

Development Education In The Classroom

Welcome to Issue Four of INDEX, the Irish Newsletter for Development Education Exchange. In this issue, we look at some of the Development Education activity which is taking place within the in the formal education sector, from a number of different perspectives.

Paolo Freire, when he was talking about education stated that 'Education must be either liberating or domesticating...and students have the right to know what our political dream is. They are then free to accept it, reject it or modify it. Our task is not to impose our dreams on them, but to challenge them to have their own dreams, to define their choices, not just to critically assume them'.

In many ways, he would probably look at parts of the formal curriculum with some pleasure today. The evolution of CSPE and Citizenship Education for example, with its strong emphasis on critical examination and action is but one place where students are encouraged not to accept the dreams of others but rather to define and shape their own. New areas of the primary curriculum also support such a dynamic and engaging approach. In many ways the very essence of development education has found its way to the heart of a number of subject areas.

In this issue Maria Barry looks at the story of success of Civic, Social and Political Education (CSPE), while Rosalind Duke takes a critical look at the impact of the discourse of Development Education generally in the secondary school curriculum. Brian Ruane writes about a Cross Border Primary Human Rights Initiative, and John McCusker explores the opportunities provided by the new Local and Global Citizenship programme in the Northern Ireland curriculum.

The Development Education Exchange in Europe Project organized a Development Education summer school in 2003 in partnership with the Portugese NGDO Marques de Valle Flor Institute, with a focus Development Education in the formal education system and Ana Isabel Castanheira reports on this.

The ambitious new Development and Intercultural Education project, DICE, was launched in Dublin in December. DICE aims to integrate development and intercultural education into initial primary teacher education. Barbara Gill's article informs us about the genesis of and hopes for the project. You can also read one participant's experience of the challenge of the intercultural classroom.

Also inside are a review of the human rights education resource, Lift Off, and information about the useful new website, www.developmenteducationireland.org, along with news of Development Education courses and events.

The deadline for the next edition of INDEX is 31st March. If you have any news or upcoming events which you'd like us to highlight, please send them to us by then. We would appreciate your feedback on this issue, or the newsletter in general, to index@comhlamh.org. The newsletter is intended to serve as a communications tool for the Development Education sector, and so we encourage you to use it for this purpose.

We are updating the INDEX Contacts List, to be published in May. If the contact details for your organization have changed, or you are a Development Education organization or group which would like to be included, please contact us at index@comhlamh.org

www.comhlamh.org/index

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The views expressed in individual articles are those of the author and do not necessarily reflect the views of organisations to which they are affiliated, the editorial committee or Comhlámh.

The INDEX editorial committee, which plans the content of the newsletter, welcomes your ideas on further themes for INDEX.

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Global Issues within CSPE

Maria Barry looks at the story of the success of Civic, Social and Political Education (CSPE), with a view to challenges for the future.

MUCH OF THE CURRENT DEBATE SURROUNDING the challenges and opportunities for Development Education in Ireland continues to be dominated by actors from the non-formal and NGO sectors and their concerns. The result is a somewhat distorted image of the status and progress of development education in Ireland. This article highlights the global issues dimension of the CSPE course as a story of success, and evidence that development education has a vibrant presence within the formal sector in Ireland.

The Junior Certificate and CSPE

As part of a research project I examined the Junior Certificate subject CSPE as a development education tool within the formal sector. The introduction of CSPE aimed to contribute to the moral development of the person and to prepare the students for the responsibilities of citizenship at local, national and global levels. The pedagogical methods used have proved noteworthy for development education. New and more interactive styles of teaching were much more closely aligned to the basic principles of development education. To this extent, the emphasis was now on a more cross-curricular, student-centred approach where the enhancement of skills and a dual focus on both process and content were advocated.

The evolution of CSPE in 1997 as a compulsory examination subject at junior level marked a watershed in the history of development education within the formal sector at post primary level. Here, development education had found its true companion. Development educators were heavily involved in lobbying for a subject which would reflect the principles of their discipline. They were instrumental in the design and evolution of what finally became CSPE. At the core of the syllabus lies what is central to development education doctrine – the goal of preparing students for ‘active participatory citizenship’ (NCCA 1996: 2). The establishment of CSPE as an examination subject has accorded development education a higher status within the post-primary system and prepared the way for further advancement in the future.

Established now for 6 years, it is timely to examine the extent to which CSPE has achieved its objectives. While CSPE has a number of foci at local, national and global levels, this study is concentrated on the global issues element of the course. Global issues here are taken to include Human Rights, Poverty, Third World Debt, Refugees, Child Labour, Fair Trade, War and Conflict and an examination of the international institution, the United Nations (UN).

Research findings

Research for this particular study (Barry 2002 ‘A Descriptive Analysis of the Role of Development Education in Ireland: A Case Study of Global Issues in the Civic, Social & Political Education (CSPE) Classroom’) was carried out amongst a small number of teachers (5) and student groups (10 groups of 10 = 100) from a variety of geographical areas and school types. The responses of the students surveyed were to a large extent overwhelmingly positive in terms of their interest in global issues.

- » 98% of those surveyed stated that it is ‘important/very important’ to study global issues.
- » Almost 67% cited global issues as the most interesting section of the CSPE course.
- » About 56% of the students stated that global issues were discussed a ‘fair bit’ in class.
- » In addition, 60% of the students stated that their attitudes towards the developing world had changed as a result of their CSPE studies. Here it is important to note that when examining the students’ views on changes in attitudes one must be cognisant of their age and stage of development. Those who did choose to express their opinion on this however did so with a significant insight and understanding of the issues. The following quotes give a flavour:
‘I am more aware of the problems and so would try and do my best to do my bit for an Equal World’
‘I know we are partly at fault for it and we are not doing enough to help’
‘There is a lot of injustice in the world’.

A further positive point to recognise is the strong sense of coherence between the responses of both teachers and the students. The interviews with the teachers were more detailed and enhanced the insights acquired from the students, particularly with reference to the action element of the course discussed below. The findings of this research show that the discussion of global issues occurs frequently when they arise as a topical or current issue. Consequently the challenge is there to the producers of resources to be as up-to-date as possible and move with the demands of the teachers and their students. However one must be mindful not to adopt a journalistic or day-by-day approach. This is a challenge for those



Photograph courtesy of Trócaire

who do provide such a service to CSPE, particularly the NGO sector.

Taking Action

Despite these positive views, there was a striking disparity between this and the number of action projects carried out on a global issue.

- » 55% of all the students surveyed did not complete an Action Project on a global issue.
- » Out of the eight schools that responded to the survey, only three completed an Action Project with a global dimension*.

A number of questions arise here. What are the reasons behind this disparity? Is the discussion and exploration of a global issue enough to create active global citizens? Fundamentally, is there a perpetual feeling among us that we are somehow powerless in the face of the many challenges which confront the developing world today and that ultimately it is the responsibility of governments, the UN and other international organisations?

The responses of the teachers, instrumental in the final choice of action project, highlight a number of reasons for the disparity between discussion and action. Firstly, they refer to the difficulty in actively engaging their students on a global issue. They explained this in terms of their students desire to literally witness the results of their efforts. Secondly, some suggested that while students reacted strongly in an emotive and positive way, their preferences for action projects based on local or national issues suggest that many believe that their ability to have an input into global matters is beyond their realm. To counter this, NGOs and those involved in development work, particularly campaigns work, can play a key role. The work of these organisations affords students a real possibility of seeing and understanding how their actions have helped to bring about change. Examples of successful campaigns in the past can also be a great motivator

At this stage one must also ask what kind of action is desirable? Taking action is an integral component of both development education and CSPE. Indeed, it is one of the strongest unifying elements linking both fields. Therefore, for development education and its principles to firmly establish themselves within CSPE this issue must be addressed.

Partnership

Increasing and strengthening partnership between the formal, non-formal and NGO sectors is a step towards avoiding such a polarisation between discussion and exploration and action. As original pioneers of development education in Ireland, both the non-formal and NGO sectors have much to offer in terms of expertise and knowledge. Trócaire's strategic involvement with the formal sector stands as a good example of effective partnership in this domain in terms of involvement in related curriculum development, providing in-service training support, collaboration with Department of Education bodies, the production of teacher and student resources and the funding of the CDU's Human Rights project. Partnership is also needed within the Department of Foreign Affairs and the Department of Education and Science. The importance of policy coherence must be recognised so as to give development education within CSPE and the formal sector in general a stronger voice and a greater impact.

Conclusion

The major findings of this research are positive and encouraging for the future of CSPE. This survey shows that when global issues are discussed in class, awareness is increased and in some cases attitudes are enhanced and changed. Nevertheless, it must be noted that some key areas still need to be addressed, most notably:

- » The lack of concise, practical and relevant information available to CSPE teachers on development issues.
- » The need for the dissemination of information on relevant development education resources and a mark of their quality.
- » The failure of global issues, despite rating as the most popular area of CSPE, to figure strongly as a choice of Action Project.
- » The workload of the subject. Getting to grips with complex global development issues is indeed substantial for a subject which is viewed by many teachers as an 'add-on'

Finally, it is important to note that the success of CSPE very much depends on how it is managed from a schools' perspective and support from the Department of Education. Nevertheless, herein too lie a number of key challenges pertinent to development educators outside of the formal sector. How are we to nurture and expand the dedication and commitment to global issues, as illustrated above, so as to ensure the continued vibrancy and further expansion of development education within CSPE and within the formal sector?

* These included a fundraising action for Afghanistan, a guest speaker from Malawi and an action project on Refugees.

Maria Barry works as an Education Officer for Trocaire with particular responsibility for CSPE

Development Education Summer School 2003

Ana Isabel Castanheira, who works with the Portuguese NGDO Marquês de Valle Flôr Institute, reports back on the Summer School 2003 (in November) which focused on Development Education in the Formal Education system.

AFTER A TWO YEAR BREAK, THE SUMMER School returned. The 2003 Summer School was held in Peniche, Portugal, from the 27th October till 2nd November. During the week, nearly 120 representatives from different parts of the Globe got together to discuss "The Role of Development Education in the Formal Education System".

The event aimed at contributing to the development of better practices in the promotion of Development Education within the formal education system, through the analysis of a variety of experiences from different countries and by providing adequate tools for its effective implementation in the participants' specific working contexts.

The objectives were:

- » To get to know different national practices regarding the articulation between Development Education and the Formal Education system;
- » To understand "school" as a concept involving the community and as an agent of Development Education;
- » To reflect on the relationship between NGDOs and Schools;
- » To share, assess and compare existing practices/experiences of Development Education within school milieu, seeking to define possible conceptual frameworks for the relationship;
- » To develop understanding and skills in delivering grass-roots Development Education particularly within the formal education system, defining keys for further national and European support strategies;
- » To strengthen the Development Education network in Europe;
- » To produce a reference document gathering best practices and main conclusions from the Summer School and providing guidelines for implementing Development Education within the school milieu;
- » To provide a space for mutual learning and development in an intercultural working environment;
- » To strengthen Development Education in the host country through the involvement in the event of other stakeholders.

The role of Development Education in the formal education system was examined in the light of the following themes:

A) Models of relationship/interaction between Development Education agents and schools

NGOs can be regarded as the main promoter of Development Education. However, they aren't the only actors in this field. This workshop focused on formal education curricula and in what ways could Development Education activities be integrated in it.

B) "School-Community" Linking

This workshop encouraged participants to reflect upon how to address global issues at a local level and to discuss the relationship between school and the community. Does the formal education system tend to reproduce social exclusion? Do schools promote respect for diversity and intercultural skills?

C) Practice evaluation and the impact of DE on students

There are different definitions of Development Education. Each Development Education project has an unique profile: they can differ in terms of target groups, chosen themes, methodologies, strategies and so on. But they have one thing in common. They aim at raising awareness and promote change. But how can we measure the long-term impact and effectiveness of Development Education?

D) Pedagogical resources

This workshop encouraged participants to explore educational activities and pedagogical resources.

The expected results were:

- » An informal network of participants with interest and actively committed in Development Education issues,
- » Discussions or conferences concerning the post Summer School period promoted at a national level,
- » A publication containing the main conclusions and achievements of the Summer School edited and distributed in several countries;
- » Partnerships between Summer School participants encouraged.

The 2003 Summer School was organized by the Portuguese NGDO platform, with the support of DEEEP, a 3-year EC co-financed Development Education Exchange in Europe Project. For further information on DEEEP, go to www.deeep.org.

Development Education and Global Citizenship in Northern Ireland

John McCusker writes about the opportunities provided by the new Local and Global Citizenship programme in the Northern Ireland curriculum.

"Education itself has long been recognised as a basic human right and education in international citizenship has now become a cornerstone of effective education generally."

Mary Robinson, United Nations High Commissioner for Human Rights (1997-2002)

By the time you read this article the Northern Ireland key stage 3 school curriculum will have entered the final stages of an extensive review. In October 2003, CCEA, the statutory body with responsibility for advising the North's Department of Education, published its "Pathways" documents. Based on previous consultation, these documents set out CCEA's proposals for the new Northern Ireland key stage 3 curriculum and provide the context for a final phase of consultation.

At the heart of these proposals is a learning area called "Learning for Life and Work" which has three distinct strands: Personal Development, Local and Global Citizenship and Education for Employability. These strands aim to develop the young person as an individual (PD), as a contributor to society (Local and Global Citizenship) and as a contributor to the economy and the environment (Employability).

Local and global citizenship is therefore very much at the centre of the proposed new curriculum and has attracted much comment and interest. The citizenship strand is built around four themes: diversity and inclusion, equality and social justice, democracy and participation and human rights and social responsibility (the core theme).

In attempting to make the curriculum more coherent, relevant and enjoyable for students, the citizenship themes allow some degree of flexibility for teachers in selecting what is taught. However, the content is reflected in a series of "statements of entitlement", which attempt to define a minimum provision for all students.

Local and global citizenship is distinguished by social, cultural and political contexts, human rights values and an action dimension that seeks to effect improvement. In guiding young people towards positive action, it has been useful to offer three perspectives to many of the issues: What can I do? What can society do? What can governments do?

One of the challenges facing teachers, who are from all academic disciplines, may be to re-think and revise their current pedagogical practices. Development issues need to be explored in a way that goes beyond a didactical, instructional teaching approach that merely imparts knowledge.

"...to know how to teach is to create possibilities for the construction and production of knowledge rather than to be engaged simply in a game of transferring knowledge..."

- Paulo Freire, *Pedagogy of Freedom: Ethics, democracy and Civic Courage.*

Development education within Local and Global Citizenship therefore poses two key challenges for teachers who are likely to be new to this area: developing knowledge and understanding within a rights based framework and engaging young people in an open-ended, active way that aspires to translate their understanding into positive action.

The knowledge and understanding that young people acquire should be distilled through human rights values. These in turn will help to provide an appropriate values base that gives the students the necessary disposition needed to promote an equitable, just and sustainable world.

Active classroom engagement will help develop the skills and capabilities that allow the learners to develop and communicate their ideas to others. Students then may be presented with opportunities to take actions that are influenced by the knowledge, values and skills that they have acquired and that allow them to contribute to the realisation of a fairer and more democratic world.

In each of the four thematic areas, teachers may find appropriate development education issues to investigate in this manner. For example, in the thematic area of Equality and Social Justice, students may wish to explore some of the following in a global context: poverty, inequality, asylum seeking, conflict, exploitative labour etc..

While under the theme of Diversity and Inclusion, an exploration of the positive effects of inter-dependence and cultural diversity may be investigated and celebrated by the learners. Students and teachers have enough flexibility to be able to negotiate appropriate issues within each of the citizenship themes.

While development education will continue to find a secure home elsewhere in the curriculum, the global dimension of the citizenship programme may present new opportunities for those involved in development education.

Perhaps one of the major challenges for development educators is in the mainstreaming of the issues for many teachers who are new to this area and who now find themselves teaching Local and Global Citizenship. The Education and Library Boards currently provide seven days teacher training for up to five teachers from each post-primary school over a three year period, but appropriate support is much needed and valued from all groups who work in the area of development education.

To conclude, the role of development education in the local and global citizenship programme is centred in the transformative and participatory aspects of the learning process. The new curriculum proposals from CCEA seek to promote a commitment to education for sustainable development and to other development issues within and beyond the citizenship provision.

The Government Panel for Sustainable Development Education in 1999 stated the need for teachers to work with young people to:

"...develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future." The National Curriculum 1999.

It is hoped the new Local and Global Citizenship programme will contribute significantly in helping to achieve these aims.

"Building an ethical framework for future human development requires a public awareness and an education programme of considerable proportions in order to ensure ownership of, and identification with, the changes necessary for its realisation. That is why development and human rights education remain pivotal to the realisation of our vision for future international development...."

Mary Robinson, United Nations High Commissioner for Human Rights (1997-2002).

John McCusker is the Citizenship Officer, Belfast Education and Library Board.

The opinions expressed in this article are personal ones and are not necessarily those of the Belfast Education and Library Board or any other organisation with which the author is associated.

New Website Launched

On December 12th 2003, Minister Tom Kitt launched a new development education website – www.developmenteducation.ie

This site has been developed to act as a resource tool for youth and community organisations as well as schools and the development education sector in Ireland and is designed to be accessible to all. It is envisaged that the site will provide up to date information on development and human rights issues and statistics. It also includes, among other elements: New modules or programmes of study - what is development, women and development, HIV/AIDS and Development, Demography and Development; fully developed (but by no means yet complete) Development Dictionary; Summary versions of international reports; a cartoon gallery; annotated guides to websites and action sites; introductory and extended essays on Development Education and its links.

Changes in the Development Education Unit of Development Cooperation Ireland

Aine Doody has been appointed as Assistant Principal Officer in the Development Education Unit, taking over from John Boyd. The general number for the unit is now 01 408 2096, and emails are firstname.surname@iveagh.gov.ie. The DCI website, where you can learn about the development cooperation programme generally as well as about the Development Education Unit is www.dci.gov.ie.

Play Fair at The Olympics

Congress Global Solidarity (Irish Congress of Trade Unions) and Oxfam Ireland will be launching the Play Fair at the Olympics campaign in early March 2004. Global Solidarity has long been campaigning for respect for workers' fundamental rights in the global economy. One of the aims of Oxfam's

Make Trade Fair Campaign is also to fight for better employment rights, especially for women, and this objective is very much at the heart of the Olympics campaign, which targets the purchasing practices of sportswear companies and the licensing policies of the International Olympic Committee. The campaign focuses on the behaviour of the private sector and sports governing bodies, including our own Olympic Council of Ireland. It will be accompanied by a research report on labour issues in the global sportswear industry.

The broad aim of this Olympics campaign will be to tackle violations of workers' rights in the sporting goods industry, where the organisation of production is driven by, and encourages, the exploitation and abuse of workers. The campaign will include a major focus on the situation of women workers performing work in the sporting goods industry.

Please visit www.ictuglobalsolidarity.org and www.oxfamireland.org for further information on how you can take part closer to the date.

Call for Papers for Development Cooperation Ireland (DCI) Third Level Conference, 'Globalisation and inclusion: Challenges for professional education in the third level sector' (Date to be confirmed)

This development education conference supported by DCI and organised in conjunction with the Education Department, University College Cork, will focus on the challenges of addressing globalisation and inclusion in the context of higher education.

The conference themes/strands are as follows:

- » Professional education for globalisation and inclusion
- » Human-rights, the law and development
- » Information and Communication Technologies for development
- » Teacher education and the education of teacher educators
- » Teaching critical thinking in the context of development at third level
- » Inclusion and education for sustainable development
- » HIV/AIDS education

The conference will be opened by Minister Tom Kitt, TD, Minister of State for Overseas Development and Human Rights. The conference seeks submissions from the development, development education, and higher education communities in Ireland and elsewhere. The conference is an invitation to think about the role of university education and the role university educators might play in addressing issues of globalisation and inclusion with their students at undergraduate and postgraduate levels. Abstracts of **200–250 words** should be submitted.

Information on conference submissions and conference registration: www.ucc.ie/ucc/depts/education/news/globalisation.html

For further information contact Lucette Murray, Conference Secretary, University College Cork, Cork, Ireland. E-mail: lucette@iol.ie

Seminar on Accreditation in Development Education

The Development Education Unit of Development Cooperation Ireland has commissioned a feasibility study entitled *An Approach to Developing an Accreditation Framework for the Development Education Sector*. The study will be presented at a half day seminar in Dublin on Wednesday, 25th February, 11.00am - 1.30pm, and all interested parties are welcome to this meeting. Speakers will include one of the authors of the study and a speaker from the Development Education Association in the UK. For further information please contact the DEU on 01 408 2096.

Comhlámh Development Education Support Service

Do you need support in planning, implementing or evaluating your Development Education programme of work?

Comhlámh will offer support to a limited number of Development Education organizations or groups in 2004, as part of the organization's capacity building work. For further information, call Emma or Morina on 01 478 3490.

Index Links

Introduction to Global Youth Work – Residential Training Course

As part of the DFID funded youth project at the One World Centre Northern Ireland, a training course for youth workers will take place over two weekends in April and June 2004.

Participants will be youth workers, paid and unpaid, who are new to and have an interest in global youth work (development education in a youth work setting).

It aims to develop an understanding of the concept and practice of global youth work and to support the development of effective approaches to global youth work in practice.

The course was designed by the Development Education Association and is accredited through the Open College Network.

The training content will focus on 5 core units: Principles of global youth work; Understanding globalisation; Information, resources and support for global youth work; Applying global youth work in practice; and Applying evaluation in practice.

The course is practical and the skills and knowledge that participants develop will be transferable to their work with young people.

If you would like further information regarding the course please contact Jackie Balmer (Youth Officer) at the One World Centre Tel: 028 90241879 or E-mail jackie@owcni.org.uk

Latin American Solidarity Centre (LASC) Weekend Courses in Dublin

LASC, an initiative for Development Education, Cultural Promotion and Campaigning Solidarity, linking Ireland and Latin America, is holding two Dublin courses in 2004.

Understanding our Links with Latin America – 14 / 15 February 2004

Labour in Latin America
– 6 / 7 March 2004

For further information, contact LASC at 5 Merrion Row, Dublin 2.

Phone: 01676 0435, Fax 01 662 1784
Email lasc@iol.ie, Website www.lasc.ie

Compass: Dev Ed in the Primary School

presents 'The Inclusive Classroom'. The purpose of these workshops will be to provide an overview of the latest intercultural and development education materials and using selected resources, to highlight some sample strategies for integrating a globally inclusive perspective across the Curriculum. A number of free copies of resources will be distributed. Attendance is free. If you are interested in participating, or organizing a workshop in your area, please contact Compass on 01 478 3490 or rachel@comhlamh.org to book.

For further details see www.comhlamh.com (under Training, Courses and Resources).

KADE, Kerry Action for Development Education, is hosting 'Global Tralee 2003'

on Lá le Padraig, March 17 from 2pm - 5pm in the Mount Brandon Hotel Conference Centre, Tralee. Admission is free. All are welcome to this celebration of Irish and international music and dance. Contact KADE on 066 718 1358 or kade@eircom.net.

Comhlámh: Skills in Development Education Course

Comhlámh's 8-week Skills in Development Education course begins on Tuesday, 24th February. It is designed for people interested in gaining practical skills to work in the area of global justice, and in learning more about global justice issues. Each week will introduce a new skill. Sessions are: Introduction to Development Education; Linking the Local and the Global; Use of Games in Development Education; Challenging Images of Development; Drama in Development Education; The Role of the Media; Campaigning and Lobbying on Global Justice Issues; and Planning Creative Development Education.

Places are limited, so if you are interested in participating, please contact Jean-Marie on 01 4783490 or jeanmarie@comhlamh.org.

Galway One World Centre Justice Education Learning Circle

Get Connected is a 10-week course which will be run in Spring 2004 by the Galway One World Centre. The course is designed for those interested in working with young people or community groups on global justice and development issues.

The Learning Circle is intended to equip members with information, skills, methodologies and confidence to deliver informal workshops or lead discussions with groups on justice issues. We will be encouraging participants to work together, and seek out opportunities to apply their learning and skills in their own communities and schools, youth groups etc. The One World Centre will endeavour to provide participants with opportunities to carry out (voluntary) workshops with such groups.

Emphasis is placed on participatory methodologies (games, group activities, role-play etc.) that transfer readily to a variety of informal learning environments. We will also explore how to plan and evaluate workshops.

Further information from Vicky Donnelly in Galway One World Centre - 091 530592 or e-mail, tuarceatha7@eircom.net

Fair Trade Fortnight 1st – 14th March 2004

In 2003 sales of FAIRTRADE Mark coffee grew by 60% overall and sales of some FAIRTRADE Mark coffee brands in the supermarkets grew by over 100%. The first Irish retail FAIRTRADE Mark tea was launched and lots of other products became more widely available. We have plenty of reasons to expect more successes in 2004.

As we learned in 2003, when Clonakilty became Ireland's first Fairtrade Town, people all over Ireland can make a huge difference in their own areas when they decide to make a better deal for Third World producers a personal commitment.

Here's what you can do for FAIRTRADE Fortnight:

With friends and family

» Encourage them to buy food and drinks with the FAIRTRADE Mark

» Invite them to taste food and drinks with the FAIRTRADE Mark

» Get all your family and friends to ask your local shops and cafés to stock and serve FAIRTRADE Mark products.

In your work place, school or college

» Hold a Fairtrade coffee break

» Ask for Fairtrade food and drink to be served in your work or study place

» Flag up Fairtrade Fortnight on your notice board

In your local town

» Is your town a Fairtrade town? Now is the time to push for change.

Wherever you are, celebrate Fairtrade Fortnight by having your own special activity – let us know what it is – order your materials from Fairtrade Mark Ireland. Email melanie@fairtrade.ie.

The Discourse of Development Education in the Classroom

Rosalind Duke takes a critical look at the impact of the discourse of development in the secondary school curriculum.

IT WAS REPORTED IN ISSUE ONE OF INDEX last year that research into 'the extent and effectiveness of Development Education' found that in primary and post-primary schools 'discussions dealing with development issues consistently produce negative, charity-based references and images'*.

While this research was being conducted for what was then NCDE, I was conducting some post-graduate research in secondary schools. In my own work with young people in both formal and informal sectors, I had been struck by this predominance of negative images. I structured my research to investigate, not whether, or how much, but in what way development education had impacted on pupils in secondary schools. I wanted to explore the idea that the discourse of development education itself might reinforce negative stereotyping and therefore undermine its own aims in challenging injustice and inequality in the world. The research had two parts: an analysis of development education materials used in schools, both textbooks and development agency publications; and interviews with students and with teachers in a range of secondary schools.

The analysis of schools' materials was illuminating. One Geography textbook begins by pointing out that 'The outstanding feature of the South...is poverty', that the people of those countries lacked the capacity to help themselves, and that their situation was compounded 'because of their rapidly increasing population'. For those of us with other images of the South to draw on, these comments, while they may seem unfortunately true enough, are balanced by other factors. But for students in schools who may have no other knowledge, who may not be able to supply any other reasons for poverty, and who will most likely be unable to understand that poverty itself may be a concept produced by a Northern way of viewing and organising the world, the negativity is unrelieved.

CSPE (Civil, Social and Political Education) textbooks, especially some of

the newer ones, present better material, and many of the schools packs produced by development agencies challenge stereotypes and question assumptions. However much of the responsibility for the impact of these materials on pupils is left with teachers, many of whom said in interviews that they felt unprepared to deal with development issues (see also page 2). CSPE teachers in particular are often scheduled for this subject according to the exigencies of the timetable rather than because of any interest or knowledge, and rely themselves on television and newspapers for their information. As media coverage of the 'Third World' tends to be almost entirely in terms of war, famine and drought, development education is not best served there.

To find a predominance of negative images among students therefore comes as no surprise. Some students I interviewed found it difficult to speak positively even when shown photographs of happy, reasonably well-off people; a photo of three smiling young girls drew the response: 'I feel surprised that they are smiling even though they have such problems'. The weight of negative images could not be shifted by such lightweight evidence as some photographs.

But there is a deeper problem. For many pupils, notions of development are most often understood within the framework of modernisation theory, in which economic growth and movement towards a 'modern' form of society are the accepted goals, and assumptions of superiority and inferiority are inevitable. 'First world is us, they're Third, they're behind us' is how one pupil in a school with a strong development interest described what 'Third World' meant. Others added 'They can't get ideas', and 'They have to rely on people in the First World'.

Although not always stated so bluntly, such views were evident in many pupils' comments; and some, aware of the inequality inherent in such views, struggled with the language of development. Pupils were often puzzled and unhappy at their inability to separate their notions

of what 'developed' and 'civilised' meant from overtones of superiority. Although they attempted 'to fight the implications of language' which suggested that those in the process of 'developing' were 'behind' and so in some way inferior, they lacked both the knowledge and the ability to think critically that would have helped them to stand aside from their assumptions. Where peoples and countries of the South are spoken of as 'undeveloped' or 'underdeveloped' and those of the North as 'developed' it is not surprising that pupils struggle with concepts of equality.

The Development Education Support Centre, forerunner to NCDE, recognised in 1994 that poor development education practice could have a negative effect, developing rather than challenging patronising and racist attitudes to the peoples of the South. Evidence of growing racism in Ireland is all around us, and to call for more development education is an obvious answer. But if there is a possibility, as DESC suggested and my research tends to confirm, that negative images of the South are not only due to insufficient development education, but may in fact be reinforced by development education, then there is an urgent need to examine the quality of the development education which is taking place. Critical awareness is central to most definitions of development education; rather than take for granted that development education is 'a good thing', we need to bring that critical consciousness to bear on the discourse so as to make visible the negative assumptions that underlie it.

*The research report on the extent and effectiveness of development education at primary and second level, along with seminar proceedings, is now available from Development Cooperation Ireland.

Education for Equality: An Analysis of the Impact of the Discourse of Development Education on Irish Secondary Pupils, unpublished thesis under the name Rosalind Beattie, available in the libraries at the Development Studies Centre, Trócaire and DEU.

Roll out the DICE!

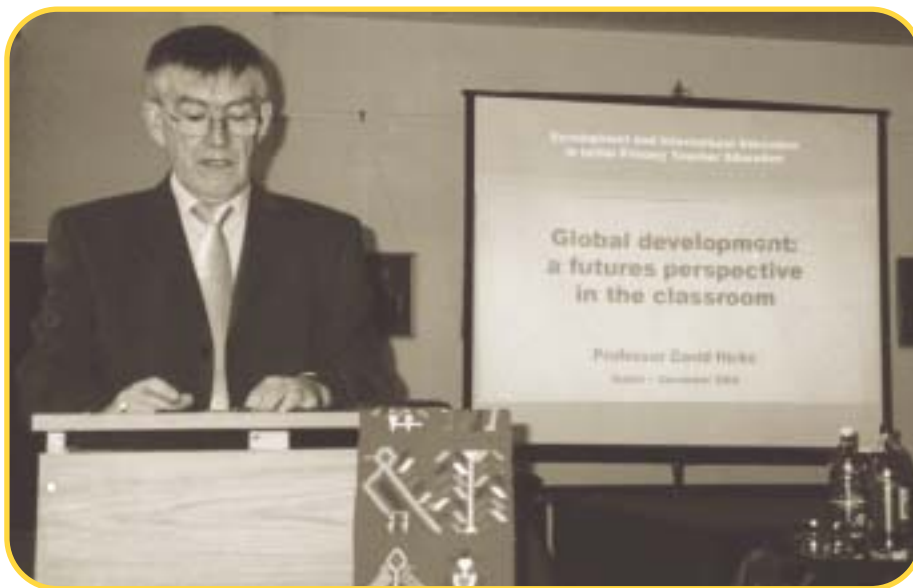
Barbara Gill writes about the launch of the new teacher education project, DICE.

ON DEC 1ST 2003 THE DICE (Development and InterCultural Education) project was launched in The Church of Ireland College of Education (CICE) in Rathmines, Dublin. Over 50 people from a wide range of development organisations and educational institutions gathered to mark the occasion and to hear David Hicks from the Centre for Global and Futures Education in Bath Spa University College, speak on how a 'futures perspective' is, in his opinion, an essential component of educating for and about global development.

Launches are always significant in their own way but what, one might ask, was particular about the occasion and what exactly is the DICE project anyway? The clues lie in the first paragraph. The project is obviously one which has development and intercultural education at its core and the venue for the launch points to the fact that it is concerned with initial teacher education (Primary). The project is in fact the 'grown up version' of the pilot pre-service project which ran from 2001–2003 in those colleges of education located in Dublin (St Patrick's College, Marino, Froebel and CICE) and which was, during that time, concerned primarily with developing and delivering short modules and elective courses to B.Ed students and to a lesser extent with related capacity building and research. From the beginning, the initiative involved both the NGDO sector (through NODE and subsequently Compass and Comhlámh) and the NCDE (now the Development Education Unit) in both a management and 'on the ground' facilitation capacity. The colleges of education also participated in the management of the project and representatives of each college formed an important project advisory group. While a high value was placed on the work of the project in curricular terms by both staff and students and it could be concluded that the courses and modules were successful in their own right, reaching directly over 600 students over the two years, there remained a lot to be done to achieve the overall aim of integrating development and intercultural education into initial Primary teacher education.

Expansion and mainstreaming

Summer 2003 saw the project begin a process of expansion and mainstreaming with the consequent move to a host college, CICE, and the securing of funding



Sidney Blair, Principal of The Church of Ireland College of Education, speaking at the launch of DICE.

from the Development Education Unit of Development Cooperation Ireland to employ two education officers (one full and one half-time). The management structure of the project also changed to one which now has representation from all five colleges of education (Mary Immaculate College, Limerick is now involved) as well as from the NGDO sector and DEU. This partnership arrangement between colleges of education, the NGO sector (in the form of Compass/Comhlámh) and the DEU is significant and so the gathering on 1st December was possibly unique in bringing together those with a shared interest in initial teacher education and development /intercultural education.

Aspirations for the future

Although in educational terms the project is still very new it is hoped that over the next few years the effectiveness and relevance of the work with student teachers can be increased. To this end we intend to explore further opportunities for working with those interested in and involved

with primary teacher education in order to harness that knowledge and expertise. Now that the project is operating nationally we will be emphasising the importance of building up contacts and networks around the country while also looking further afield to learn from similar projects in the UK and Europe, as well as taking on board the perspectives of the majority world. Another aspect of the project which holds huge potential is the research area and it is hoped that this can be developed with assistance from interested personnel within colleges of education or other Third Level institutions.

The DICE project is an ambitious one but it is strategic and to date has enjoyed widespread support. We look forward to

its successful implementation and ultimately the achievement of the overall aim of contributing to increased understanding of global development issues through incorporation of development and intercultural education in initial Primary teacher education.

Further information about the DICE Project can be obtained by contacting the education officers Barbara Gill and Claire O'Neill.

*DICE (Development & InterCultural Education) Project,
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96 Upr Rathmines Rd,
Dublin 6,
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bgill@cice.ie and coneill@cice.ie*

...by way of illustrating the impact of the elective course on one student, extracts from her essay on the rationale for and challenges of development and intercultural education are included – see box on right...

The Irish Development Education Association (IDEA) Task Group

Carlos Bruen writes about the beginnings of a new professional body for Development Educators

The 2002 seminar 'Development Education in Ireland - Challenges and Opportunities' at All Hallows College saw the call for the establishment of an independent association/professional body to represent those involved in development education in Ireland.

The Development Education Task Group was created to advance the issues posed and reported back to the development education community at a follow up seminar in 2003. Participants at this seminar mandated for the next stage by establishing the representative body and two task groups, who have since merged, were formed to develop a vision and constitution for the new association, which was to be completed by October 2003.

Various meetings, communications and draftings brought this process to its conclusion and the members of the Irish Development Education Association (IDEA) Task Group presented the Vision

and Constitution documents following the Development Education Advisory Committee (DEAC) Consultative Forum in October 2003.

While there was general agreement with the work, along with an expression to continue towards the establishment of the IDEA, a number of issues were discussed. The work to date will be reviewed in light of these and other issues by the IDEA Task Group early in the New Year.

In that regard we invite your comments and suggestions on the Vision and Constitution of the proposed association, as these documents will form the core structure of such an association and therefore should have an input from all concerned.

The Task Group will meet early in the New Year to review both the Vision and the Constitution, and will begin plans for a meeting of the development education community during the summer months,

where, following agreement, it is hoped that the institutional beginnings of the IDEA can take root, namely the election of officers to bring the association forward and to deal with the priorities that have been identified at the previous All Hallows seminars.

Copies of both documents are available from Carlos Bruen or Oran Doyle, co-convenors of the IDEA Task Group. Please send requests, comments and suggestions to either:

Carlos Bruen,
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Tel: 01 7164638
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24-25 Dame Street, Dublin 2.
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eteducation@hotmail.com

The Irish Classroom (Extracts from an essay)

Patricia Kerrigan was a student in St Patrick's College taking the elective course referred to on page 8. Below is an extract from an assignment the students were set on the rationale for Development Education and Intercultural Education, and which she submitted as part of the course.

I AM A FINAL YEAR STUDENT IN A teacher training college that is among the most respected in Ireland. Over the past three years I have been taught innumerable lessons in how to be the best teacher I can be.

At the beginning of this final year I was asked to choose an elective subject for a specialized study and chose Intercultural and Development Education. Before I began this special course I thought I was very well equipped and trained to go out into the world and be a good teacher. I now see how wrong I was. I envisaged myself going out to teach in a class of about 30 Irish children – a class quite similar to the one I was in as I was growing up. I have found however that there are few such classrooms that consist wholly of Irish children. To date ...I have taught children from Nigeria, Angola, the Congo, South Africa, Saudi Arabia, France, Italy and England. I have never

before in my life encountered such cultural diversity. It is my feeling that Irish teachers are ill equipped to teach from an intercultural perspective.

We live in a society that largely scorns change and diversity. We are full of prejudices that have been embedded in our minds from the day we were born. Until recently I was one of those people who simply accepted the prejudices within myself and did not challenge them. I now understand that my prejudices are not justified and ...will be apparent to the children I teach ...and (am) prepared to challenge myself.

Teachers are beginning to take the right steps to successfully embrace different cultures. Classrooms now enjoy many resources designed ...to generate a tolerance and acceptance of those cultures. (However) we are ignoring our own local diversity – the traveller community.

While children are opening their minds about change and diversity in foreign countries, the derogatory stereotypes regarding travellers are as alive as ever. It should be our priority to generate acceptance of cultural diversity within our own country as well as that of other countries.

Our schools are full of children who require teachers that are equipped with proper training to promote, nurture, celebrate and enhance their difference. We can no longer ignore these children. We can no longer force them to become 'Irish'. We must, as educators, re-educate ourselves to look beyond our 'Irishness' and view ourselves as global citizens. In doing so we will promote a society that embraces diversity which will result in an enhanced standard of living and a better world.

The Cross Border Human Rights Education Initiative

Making the Right to Human Rights Education a reality for children in Ireland, North and South

THE CROSS BORDER PRIMARY Human Rights Education Initiative is a partnership between Amnesty Irish Section, Amnesty UK, Irish National Teachers Organisation, Ulster Teachers Union and Education International. Formally established in 2000, the Initiative has as its primary aim to support the development of a human rights culture on the island of Ireland by promoting and supporting the mainstreaming of Human Rights Education in the primary education systems of Northern Ireland and the Republic of Ireland.

The project was established at a time when human rights were increasingly being seen as the vehicle and means through which positive social change could occur on the island of Ireland. Under the terms of the Belfast/Good Friday Agreement 1998, a priority was given to the creation of a 'human rights culture'. Both Ireland and the UK have made binding international commitments to develop programmes in Human Rights Education. For example, Article 29 of the Convention on the Rights of the Child requires both states to ensure that children are enabled to develop a respect for their own cultural identity, language and values and for the culture, language and values of others. The education systems in Northern Ireland and in the Republic of Ireland were therefore challenged to address the aims, content and organisation of education to ensure that it is in tune with these changes. A primary curriculum which included a new subject area, Social, Personal and Health Education was introduced in the Republic of Ireland in 1998 and the curriculum in Northern Ireland is still in the process of

change. It is envisaged that the subject area of Personal Development with a strong rights focus will be introduced in the near future.

In the light of this social and educational context, it was felt that there was a critical need to support teachers and schools in delivering these changes from a human rights perspective. Traditionally, human rights had not been an explicit part of school curricula in either jurisdiction.

It was in this context that the Cross Border Primary Human Rights Education Initiative was launched in 2000. In addition to the project partners, the project is managed by a steering committee consisting of both departments of education and the key educational bodies on the island, as well as the Human Rights Commissions. The success of the initiative in building this unique structure has been identified as a key strength going forward.

A pilot project was conducted in 2001 and 2002. One of the central goals of the pilot project was to ascertain if human rights education had a positive role to play in primary schools on the island of Ireland in the context of educational change that was occurring. The methodology employed in every aspect of the project involved educators, curriculum specialists and teachers from different perspectives and each jurisdiction working in partnership to achieve the aims of the project. This principle applied equally to the design, management and implementation of the project.

The primary activity of the pilot project was the production and piloting of curricular materials in Human

Rights Education. A working group of five practising teachers from Northern Ireland and the Republic of Ireland was recruited to design and write a set of curriculum materials for middle grades in the primary school. The materials were piloted in twenty-one schools, representative of the diversity of communities and people in Ireland North and South. In addition to piloting the materials, the schools also engaged in IT Activities and were linked with schools in the other jurisdiction.

The materials used in the pilot project have now been revised on the basis of teachers' evaluations and the observations of curriculum specialists and international human rights education specialists. Reviews of the materials from the perspective of teacher and pupil are included with this article. They have been distributed to every school in the Republic of Ireland through the INTO Branch network in January 2004 and will be distributed in Northern Ireland to coincide with the implementation of the new Personal Development subject area in schools. Over the coming years the Initiative will continue to develop models and resources appropriate to the context on the island of Ireland and work in partnership to fully bring the spirit of the Convention on the Rights of the Child to reality in Ireland, North and South. We would like to hear from any school or teacher who would like to get involved in the writing and piloting of new materials, IT and school exchange projects. Please see the hre section of www.amnesty.ie or email: hre@amnesty.ie

Brian Ruane is Human Rights Education Officer with the Irish Section of Amnesty International.

A teacher's view

This programme amounts to a fool-proof introduction to human rights education for teachers and a valuable and a rewarding learning experience for children. Divided into ten lessons, it affords the teacher a unique opportunity to expose children to the concepts of rights and responsibilities, foster attitudes of respect and tolerance, and promote skills among children that will enable them to act in ways that defend and promote human rights.

Delivery of the programme is enhanced by an excellent teacher's pack, which includes all manner of materials needed to successfully teach each lesson. Every lesson is prefaced with details of a particular theme, an appropriate keyword, learning objectives, details of skills and attitudes which are developed, and information relating to the activities contained therein. The carefully constructed activities which the children undertook allow for a huge degree of enjoyable and appropriate learning, in a manner which is consistent with many of the approaches recommended by the Primary School Curriculum.

I enjoyed teaching "Lift Off" immensely, and was pleasantly surprised to discover that it could be successfully taught, despite my prior lack of experience and knowledge of human rights education. The reaction of children, who regularly enquired as to when "we're doin' the CROC thing again?" attests to its popularity among its target audience also. It is extremely "teacher-friendly" and I recommend it without hesitation to my colleagues.

*M i c h e á l
O'Draighnéidín,
a teacher in Crab
Lane NS, Cork pilot-
ed the programme
with children in
fourth and fifth
class.*

Lift Off

Human Rights Education materials
used in the Cross Border HRE Initiative

A child's view

My school participated in the Lift Off Pilot Programme. It was a programme that taught me about human rights, responsibilities and the Convention On The Rights Of The Child. All of the information was presented through CROC, an alien who comes from another planet and asked us questions such as: Who are we? What do humans need to live a long happy healthy life? How do we ensure everyone has equal rights? How can we promote human rights?

This programme made me open my eyes to the inequality in the world, when essentially we are all the same and no one deserves fewer rights than another. Inequality is present in our daily lives and this programme made me more aware as to how I should treat people with respect and with appreciation of diversity and uniqueness. It made me aware of my responsibilities to ensure that all people are respected regardless of their religion, race, colour, ethnicity, cultural background,

political opinion, wealth, background, language, or sex. These stereotypes of people based on the above points are usually present because people are not educated on equality, usually do not know they have prejudices and are afraid of approaching a person of whom they have a biased opinion. People need very little material things to survive but what people need emotionally is much more. You can do without a car, a mobile phone, a DVD player, but everyone needs respect, love, and kindness.

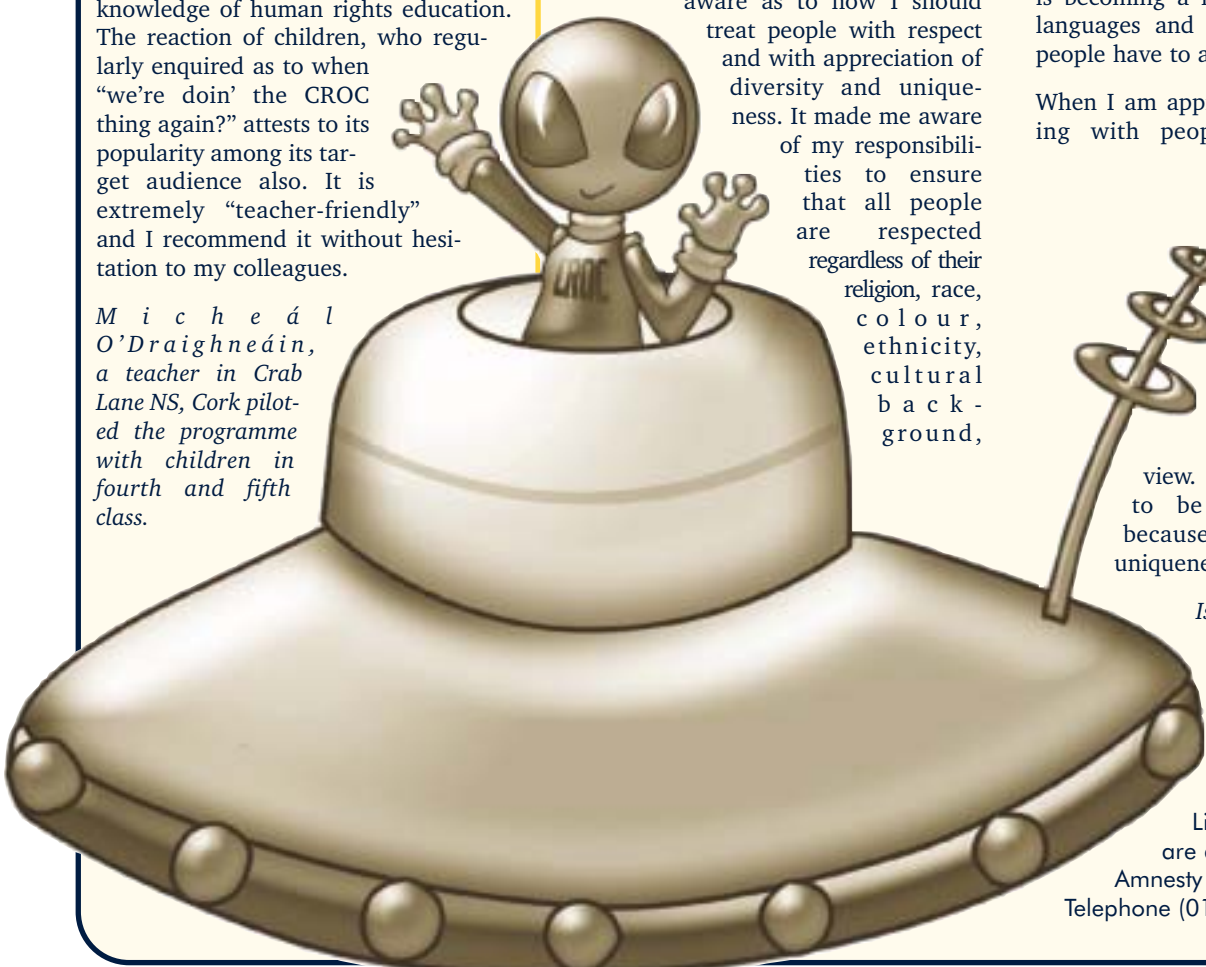
I think human rights education is needed in all schools to educate children about peace and human rights for now and for the future of this country. Ireland is becoming a melting pot of cultures, languages and religions and the Irish people have to adapt to this change.

When I am approached or am interacting with people

who are different than me in whatever way, I try to treat them as I would like to be treated and try to have an understanding of their different opinions or ideas from their point of view. I believe that no one is to be looked down upon because of difference and uniqueness is to be celebrated.

Isabel Aust, aged 13, is a past pupil of Castleknock Educate Together National School, Dublin.

Lift Off materials are available from Amnesty International. Telephone (01) 677 6361



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