

INDEX

Issue 29 / April 2011



Irish Newsletter for Development
Education Exchange



Ricardo Levins Morales, <http://www.rimarts.com/>

Based on slogan popularized by South African disability rights and youth activists.

Editorial

Can education change the world? Development Education encourages people to identify the changes needed to end poverty and injustice, and to find ways to bring these about, both as individuals and working with others.

Over the last few months we have seen dramatic political changes in the Middle East and North Africa. Ordinary people in Egypt, Tunisia, Yemen, and other countries took to the streets, asserting their right as citizens and taking non-violent action for change. Here in Ireland, how are educators empowering people to realise their own agency and to take action on local and global issues?

In this issue Alice Cutler shares ideas from popular education in the UK and reminds us of the need to understand how changes such as those in Tunisia really came about. Aidan Clifford and Geraldine Swinton look at formal and non-formal citizenship education aimed at youth.

The issue also highlights some areas where educators need to take action themselves. Cathleen O'Neill argues that educators have to defend their right to provide education that supports learners' transformation and not just prepare people to enter the labour market.

In addition Peter Lydon reviews DDCI's educational resource *How The World Works*, we look at how to use political cartoons, and we have news, upcoming courses and events from the sector.

***"Either way, change will come.
It could be bloody, or it could be
beautiful. It depends on us"***

Arundhati Roy



IDEA supports the production of INDEX in line with its mission to advance the Development Education sector through capacity building and networking.

Contents

Why we need popular education <i>By Alice Cutler</i>	3
Are Post Primary schools doing enough to develop active democratic citizens? <i>By Aidan Clifford</i>	5
Learning to name worlds, the lived experience of adult education <i>By Cathleen O'Neill</i>	7
INDEX Links: Dev Ed courses & events	8
EU Corner & International Dates	10
IDEA Corner	11
Dev Ed news, funding, & resources	12
Belfast YMCA Youth in Government <i>By Geraldine Stinton</i>	13
Using political cartoons in Development Education	14
Resource Review: How the World Works <i>By Peter Lydon</i>	15

Index www.comhlamh.org

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What is Development Education?

Development Education is a process which seeks to generate changes in values and attitudes both at the individual and collective level, with an eye to a fairer world in which resources and power are fairly shared in a spirit of respect for human dignity (ACODEV - Belgium).

Editorial committee: Ali Leahy (Comhlámh), Jenna Coriddi (CGE), Aoife McTernan (Trócaire), Elaine Mahon (NYCI), Mbemba Jabbi (Africa Centre), Eimear McNally (IDEA).

Please contact info@comhlamh.org to comment or to contribute to future issues. Visit www.comhlamh.org to read INDEX online.

Why we need popular education

By Alice Cutler, *Trapeze Popular Education Collective*,
<http://trapeze.clearerchannel.org/>

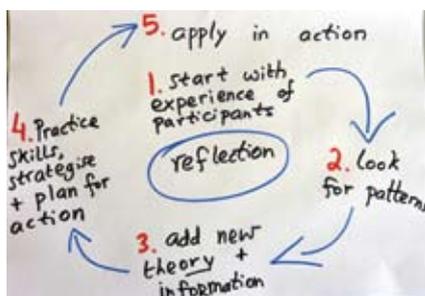
“It is a farce to affirm that men (sic) are people and thus should be free yet do nothing tangible to make this affirmation a reality.”

- Paulo Freire.

In recent months, I'm sure many of us have been asking ourselves why, when the high price of the 2008 financial crisis is being borne by people who absolutely did not cause it, we are not seeing greater resistance. Even the Governor of the Bank of England, Mervyn King said recently that he was, "...surprised that the degree of public anger has not been greater than it has."¹

There are, of course, multiple answers to this question. Disempowerment, a sense that things cannot be changed, distraction, apathy, or a desire to keep your head down, are all possibilities. I would also add a competitive and individualised education system. In this issue, educators will share their ideas on how as educators we can overcome these barriers and work in ways that foster a belief amongst learners that it is possible (and necessary) for them to get involved in shaping their communities, their country and the world they live in.

So how can the way we teach achieve this? While I don't pretend to have any easy answers to this, I think that popular education is key. In its simplest form I would define this as participatory education that is intrinsically connected to taking action on the issues under discussion in a cycle of



Learners at Action for ESOL demo in Bristol on 24.3.2011.
Credit: David Mirzoeff

action and reflection.

In Trapeze, the collective that I have been working with since 2004, we have based our understanding of popular education on Freirean ideas. *Pedagogy of the Oppressed* emerged from a context of the oppression of landless, illiterate, rural poor, but has been adapted to many settings and continues to provide insight. The aim is to link the individual's issue to a critical understanding of the structural causes and then to develop a collective response.

In Trapeze we have developed six principles to convey our understanding of popular education:

1. A commitment to transformation and freedom.
2. Always starting from daily realities.
3. Learning our own histories not his-story.
4. Learning together as equals and showing solidarity.
5. Aiming to get out of the classroom, literally and figuratively.
6. To inspire social change by linking directly to real examples of social action.²

In popular education, the most fundamental principle is about the action coming from the participants themselves. It is vital then that tools for social organisation are taught. An exciting project I have been recently involved with, the Reflect ESOL (English for speakers of other languages, www.reflectaction.org.uk) project, puts this idea into practice by linking literacy classes to positive social transformation. Currently ESOL classrooms are under attack from funding cuts. In response Reflect practitioners are using the classroom as a place for teachers and students to defend their rights by developing tools, carrying out trainings, and getting involved in the Action for ESOL campaign³. In this way they have organised an action that directly responds to the concerns of both the teachers and the students.

Adapted from Freirean models of language and literacy, the project is also exciting because in bringing an approach from the Global South to the UK it reverses the usual flow of 'development'. In this, it fits well into the aim of Action Aid in

London, where it is based, to “take sides with poor people to end poverty and injustice together.”

The Reflect methods are not only politically powerful but research from LLU+ at Southbank University has also shown that they are also very effective for learning a language. Language is not just presented in fixed phrases to be put in the brains of learners but is co-developed through dialogue. The tools provide a way to systematically record the points of a discussion and the language created through creative visuals. These are then used for deeper analysis. This shows how political organising can enhance the quality of education.



“Our apparent freedom to choose between political parties can feel like a choice between Pepsi and Coke.”

For many teachers, educators or NGO employees in the Global North this may ring alarm bells about a lack of neutrality, it not being appropriate to do political campaigning in the classroom and fears about funding. Whilst these are by no means unimportant concerns, I argue that to negotiate these barriers we must re-conceptualise what we mean by political action and education. As a popular educator from the US explains: “In [the USA], there has been a kind of separation between organizing and education. But, when I see different models, like how the Zapatistas organized or how folks in Africa organize, there is no separation. I think a lot of that is based on a culture of democracy that is not the same in the United States.”⁴

In 2011, there is a widespread feeling that our European democratic system is deficient. Some are frustrated with the powerful corporate lobbyists or the influence of unelected international financial institutions. Others feel that our political system can neither respond to local issues nor meet long term challenges such as climate change. Our apparent freedom to choose between political parties can feel like a choice between Pepsi and Coke. The root causes of many of the issues we face do not seem to be up for discussion. Broken promises and continuing corruption all lead to low voter turnout. Modern representative democracy has been described as a form of political adolescence; we give our power away to elected representatives.

Meeting contemporary social and environmental challenges will require a broad level of participation rather than reliance on a few experts, activists or elected representatives. Popular education is an important step towards achieving this aim. I argue that we need more directly democratic and participatory political

systems where we are directly involved in determining the decisions that most affect us, and those delegated to carry out actions can be recalled if they break their promises or don't follow their mandate. Education is an integral part of creating these systems. This requires developing collective values of equality as well as skills in accountability and taking responsibility.

An example of this is SALTA – ‘Latinos Taking Action for Environmental Health’ which began in 1995 in a low-income Latino community in San Diego. The basic premise is to build from what the participants already know about their neighbourhoods. Participants learn about toxic chemicals by looking at common household products. They then move on to industrial pollution and to learning the political and regulatory framework. In the same way, they are asked to make personal changes to reduce their own use of toxic chemicals before demanding change by industry and government. Within two years, SALTA had led a successful campaign to shut down a major source of toxic air pollution and establish a policy to prohibit this type of operation in the area.

This is just one of countless examples worldwide that we can use to learn from ordinary people organising to defend their rights. I believe that it is politically powerful when we work towards equality, accountability and personal responsibility in our education work, and learn from taking action together and reflecting on our actions. What is often hidden from view is that powerful social movements have often been preceded by long processes of popular education to build capacity beforehand. From the Freedom Schools in the USA who trained young black people who went on to become key figures in the civil rights movements, to the recent training collectives in non-violent resistance that were working for years before the recent Egyptian revolution.

It is a powerful lesson indeed if we can embed in our teaching the idea that ordinary people, given a good range of options, can determine a dignified and fair future. As the US artist/activist Ricardo Levins Morales so eloquently puts it:

“If you give me a fish you have fed me for a day. If you teach me to fish then you have fed me until the river is contaminated or the shoreline is seized. But if you teach me to organise then whatever the challenge I can join together with my peers and we will fashion the solution.”

www.reflectaction.org.uk

1. www.guardian.co.uk/business/2011/mar/01/mervyn-king-blames-banks-cuts
2. Read more about these on our website or in downloadable PDF of our book chapter, www.trapeze.org under resources, Ch.7/8
3. <http://actionforesol.org>
4. Dan Horowitz de Garcia a program director at Project South.

Are Post Primary schools doing enough to develop active democratic citizens?

By Aidan Clifford, Director, Curriculum Development Unit, www.curriculum.ie.

The challenges caused by globalisation, governance, debt, sustainable development and climate change have made people more aware of how necessary, but also how difficult, it is to engage with our democratic system. The value and usefulness of our democratic processes and structures are under review. At all levels of society including that of the Council of Europe and the European Union there is a renewed debate on citizenship and the agency of the citizen. At the time of great debate it is prescient to ask ourselves how effective is the formal secondary education system in the development of active democratic citizens?

Speaking about the Junior Certificate subject Civic, Social and Political Education (CSPE) in 2000 Kathleen Lynch said “To be deprived of understanding of how the social and political world actually works is seriously disempowering ... The absence of social science education circumscribes peoples’ choices as political actors in society; when people are ignorant of how social and political institutions actually operate, and of the importance of political engagement and its potential for change, they feel alienated and detached from these institutions. ... This seriously undermines democracy as it seriously undermines the range of interests and types of people that engage in politics.”

At the heart of CSPE is the sense of a just society. The idea of young people working to create a just society is as radical now as it was in 1994 when CSPE was first introduced in the Junior Cycle. Building on the Social Personal and Health Education (SPHE) and the Social Environmental and Scientific Education (SESE) areas of the Primary curriculum, CSPE investigates, at a local and global level, the seven concepts of rights and responsibilities, human dignity, stewardship, development, democracy, law, and interdependence. CSPE calls into question how we are currently organised, what values are and where are we going as a society. It actively promotes the idea that students should take action to address their concerns. CSPE brings about a sense of belonging to and critical engagement with community at local, national and international levels.

Underlying the broad area of citizenship education are approaches to teaching and learning based on active and democratic methodologies that take into account the students’ own life experiences. For example, in many schools Transition Year (TY) is a time where students are

provided with innovative, self-directed and collaborative learning experiences. They have opportunities to explore in greater detail many of the themes associated with civic and political education such as human rights, equality, poverty, intercultural understanding and so on. Students can participate in the Young Social Innovators events, explore other cultures, and initiate action at a local community level.

“To be deprived of understanding of how the social and political world actually works is seriously disempowering.”

The CSPE support service for teachers has played an important role in the development of new forms of democratic dialogue applicable across the whole school. Since 2006 a Student Council support service has assisted school managements, students and teachers to set up and develop student councils in the post primary sector. Student Councils are one of the few ways that young people can engage in democratic processes. The potential for their further development is huge.

In addition national and international governmental and non-governmental organisations have developed excellent resources and innovative projects that complement the students’ citizenship experience and ensure a balance between the local and global issues (see <http://cspe.slss.ie>). The role of these organisations should not be underestimated. They ensure that citizenship studies remain vital, relevant, contemporary and creative. They provide a space for teachers to explore novel cross curricular and subject centred approaches that have often impacted on the mainstream.

Other worthwhile developments include the forty five hour modules of study, “Transition Units”, introduced by the National Council for Curriculum Assessment (NCCA) as part of the review of Senior Cycle. Sample units are available at www.ncca.ie.

Bearing all of this in mind, and given that all students are now obliged to take CSPE, to what degree are young

people in the post primary sector actually realising their own power to engage with civic and democratic structures? The democratic process is not just about being free to discuss. It is also about being listened to and having real power in decision making.

The unfortunate fact is that the time given to CSPE is but a fraction of that given to other Junior Cycle subjects; just 70 hours over three years. Not every school offers Transition Year and not every Transition Year offers a place to every student or has a significant civic and citizenship component. Despite great strides by student councils in providing students with a voice, students' ability to actually influence decisions on matters such as teaching, learning and assessment is limited. While Comhairle and Dáil na nÓg are useful forums for a very select number of students, the availability and access for the majority of students to other democratic spaces is limited. School issues such as the high turnover of CSPE teachers and a timetable structure that is not conducive to out of school activities are also challenges.

“Active democratic participation is increasingly becoming a necessity for the social and economic wellbeing of our society.”

Given these constraints, the most we could expect is that students have a good awareness of civic knowledge and a basic understanding of the language used to discuss political, social and civic issues. However forms of active civic engagement and democratic participation are less developed, putting at risk the active element of citizenship education.

This is evidenced in the recent International Civic and Citizenship Study (ICCS) 2011 report for Ireland published by the Education Research Centre. Out of the 36 fully participating countries, Ireland was ranked 7th on civic knowledge but the findings show that “student achievement in civic knowledge may be less equitably distributed” and that there is “a relatively high achievement difference between schools”.

Compared to the international average, 14 and 15 year olds in Ireland have greater trust in schools and the Garda Síochána, but have significantly less trust in both the national government and the media. Interestingly they have “a markedly lower level of participation in community activities” and a “very significantly lower score on the students' perception on their influence on decisions about school”.

The ICCS database and the Report for Ireland on the survey carried out in 2009 also point out ways for us to improve civic and citizenship education and indicate fundamental ways we can improve our education system.

If we believe that education is a lifelong process of

developing and realising human potential, then we must recognise that it involves the exploration of what it means to be human within an interdependent biosphere. Essentially we are social beings so education is about the nature and quality of the relationships we have with ourselves, with others, and with the natural and constructed world. Through the expression of these interconnecting relationships we create meaning, shape our identities, develop skills and, carry out social, political and economic activities. The quality of these relationships profoundly affects learning, and deeply influences the development, nurturing and flourishing of human life.

Citizenship as the unfolding relationship between the individual, the state, and society is an important pillar in the curriculum. That is why news that the proposed new Leaving Certificate subject Politics and Society was approved by the National Council for Curriculum and Assessment (NCCA) Council on the 24th March 2011, should be welcomed as a significant step on the way towards its implementation in schools. Hundreds of young students participated in a focused consultation on the new subject. It is hoped that Politics and Society while having solid academic foundation, will also be based on democratic deliberation and the development of practical skills students need to truly engage in a meaningful way. The subject, which has practical value both in the private and public sphere, will need to be taken up by a large population of students across different school types to ensure all sectors of society benefit.

Active democratic participation is increasingly becoming a necessity for the social and economic wellbeing of our society. New social networking technologies are opening up more direct forms of democratic dialogue. At a local and global level, dealing with the economic turmoil and climate change will require significant democratic engagement by well informed citizens. Education for active democratic citizenship is an unfolding process requiring on-going support in three areas, firstly building teacher capacity, secondly the development of new methodologies and resources, and finally the development of new forums to enable democratic participation by students.



Students from St Declans Community College, Waterford who presented their project “Child Executions – we need a solution” at the 2011 Young Social Innovators Speak Out in Cork City Hall. Credit: Derek Speirs.

Learning to name worlds, the lived experience of adult education

By Cathleen O'Neill, Kilbarrack Community Development Project, www.kilbarrackcdp.com.

I love learning and I totally believe that adult and community education can offer possibilities to people in local communities. My own community experiences poverty and inequality. We have experienced three decades of unemployment. Yet, this community also offered me and hundreds of local people the chance to become involved in second chance education. In a positive sense the community and the people have grown in tandem over the past 30 years.

This education transformed me in small yet subtle ways and began to transform aspects of our community. Freire, feminism, and experiential learning led to a bolder, more confident woman, spurred on by the belief she could affect social change and who saw adult education as the means for achieving some of these goals, both as a student and as a provider of education. It was inspiring to experience the heady years of the 80's and 90's, when adult and community education was flourishing in working class areas, and being designed and delivered by radical working class women.

Having moved from my initial goal to learn more about grammar (a safe option for a nervous learner) I now occupy a key position in the community by providing a continuum of lifelong learning. As manager of a Community Development Project (CDP) I am responsible for a community crèche, I directly manage 3 after school groups, and I am a director of the Kilbarrack Youth Project which works with 90 teenagers. The CDP also provides educational services for the over 60's.

Lifelong learning and equality for me is not just about naming words but naming worlds; respecting the learner and their lived experience as individuals, and also as a group or community. Actions and initiatives for equality in education took up most of our early years as an education group in Kilbarrack. This included conversations with educators about the portrayal or betrayal of social class in educational materials. We pointed out the absence of working class representation and culture. These early forays into community activism led to my need to understand the theory and constructs of equality. There

is still the need for further action and discussion on these issues and a good place to learn about them is in the work of Kathleen Lynch and John Baker in UCD in the School of Social Justice (www.ucd.ie/socialjustice).

“I fear that fewer and fewer people can access learning for the sake of learning...”

The key activism that I feel is needed now is to maintain the transformative aspect of adult education. Freire maintains that the struggle for equality and social justice must include the most oppressed in society realising their ability to transform society. I fear that this key ingredient of any educational initiative is being swallowed up in the race to become credentialised. I fear that fewer and fewer people can access learning for the sake of learning, or be supported to explore their own potential or that of their community through adult and community groups, without the need for accreditation.

At the moment we see an increased level of state direction and influence in the activities and promotion of adult education and accreditation. Along with increased state influence comes also a neoliberal agenda, where fitting people into a free market economic model becomes the most important aim of any educational activity. That agenda, if left unchallenged, will continue to seep into our social, cultural, and political systems and force them to bow to the labour markets. We need to protect adult and community education. One way those who provide education can challenge this agenda is by ensuring that they don't value credentials over experiential learning and education for its own sake as a tool for transformation.

Those of us working in community education projects already know that we are working in 'conditional development'. By this I mean that instead of working for with local people in education or community development as determined by local needs, we are increasingly being steered to follow the service plan of the state and the labour market. Don't let this happen to adult education.

Courses

Promises

This short interactive six week course from Palestine Education provides an introduction to human rights, media and campaigning. It encourages empathy with the victims of human rights violations, and equips participants with the knowledge, skills and confidence to become local and global advocates for human rights.

Date: Tuesday evenings,
10 May – 28 June

Venue: The Irish Aid Centre,
O'Connell St. Dublin 1

Fee: €100 or €75 for students and
unwaged

Contact: The course will also run in
Peace House, Lisburn Road, Belfast
12th May from 7-9pm. For more
information or to book a place contact
palestineeducation@gmail.com.

Community Resilience Trainers Course

Exploring the art of sustainability and how you can help your community adapt and thrive in these challenging times.

Dublin: 14 - 15 April, €150, Central
Hotel, visit www.cultivate.ie, phone
01 674 5773

Cloughjordan: 6 - 8 May,
€250(Residential), phone 0505 56060.
For both courses Members 20% off
and free to the unemployed.

One-to-One Advisory Sessions

Thinking of volunteering? Finding it hard to make a decision? Want to know more about the options available? 20 minute appointments are available with Comhlámh staff to talk through options for volunteering for global development. Booking is essential.

Dates: Various 24 March - 5 May

Venue: Irish Aid Volunteering Centre,
O'Connell Street, Dublin 1

Contact: Phone Stephanie on
01-4783490 or at
volops@comhlamh.org

DTalk CoursesDevelopment

The Development Training and Learning at Kimmage (Dtalk) programme aims to promote a

culture of learning and knowledge sharing within the Irish international development sector. DTalk

provide a wide range of courses in development-related themes.
Introduction to the Dóchas Code of Conduct on the Use of Images and Messages: 16 May

Applying the Dóchas Code of Conduct on the use of Images and Messages: 17 May

EU Proposal Development: 14 June
Climate Change and Development – Impacts and Responses: 15 June

Working With The Media: 21 June
Advocacy and Policy Influencing: 29 August

Supporting Southern Advocacy:
14 September

Outcome Mapping: 20 September

Venue: Development Studies Centre,
Kimmage, Dublin 12

Contact: Visit www.dtalk.ie/courses/scheduled/calendar/

The Kimmage Development Studies Centre (KDSC) invites

applications for the following HETAC accredited programmes, commencing September:

MA/Post Graduate Diploma in Development Studies and MA in Drylands Policy and Climate Change Adaptation by 31 May.

BA Degree in Development Studies by 22 July.

Contact: Visit www.kimmagedsc.ie,
email info@kimmagedsc.ie or call 01 406 4386.

Introduction to Sustainable Development

This course is a FETAC Accredited Module - L5. It develops an understanding of concepts such as sustainability, quality of life, sustainable communities and carrying capacity. It builds awareness of the links between the environment, society and the economy, education for sustainable development and develops skills of analysis (auditing). Learners facilitate a workshop on an environmental issue of their choice incorporating education for sustainable development methodologies, carry out a project on the life cycle analysis of a product

and complete a group project on developing a sustainable community. ECO-UNESCO also runs this course for groups on request.

Dates: 10-Week Course: Thursday
6:30pm - 9pm. 28 April - 14 July.

Intensive Course: Friday 2 – 7:30pm
and Saturdays 10am – 7pm. 8-9
April; 6-7 May; 29-30 July; 26-27
August

Venue: ECO-UNESCO @ The
Greenhouse, 17 St Andrew Street,
Dublin 2. Also available in Cork, Sligo
and Tipperary.

Cost: €200 - €240

Contact: Email training@ecounesco.ie
or phone 01 662 5491

Diploma in Non-Formal Guidance

In association with the Centre for Adult Continuing Education (CACE) this NUI Diploma in Non-Formal Guidance is a two-year, part-time adult education course. It is designed to enhance the personal development of participants and increase their awareness of their own responses and attitudes to others, with particular emphasis on attitudes of young people.

Venue: UCC, Cork

Contact: Jacqueline at Cork City
Partnership on 021 430 2310 or
email jdaly@partnershipcork.ie.
Visit www.corkcitypartnership.ie

Exploring Africa

This course introduces the continent's contribution towards human civilisation and the richness of its culture and resources. It takes a closer look at peace and conflict, and its political and global connections. It will also consider the colonial impact on the continent and examine how the image of Africa has been portrayed both in the past and to this present day as well as dealing with ingrained perceptions and stereotypes held of its people.

Date: Thursday 5 May – Saturday 7
May 9.30am – 4.00pm

Venue: DTALK, Kimmage
Development Studies Centre

Contact: Rebecca, phone
(01) 8656951, or email
rebecca@africacentre.ie.

Events

Millennium Development Goals Lecture Series

Trinity College Dublin's lecture series is open to the public and free to attend. On April 21st Charles Akelyira, the United Nations Millennium Campaign for Africa discusses *10 years of the MDGs: Progress and Remaining Challenges*.

Time: 7-8.30pm

Venue: Ui Chadhain Lecture Theatre, (2041b) Ground Floor, Arts Building, TCD

Contact: Visit www.tcd.ie/Economics/DevelopmentStudies, e-mail mdglect@tcd.ie or phone 086-8442641

Harvesting hope in an African village

Multi-media exhibition about the power and promise of science for African smallholder farmers.

Venue: The Irish Aid Volunteering and Information Centre, Findlater House, 27-31 Upper O'Connell Street, Dublin 1

Date: Until 31 May

Contact: Email irishaidcentre@dfa.ie, or visit www.irishaid.gov.ie/centre

Young Environmentalist Awards

ECO-UNESCO's all-Ireland environmental awards programme recognises and rewards young people who raise environmental awareness and improve the environment.

Date: The Showcase and Awards ceremony is on 18 May

Contact: Visit www.ecounesco.ie

Talking Africa

The Africa Centre's new radio programme, Talking Africa, can be heard on Near FM (90.3FM) or live on their website at www.near.ie. The first show was broadcast on Tuesday 22nd March at 3.30pm. A programme on aid effectiveness from an African perspective was broadcast the second week of April. The myths and realities of migration from an African perspective will be broadcast in mid May.

Palestine Education launch

Palestine Education is an exciting new development education initiative which aims to provide up to date, relevant and reliable information to those wishing to understand the roots and realities of the Israel-Palestine conflict. The initiative includes a six week course which aims to provide an introduction to human rights, media and campaigning as well as individual presentations and tailor made programmes.

Date: 5 May, 2pm

Venue: Irish Aid Centre, O'Connell St. Dublin 1

Contact: Email palestineeducation@gmail.com

Dóchas AGM and Conference

The AGM, from 9.15 am – 1 pm, is open to Dóchas members. The Conference, from 2 – 5.30 pm, looks at *Guaranteed Irish? Examining what Irish Organisations bring to International Development*. Dóchas wants to encourage Irish development actors to reflect on what it is that makes them effective development actors by examining a range of key issues. Registration is vital.

Date: 5 May, 9.15am – 5.30pm

Venue: Wood Quay Venue, Dublin

Contact: Visit www.dochas.ie/guaranteed_irish, email anna@dochas.ie for the AGM or email conference.organiser@dochas.ie for the conference.

Medium and Message – Visual Campaigning in the Digital Era

This workshop is targeted at NGO and international development staff looking to gain practical insight into creating and distributing powerful, visually driven campaigns and those who are implementing or considering ethical codes of visual conduct in their organisation.

Date: 5 May

Venue: UCD campus, Belfield, Dublin 4

Contact: Visit www.ucd.ie/photoconflict/conferences/mediuandmessage or email caitlin.patrick@ucd.ie

Re-imagining Learning: Curriculum integration in the early secondary years

This two-day conference is by Educate Together in partnership with the NCCA and the University of Limerick. It will explore current ideas for innovation in second-level education, focusing in particular on more integrated, relevant and applied approaches to delivering the curriculum.

Date: 13 - 14 May

Contact: Visit www.educatetogether.ie/press-releases/2010/12/upcoming-conference-re-imagining-learning.

Claiming our Future Ideas - Income Inequality

This National Discussion will provide participants with an opportunity to share their ideas on reducing income inequality. At the first Claiming Our Future event (RDS, Dublin, October 2010) this was one of the eight policy priorities identified.

Date: 28 May, 11 am – 5.30 pm

Venue: Bailey Allen Hall, NUI Galway

Contact: Visit www.claimingourfuture.ie.

4th Galway African Film Festival

Visit the website <http://galwayafricanfilmfestival.wordpress.com> for more details and for music and video clips including *Dégagé* (Leave), a warning to all those that refuse to relinquish power.

Date: 20 – 22 May (TBC)

Venue: Nuns Island Theatre Galway

Contact: Phone 091 530590, email admin@galwayowc.org, or visit www.galwayowc.org.

Engaging the Public

This National Seminar organised by the Dóchas Development Education Group and DEEEP aims at strengthening the capacities of NGOs to raise awareness, educate and mobilise the European public for world-wide poverty eradication and social inclusion.

Date: 2 June

Venue: Dublin city centre (venue, TBC)

EU Corner

New DEEP website

The DEEP website has been reshaped and refreshed. Some new features, such as the online platform for the Development Education Summer School and the webconferences have been introduced. An online library is being finalised that will give you access to a number of Development Education and Awareness Raising related documents in just one click. Visit www.deep.org to enjoy the new website. Your suggestions and comments are welcome, so email c.tripepito@deep.org.

European Youth Meeting for Sustainable Development 2011

The European Youth Meeting for Sustainable Development 2011 will be held in Estonia July 19 - 24. Organised by a committee from 10 countries (UK, France, Holland, Italy, Belgium, Estonia, Latvia, Moldova, Turkey and Russia) and partners from 17 countries, it looks at youth involvement in ensuring sustainable development. Contact info@sscw.ee or visit www.eym2011.eu/ for more information.

International Journal of Development Education and Global Learning

This international journal is an academic response to the increased public and educational interest in learning and understanding about the wider world. It critically explores international development issues so as to help people develop the practical skills and confidence to make positive changes, both locally and globally. For more information visit www.trentham-books.co.uk/acatalog/International_Journal_on_Development_Education_and_Global_Learning.html or email Doug Bourn at d.bourn@ioe.ac.uk.

Critical Literacy: Theories and Practices

This journal publishes articles related to practices and theoretical discussions of critical literacy based on a wide range of perspectives. It is published online twice a year at www.criticalliteracyjournal.org.

NGOs Public Engagement

Two recent reports from the UK have looked at development NGOs and how they engage with the public. Download *Common Cause: the case for working with our cultural values* at http://assets.wwf.org.uk/downloads/common_cause_report.pdf. Information on *Finding Frames: New ways to engage the UK public in global poverty* can be found at <http://enabler.org.uk/documents/3/1/finding-frames-new-ways-to-engage-the-uk-public-in-global-poverty>

State of the World's Children

UNICEF's "*The State of the World's Children 2011: Adolescence - An Age of Opportunity*" report outlines the challenges faced in health, education, protection, and participation; and explores the risks and vulnerabilities

of this stage in life. It also stresses the need to invest in the world's adolescents to break entrenched cycles of poverty and inequity. www.unicef.org.uk/Documents/Publication-pdfs/sowc2011.pdf.

100 Places to Remember Before they Disappear

Available as books, exhibitions, posters, postcards, calendars and TV-spots, this site features 100 photographs from one hundred different places around the world in risk of disappearing or seriously threatened by climate change. Taken by some of the world's best photographers, all the places are based on reports from UN's Intergovernmental Panel on Climate Change. Visit www.100places.com/en/

Dates to remember

21 May Cultural Diversity for Dialogue and Development

Development isn't just about saving lives, it's about protecting culture, community, and dignity. This day provides an opportunity to deepen our understanding of the value of cultural diversity. The Critical Literacy in Global Citizenship Education resource pack enables educators to focus on the crucial relationship between culture and development and can be downloaded from www.osdemethodology.org.uk/. Find out more about the work of groups supporting Travellers' rights at www.pavepoint.ie and www.itmtrav.ie.

22 May Biological Diversity

2011 is not only the European Year of Volunteering, it is also the International Year of Forests. This day looks at the importance of forests which provide food, medicine, and livelihoods, as well as protecting soil condition and animal habitats. It is a good opportunity to plant a tree or start a garden. Visit www.cbd.int/idb/ to read more. In Ireland Seedsavers (www.irishseedsavers.ie), Afri (www.afri.ie) and GM free Ireland (www.gmfreeireland.org) work to ensure that Ireland continues to grow a diversity of organic and indigenous crops to ensure food security and to tackle climate change.

4 June Innocent Children Victims of Aggression

Violence and abuse against children may take place anywhere: at home, at school, on the streets. It happens in every country in the world and cuts across all social, cultural, religious and ethnic lines. You can find activities to discuss global conflicts at <http://www.developmenteducation.ie/teachers-and-educators/transition-year/>

IDEA Corner

IDEA is an association of organisations and individuals involved in the provision, promotion or advancement of Dev Ed throughout the island of Ireland. www.ideaonline.ie



Beyond 2015: Learning for Global Partnership, Mini-Summit

IDEA's learning programme "Beyond 2015; Learning for Global Partnership" reached its mid-way point at the beginning of March with a four-day Mini-Summit. Our two Global Educators for the programme, Roberto Bissio and Peggy Antrobus visited Dublin and engaged in focus group meetings with participants and representatives of their organizations, advocacy meetings with groups of participants and a public seminar attended by approximately 60 people.

The Mini-Summit was a great success, with participants able to share the challenges and successes of their development education work with Roberto and Peggy. It was also an opportunity to learn about Peggy and Roberto's perspectives on the MDGs, based on their many decades of involvement in development. Peggy Antrobus is an economist and organiser, and has worked in development for over 40 years. Roberto, originally a journalist, is director of Instituto del Tercer Mundo and coordinator of Social Watch. You can learn all about them and the Beyond 2015 programme on our website: www.ideaonline.ie/content/beyond-2015-public-seminar
The programme was funded by Trócaire with additional support from Irish Aid.



Photo 1: L-R Patsy Toland (IDEA Chairperson/ Self Help Africa), Heidi Holden (IDEA), Matthias Fiedler (IDEA) Roberto Bissio, Peggy Antrobus and Eimear McNally (IDEA)
Photo 2: L-R Matthias Fiedler, Peggy Antrobus and Roberto Bissio. Credits: IDEA.



Photos: Above Left: Participants in a focus group meeting during the Mini-Summit. Left: Peggy Antrobus discussing with participants during a focus group meeting. Right: Roberto Bissio in conversation with Diarmuid O'Brien of Ballyfermot College of Further Education.

2011 RECENT EVENTS!

1st April Planning For Impact Assessment

IDEA Learning Series

With Gladys Swanton of Community Evaluation Northern Ireland. This one-day training introduced participants to outcomes-based planning and helped them to develop indicators of success that are appropriate to development education.

There will be follow-up events on the same theme, including a further training and a webinar.

IDEA WORKING GROUPS

Following a call to all members in February, IDEA has formed a number of new working and task groups, listed below. If you are an IDEA member and interested in one of these, contact us to find out how you can join.

Working Groups:

1. Formal Education
2. Communications
3. Research in DE
4. Regional (non-Dublin)
5. Minorities

Task Groups:

1. Irish Aid DE Thematic Review
2. Impact and Effectiveness of DE

DATE FOR YOUR DIARY!

17th June

IDEA annual conference

Keynote: Sylvia Borren (Greenpeace Netherlands)

IDEA's Annual Conference takes place on the 17th June. The venue is the Wood Quay Space in Dublin's Civic Offices. This year the conference will focus on Ireland's formal education system, making the case for a global citizenship perspective at all levels of formal education.

To register or find out more contact Eimear in IDEA

Email eimear@ideaonline.ie,
Call 01 6618831

Funding

If you are interested in developing common projects with organisations in other European countries you can search for a partner on TRIALOG's website which supports NGOs across the EU in getting into contact with each other. Visit www.trialog.or.at and select 'Joint Projects'.

News

The Future of Irish Politics

Throughout Ireland many feel that now is the time for a new politics focused on the common good and want to come together to create a more equal, inclusive and sustainable Ireland. In the North check out Platform for Change at www.platformforchange.net and in the Republic find out about Claiming our Future at www.claimingourfuture.ie.

Possibilities Social Forum

During April SpunOut Afri and Children in Crossfire held an event looking at how to create spaces for dialogue, reflection and action in awakening our power to overcome the problems of today and to realise the real possibilities in front of us. Visit <http://possibilities.ie> to find out more

The Taste of Freedom

Latin America Week, an annual programme of educational, cultural and campaigning events on issues relating to culture, social, political, civil and economic rights in Latin America, was held in April. It focused on *Taste of Freedom – Growing Alternatives to the Food Crisis*. Visit www.lasc.ie, email info@lasc.ie, or call 01 6760435 to find out more.

Learning Local, Thinking Global

Clare VEC Adult Education Service and Irish Aid held to promote development education in Adult and Further Education conference in Limerick on April 8th. To learn more visit www.claredeal.ie/news or email kquinn@clarevec.ie.

Resources

NYCI Development Education library open and available to all!

This collection of books, activity packs, reports, publications and videos/dvds include issues related to global justice and youth work. They can be lent to anywhere on the island of Ireland free of charge. Visit www.youthdeved.ie.

Illegitimate Debt

DDCI's new publication outlines lessons from the global debt justice movement in responding to debt crises, provides a background to the Irish EU-IMF loans, and offers recommendations. Available at www.debtireland.org/images/documents/illegitimate_debt.pdf.

The Lives We Live

This photopack by 80:20 looks at Women and Human Development in Zambia through a series of issues and debates. It contains 32 photos from Zambia, but the issues in the pack can easily be made relevant to women's lives worldwide, and in Ireland. Contact info@8020.ie.

Empathy is Cheap

The Jesuit Journal Studies asks how to make Ireland a caring society. Published quarterly it examines Irish social, political, cultural and economic issues in the light of Christian values. Phone 01 4987372 or visit www.studiesirishreview.ie.

Professionalisation and Deradicalisation of Development Education

Focusing on this theme, Issue 12 of the Centre for Global Education's journal, *Policy & Practice: A Development Education Review*, has been published and is now available online. The articles can be accessed at www.developmenteducationreview.com/issue12.

Mama Panya's Pancakes Story Sack

Education for a Just World, a new partnership between Trócaire and the CHRCE, St Patrick's College, has launched its first educational resource. Aimed at pre-school educators and Infant class teachers, the Sack is built

around the colourful children's story set in Kenya. Developed in consultation with educators and early education experts, it contains a programme of learning experiences designed to introduce children aged 3 to 6 years to concepts such as fairness and interdependence, near and far, similarity and difference and another perspective in a global context. With a puppet, songs, a CD and photographs, the sack provides an example of how education for a just world can begin in pre-school educational settings. For more information please contact Rowan Oberman, email Rowan.Oberman@spd.dcu.ie, phone 01 8842060.

Social Justice Documentaries

The Channel 4 BRITDOC Foundation's online initiative, www.Goodfilm.org, matches the best in social justice documentaries to the NGOs and campaigners who can use them to effect positive change. Any NGO can use the site for free, create a profile and have films recommended that match their areas of interest.

The Activist's Handbook: A Guide to Activism on Global Issues

This new book from the Centre for Global Education looks at examples of long-standing engagement by individuals in activism on global issues. It features case studies of organisations and social movements in the global North and global South which have engaged in activism on global issues. It carries organisational profiles of 50 organisations in Ireland which support advocacy, education and activism on global issues. It costs £5.00 / €6.00 and can be ordered by emailing info@centreforgloaleducation.com.

Focus Action for Global Justice

The spring issue of Comhlámh's development issues magazine focuses on global trade and includes articles from members and volunteers on trade in Haiti, the new scramble for Africa, the pros and cons of Charity Gifts, and the importance of South-South Trade. Free to download at www.comhlamh.org/media-publications-comhlamh-media-and-publications-focus-magazine.html. To get involved with its production and distribution email fleachta@comhlamh.org.

Belfast YMCA Youth in Government

By Geraldine Stinton, Belfast YMCA, www.belfast-ymca.org.

Why?
“Well nobody really knows what will happen, but thanks to the Youth in Government programme, I hold the knowledge that I can make a difference in something that I truly believe in. Without the YMCA, I’d still be the shy teenager who thought that her voice couldn’t be heard anywhere but in a conversation with her friends. Youth in Government gave me the support I needed to be what I want to be and stand up for my beliefs” - YiG Participant.

How?

In response to events in our city, Belfast YMCA established a Youth in Government (YiG) programme ten years ago. We take young people on a journey that introduces them to the processes of political and civic life addressing issues around big topics such as responsibility, community relations and leadership. An intensive schedule of weekly events, meetings with politicians, conferences, residentials, committee debates, research projects and presentations culminates with a model assembly at Stormont where the young people argue and debate in Stormont chambers on day to day issues such as segregated education or the war in Iraq.

“The facilitation often pushed our ideas helping us to develop a much better understanding of our opinion. This even helped me to see where I get my opinions from” - YiG Participant.

What?

Our experiences are that most young people care about the world they are growing up in and the people in it. Those who join our programme are keen to be proactive. We encourage that enthusiasm by providing opportunities for them to reflect on their values and beliefs, and to act with confidence. They discuss issues such as communication, identity, history, justice, victims, political parties and ideologies, voting systems, and campaigning.

For us success is the young people’s growth and development. The programme’s success is due to the commitment from the YMCA, the staff and volunteers and the young people involved, and because of the following ideologies:

We can make a difference

When one person is proactive a shift happens not just to them but to others around them. YiG enables young people



Photo: Belfast YMCA Youth in Government participants meet and greet Northern Ireland politicians – Steven Agnew, Green Party, Niall Donnelly, Sinn Fein, Basil McCrea, Ulster Unionist Party and Anna Lo Alliance. The politicians are flanked by YiG staff Tracey Seawright and Sian O’Neill and surrounded by YiG young participants. Credit: Chris Flack.

in their knowledge to believe they can make a difference.
“Never doubt that a small group of thoughtful committed citizens can change the world: indeed it is the only thing that ever has.” - Margaret Mead.

Young people are creators and doers

The programme promotes an awareness of current political issues and provides young people with a space and an opportunity to think through political processes and their own beliefs, attitudes and values. It enables them to clarify some of their deeply held beliefs and provides opportunities for them to become active in doing something collectively or as individuals. For example some young people have become members of Youth Councils or have become peer educators in their schools and among their friends around issues of community relations.
“It has inspired me to help others better understand people, for example with friends who have slightly prejudiced views which are completely crazy. as well as to help in my local football and problems wrongly associated with it.” - YiG Participant.

Diversity is part of Life

Young people have the potential to be far more at ease with diversity than we may sometimes assume. Through the group work processes of discussion and experiential learning the programme builds a trust that helps create respect for the beliefs and positions of others. The young people amaze us with the journey they take in understanding that someone else can hold an equally strong yet opposing view point.
“Because of the variety of young people in the group it was useful to hear viewpoints that are perhaps difficult to listen to, especially coming from people who I got along with that I would never have met before.” - YiG Participant.

We’ve got to like it and have fun

Because we remember and learn more from positive and enjoyable experiences YiG uses many fun and enjoyable methods of imparting learning.
“Youth in Government was an awesome experience which is greatly enjoyable to take part in. It’s a fantastic way to make new friends with people you may not usually talk to.” - YiG Participant.

Using political cartoons in development education

Political cartoons can, at their best, sum up some very complex issues, different viewpoints, and some of the contradictions that are a real part of many situations. They can make links between issues, which may turn them inside out. They will often provide the stimulus to stop and think, or to look at an issue sideways on or from a new point of view.

Cartoons have a number of distinct advantages as a stimulus to group discussion about issues. They often contain a lot of information yet can be assimilated quite quickly. It is possible for people with a range of knowledge of the issues (or none at all) to respond to the same stimulus and for the discussion to reflect their level of experience.

Although many of the cartoons you might use as a stimulus will be quite explicit in the main issues they raise, they are at the very same time very open ended. They provide a way to explore, discuss and debate ideas and opinions in order to encourage

people to make up their own minds. They provide an opportunity for each learner to identify and explore the aspects that they find most important.

A key element that cartoons bring to a discussion is humour. Laughter is important, but humour can also disarm us of our assumptions and help us to look afresh at something. They enable us to laugh at ourselves, and our involvement, individually and as a society, in often, desperate situations.

The learning skills that can be developed by using materials such as cartoons include:

- Making careful observations;
- Acquiring information from a particular cartoon or set of cartoons;
- Analysing and evaluating information;
- Relating one's own views to those in the cartoons;
- Recognising the value of different interpretations;
- Empathising with the people and

situations portrayed;

- Forming links between different ideas and cartoons.

This information about cartoons has been adapted from <http://www.developmenteducation.ie/teachers-and-educators/using-resources/cartoons.html>. The following activity and many more can be viewed on the website.

Reading a cartoon: Ask small groups to look closely at the detail:

1. What is the cartoon saying?
2. What different interpretations of the cartoon might there be?
3. What symbols are used?
4. Who are the characters?
5. What is suggested about the context of the cartoon?

Bring the groups together to share their discussions but try to steer the discussion away from the issues that arise and, instead, try to concentrate on how each individual 'reads' the cartoon.



'Political dialogue'
Credit: José Antonio Gutiérrez.



'A very popular president'
Credit: José Antonio Gutiérrez.



'Land for the peasants'
Credit: José Antonio Gutiérrez.

How The World Works

Review by Peter Lydon, President, Association of Geography Teachers of Ireland

The Debt and Development Coalition Ireland (DDCI) have produced an excellent, practical resource for teaching development issues. The quality of the publication with its accompanying CD speaks volumes for the care taken when producing the resource. Arranged over 75 pages are ideas, resources, and practical teaching methodologies which are highly varied and guaranteed to stimulate and inspire students.

The title of the resource says it all. It aims to help students develop their understanding of the causes of global inequality and how individuals can promote change through simple actions. The resource treats the issue of development holistically, examining each relevant area to help inform a broader world view of development.

The resource is aimed at Transition Year students however, there is such a wealth of material here that teachers will find themselves dipping into it for Junior and Senior Cycle classes. As it is aimed at Transition Year, the text opens with a description of the resource using the standard NCCA TY unit descriptor. Teachers will find this useful for planning how to use the resource in the classroom and in assessing students.

There are four parts to this unit. Part 1 opens with a Table Quiz which provides a light introduction to the unit and promotes student interest in the course material. It also acts as a 'pre-test' of student knowledge. This is useful for assessing their attainment later on.

The main component of assessment is a journal which students write up at the end of each part of the unit. This is a valuable form of assessment

which, when accompanied by organising questions, can greatly assist students in developing their own informed views of development issues.

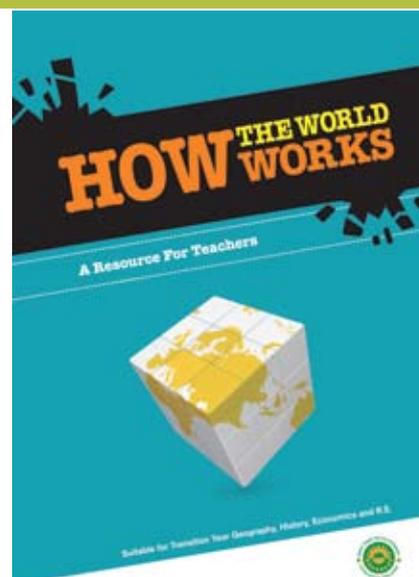
“...there is such a wealth of material here that teachers will find themselves dipping into it for Junior and Senior Cycle classes.”

Part 1 addresses photographs, cartoons and maps as tools for representing the developing world. Students will be prompted to think critically about how they and the media portray the Global South.

Part 2 examines the causes and consequences of inequality using a variety of materials. There are several games including the 'Ranking Game' where students examine the importance of different contributing factors to global poverty, and the 'Trading Game'.

One game I tried in class with senior students uses cards held by developing countries to represent how many basic workers' rights they are willing to forego in return for securing investment from multinational corporations. This was a lot of fun but the more serious undertones were not missed. Only one developing country was prepared to hold on to 'toilet breaks' having given up union membership!

There is also some poetry which provides a nice cross-curricular opportunity within the unit. Part 2 is particularly useful in providing an understanding of the origins of the debt problem. Other topics



addressed include trade, investment and aid.

Assessment for this part of the unit includes a mini-project. This form of assessment appeals to all ability levels. Exceptionally Able students can use the opportunity to delve deeper into some of the material covered in the unit. It is accompanied by the 'Planning Clock', a fantastic pupil-oriented project management tool for organising the mini-project. Some 'source sheets' for projects are included which offer suggestions for project work.

Part 3 is concise and asks student to examine values in political and economic decisions. This is excellent preparation for Part 4 which challenges students to think about how they can effect the kinds of changes needed to lessen inequality. The glossary at the back ensures that students have access to the language of development. The resource is accompanied by a CD of images, cartoons and video.

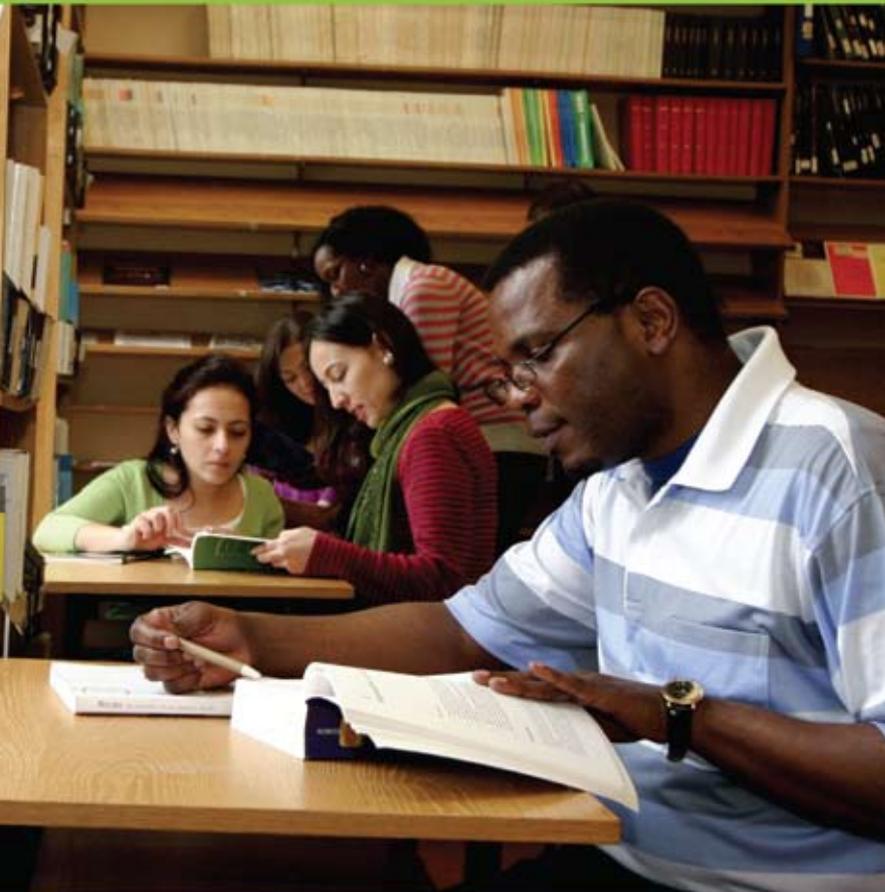
All told, *How The World Works* provides not just an invaluable module for delivery in Transition Year, but in fact a model of how a course should be resourced, accompanied by methodologies of teaching and assessment.

Contact the Debt and Development Coalition by phoning (01) 6174835 or download a copy at www.debtireland.org.

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