issues and can engage actively and critically with those issues. Development Cooperation Ireland acknowledges the distinctive role of development education and its wider educational remit. While it is not the function of development education to raise awareness of the Development Cooperation Ireland Programme, we believe that there are opportunities to increase synergies between the Development Cooperation Ireland Programme and development education as suggested in the Report of the Ireland Aid Review Committee 'It makes sense to exploit the natural synergies between this work and the Development Cooperation Ireland programme'. We will explore common perspectives and approaches between development awareness and development education that increase public understanding of the role and policy programming issues of the Development Cooperation Ireland Programme. This will contribute to increased engagement with and, ultimately, a greater sense of ownership of, the Programme by the Irish public.

We will identify educational opportunities in both the formal and non-formal education arenas in Ireland where the key development issues, such as HIV/AIDS, gender and agriculture, addressed by the Development Cooperation Ireland Programme in its priority countries can be highlighted. Resource production for curriculum support using case studies based on the experience and lessons from the Development Cooperation Ireland Programme as well as the exploration of links between civil society groups in Ireland and in the priority countries are examples of initiatives that can contribute to increasing awareness and engagement by the public with the Development Cooperation Ireland Programme.

¹⁵ MRBI, Attitudes towards Development Co-operation (Dec 2002)

7. MANAGEMENT AND IMPLEMENTATION

Development Cooperation Ireland will work closely with the development education sector and other potential partners to ensure that they can take advantage of the proposed changes and thereby enhance the effectiveness of their work. The introduction of changes will require careful management and ongoing consultation with the relevant stakeholders as well as good communication. It is envisaged that the changes will be phased in over the period of the plan. The Development Education Unit (DEU) of Development Cooperation Ireland will have responsibility for the implementation of the strategy plan¹⁶. The Unit will draw up a Business Plan based on the aims and objectives of the strategy detailing clear outcomes and performance indicators as well as activity plans and timescales for the implementation of activities. Needs analysis will be undertaken and appropriate skills training offered to the staff in the new unit.

8. DEVELOPMENT EDUCATION ADVISORY COMMITTEE (DEAC)

A Development Education Advisory Committee (DEAC) has been appointed by the Minister for Foreign Affairs. The overall role of the Committee is to offer policy advice to the Minister for Foreign Affairs and Development Cooperation Ireland on development education and its role within the Development Cooperation Ireland Programme of Development Cooperation. The main tasks of the DEAC are:

- 1) To furnish advice to the Minister for Foreign Affairs and Development Cooperation Ireland on policy matters and on strategies for the promotion of development education.
- 2) To oversee reviews and evaluations of development education activities.
- 3) To manage an annual consultation forum on development education.

The Development Education Unit in Development Cooperation Ireland provides support to the DEAC in all of the above activities.

9. RESOURCES

Development Cooperation Ireland is committed to sustaining the level of funding for development education in the short to medium term and increasing it in the longer term.

Funding will be allocated according to the priorities and criteria set out in the strategic plan. It is anticipated that the percentage of funding allocated to the priority areas outlined in Objective 2 will increase over the course of the plan.

A range of funding mechanisms, including **Partnership Funds, Challenge Funds, a Civil Society Development Education Fund and a Capacity Building Fund** will be developed and disbursed in accordance with the objectives of the plan. In developing such mechanisms, we will work to ensure coherence with other Development Cooperation Ireland funding procedures. Guidelines and criteria for each funding mechanism will be developed and will take into account quality, cost effectiveness and the impact of initiatives. Grant levels for each funding mechanism will be reviewed with a view to their strategic impact. Where appropriate, we will explore mechanisms whereby intermediary-funding arrangements can be put in place to support certain types of initiatives.

A **Grants Advisory Committee** will be established to make recommendations on grant allocations to the Minister of State at the Department of Foreign Affairs (with Special Responsibility for Overseas Development and Human Rights). Membership of the advisory committee will include representatives of Development Cooperation Ireland, the Department of Education and Science, the NCCA and an independent consultant.

10. MONITORING AND EVALUATION

The unit will draw up an annual business plan and will monitor progress towards the achievement of objectives on a six monthly basis. Development Cooperation Ireland will provide regular updates on the progress towards implementation of the plan to the DEAC on request. An evaluation will be carried out on completion of the plan.

¹⁶ The Unit is a sub-section within the Domestic and Eastern Europe Section of the Development Cooperation Directorate of the Department of Foreign Affairs.

APPENDIX 1

Members of the Development Cooperation Ireland Development Education Advisory Committee (DEAC) 2003-2004

Dr. Peadar Cremin Chairperson
Mr. Michael Doorly
Ms. June Barry
Fr. PJ Gormley
Ms. Jacqui Harrison
Ms. Alisa Keane
Mr. Peter Johnson
Mr. Robert Kirkpatrick
Rev. Sahr Yambasu
Ms. Morina O'Neill

APPENDIX 2

Written Submissions to Development Cooperation Ireland: Draft Strategy Plan for Development Education

Kerry Action for Development Education (KADE)
Centre for Development Studies, UCD
World Development Centre, Waterford
Galway One World Centre
National Youth Council of Ireland (NYCI)
Centre for Adult and Community Education, NUI Maynooth
Department of Education, NUI Maynooth
Development Studies Centre, Kimmage Manor
Education Dept, St. Patrick's College, Drumcondra
80:20: Educating and Acting for a Better World
Lourdes Youth and Community Services (L.Y.C.S)
Comhlámh : Irish Association of Development Workers
Banulacht
Roland Tormey
One World Centre for Northern Ireland
Development Education Task Group
Dochas
Concern
Mary Immaculate College, Limerick
Irish Congress of Trade Unions (ICTU)
Children in Crossfire
Just Forests

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