

# INTRODUCING INDEX

Welcome to the first issue of the Irish Newsletter for Development Education Exchange. INDEX is a quarterly publication aimed at anyone with an involvement or interest in development education and related areas.

Development education links a broad range of organisations and individuals working on issues of social justice, sustainability and solidarity. INDEX aims to provide a forum where those active in these areas can connect and share news and ideas.

Readers can keep in touch with what is happening through our noticeboard and event calendars and keep up to date with available courses and training opportunities. A focus on the practicalities of work in dev ed will also feature with, for example, updates on funding options and examples of best practice in the sector. Profiles of organisations and individuals will help facilitate networking across a range of work areas and throughout the island of Ireland and further afield.

As well as topical news and information, INDEX will address the broader context in which this activity take place, featuring analysis of current trends and developments in the sector and discussion and debate on key themes.

The more INDEX is used for networking and communication the more useful a resource it will be— if you have any news or events that you would like to publicise, or any suggestions or feedback, please get in touch at 01-4783490 or by email at [index@comhlahm.org](mailto:index@comhlahm.org).

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# The State We're In

## Development Education in Ireland Today

*Stephen McCloskey on the findings and implications of the Kenny report.*

**IN** JUNE 2000, DÓCHAS (THE IRISH NATIONAL Platform for Non-Governmental Development Organisations) commissioned a major research process to assess the current state of development education throughout the island of Ireland. The research was undertaken by Michael Kenny and Siobhan O'Malley of the Centre for Adult and Community Education at the National University of Ireland, Maynooth. The underlying aim of the research was 'to provide an overview of the current level of activity for development education in Ireland'. More specifically, the research would 'identify and make recommendations regarding the gaps, needs and opportunities from within the development education sector for planning strategic interventions'.

A total of 253 groups and organisations were surveyed by Kenny and O'Malley with an impressive 60 per cent (115) response rate which is well above average for postal questionnaires. Some 48 organisations were sent more detailed qualitative questionnaires on organisational practice, engagement with the development education sector, funding sources, areas of activity, capacity etc and over half (25) of these bodies participated in the survey. Although consultation by questionnaire has its limitations, the research findings can be considered a reasonably accurate snapshot of the sector and will not have unduly surprised practitioners or the organisations consulted. Some of the key issues identified by Kenny and O'Malley included a significant lack of capacity in the sector, particularly among smaller organisations. For example, one in five of the groups surveyed were not incorporated as companies, lacked functioning management structures and operated on an ad hoc basis.

The research also pointed to limited funding sources for development education work, with 77 per cent of respondents receiving the bulk of their income from NCDE and/or development NGOs. Of course reliance on such limited sources of funding leaves organisations highly vulnerable should one or more of these bodies withdraw their support. In fact, the current economic climate in development education has prompted some observers to describe the sector as

undergoing a 'crisis'—a term given greater credence by the collapse of three of the organisations that participated in the research: DEFY, Interculture Ireland and NODE.

Other areas of concern identified by the research included the lack of adequate and measurable indicators to assess our work, and a lack of development education coverage in substantial parts of the island particularly the midlands and border counties. Perhaps most significant of all was the report's conclusion that 'leadership is required within the development education sector to ensure that a focused effective strategy is put in place to optimise the development of the sector over the coming years'. The main recommendation offered by the Kenny report was the development of a national strategic plan for the sector to address the capacity, representational and funding problems that the research highlighted.

### **Assessment of Research**

The research report was not dismissive of existing practice in development education and suggested that 'the level of development education activity in Ireland is significant relative to the resources available'. The report praised the breadth of issues and sectors addressed by practitioners and their geographical coverage, notwithstanding the strong gravitation of activity around cities and towns. Also on the plus side, the researchers suggest that practitioners deliver value for money given that the sector is 'marginally and minimally supported'. The obvious inference is that we could do a lot more if the sector and its practitioners were adequately funded and given greater job security.

However, the research—by its very remit—was a superficial glance at the sector rather than an in-depth study. It told us relatively little about the quality of work delivered, the impact we have on our target groups, and the effectiveness of our evaluation methods and advocacy/campaigning work. The research was very much an internal audit rather than an external assessment of development education practice. It also became inordinately preoccupied with defining development education which runs contrary

to its aim as a fluent, evolving process that encompasses process, content, methodology, skills and, ultimately, social transformation. A definition would limit this process and also confine it to a particular point in time when the context in which we operate changes apace. That said, the research was timely, useful and enabled practitioners to outline their concerns to each other, their funders and other key players in the sector.

### Launch of Research

Michael Kenny presented his report, *Development Education in Ireland: Challenges and Opportunities for the Future*, at a seminar held in All Hallows' College on 16 May 2002. The attendance at the event and the energy and dynamism of those present reflected a real desire by practitioners to enhance the sector's capacity and take up the challenges offered by the research. The seminar had a formidable set of aims that included devising a strategy 'to advance the recommendations of the research and seminar'. Given the need to provide a context for the research and allow Michael Kenny to present his findings, there was insufficient time to grapple with all of the issues raised on the day. It was significant, however, that several participants commented on the fact that this was the first major gathering of 'deved' practitioners for a few years, which underlined the need to facilitate a regular sharing of practice and experiences within the sector.

There was a tangible urgency to the event at All Hallows' given the Ireland Aid review published shortly before the seminar which announced substantial changes within development education—including the demise of NCDE—without consultation with the sector. The new structures envisaged by Ireland Aid merely strengthened the view at All Hallows that development education practitioners required a national body that could present its case to government on an equal footing to ensure greater capacity and security in the sector. That challenge was discussed at length in the seminar and agreement was reached that a Task Group be established to take this agenda forward in consultation with the wider development education community. It is the responsibility of all of us to ensure that this initiative succeeds.

*Stephen McCloskey is  
Coordinator of the  
One World Centre  
Northern Ireland.*



# News & Notes

## Listing of Non-National Artists

KADE, Kerry Action for Development Education, is compiling a contact listing of non-national artists resident in County Kerry. KADE is a Tralee-based development education organisation that aims to promote and support activities related to world development issues. They provide a range of services to members and the wider community of County Kerry. KADE operates a Development Education resource centre at 11 Denny Street, Tralee, produce a periodic newsletter and undertake a range of educational projects with schools and community groups, on themes such as interculturalism and diversity.

KADE is conducting a survey of non-national artists resident in County Kerry in order to identify any available artists who may be of interest to those seeking specific ethnic craft skills, music, etc. KADE receives requests from schools and others for contact details of ethnic minority/non-national artists. This listing is an attempt to identify the number of such artists and the types of art they practice. KADE would like to hear from musicians, visual artists, dancers, actors and crafts people etc. practising their art in Kerry.

Those who would like to register on the non-national artists listing please contact KADE at 11 Denny Street, Tralee, Co. Kerry. 066-7181358 or e-mail [kade@eircom.net](mailto:kade@eircom.net)

## Schools Equality Outreach Programme

Kade in conjunction with Kerry County Council, Carrefour and the Kerry Network for people with Disabilities is delivering an Equality Outreach Programme to Leaving Cert Applied students in Kerry schools. The programme is due to begin in February and the response from the schools has been tremendous. Topics covered will be the EU dimension to Equality, Minorities and Equality, Irish language and Equality and Disabilities.

# Challenges and Opportunities

**Johnny Sheehan** explains the background to the Development Education Task Group and the issues which its work will address.

**D**EVELOPMENT EDUCATION IN IRELAND NEEDS A strong, independent champion that is representative of all the groups and organisations active in the sector. The call for such a body was made at a seminar in All Hallows College Dublin in May 2002.

The seminar was organised by the Dóchas Development Education Group (DDEG) in partnership with the NCDE and was attended by 73 development education practitioners, either in an individual capacity or representing organisations. In organising the seminar, the DDEG and NCDE aimed to bring the research carried out on their behalf by Michael Kenny, *Development Education in Ireland: Challenges and Opportunities*, to the wider development education sector or sectors.

Initially, a steering group made up of representatives of the DDEG and NCDE set out to advance the recommendations arising from the Michael Kenny research. At the All Hallows seminar, however, it was argued that Dóchas, as the umbrella body for development NGOs, was not mandated to pursue the recommendations on behalf of all the groups and organi-



*All Hallows College, Dublin.*

sations present. Many pointed out that they were ineligible to join Dóchas and expressed fear that their interests would not be represented. It was therefore proposed that a task group, inclusive of the different sectors engaging in development education, be established. The task group would report back to the seminar delegates with recommendations for a body to represent all the individuals, groups and organisations doing development education.

The first meeting of the expanded task group took place in July 2002. Individuals from the NGDO sector, women's sector, the youth sector, the solidarity sector, the trade union sector, the One World Centres, Northern Ireland and single issue groups were invited, along with the existing steering group that had overseen the research and organised the seminar. Subsequently an individual from the formal sector was drafted into the group. It was made clear from the start that the task group members were invited as individuals and were not mandated to represent a particular sector.

## **Aims and Issues**

The aim of the task group was to discuss the following areas, which had arisen at the All Hallows seminar. The group is to come up with a number of options in relation to these areas, which would be then brought back to the larger group at a further seminar in 2003. The issues were:

- communication—the inclusion of all actors, the need for co-ordination between the groups and organisations, both large and small, practising development education relating to Ireland Aid;
- the need for capacity building—to effectively deliver DE programmes, to encourage networking between groups and organisations at local, national and international levels and to improve the quality of DE practice;
- a structure for development education—the need for a strong, independent body that represents all groups and organisations doing DE, that can relate to Ireland Aid on an equal footing.

During the discussions it became clear that the structure of a development education body needed to be

addressed as a priority. The motivation for the setting up the new structure was discussed. While being aware of the strategic planning process for development education in Ireland Aid, it was felt that the driving force was the recent changes in the Irish development education landscape. This included the closure of a number of key organisations and networks and the need to identify a common direction, reflecting the wide array of work being undertaken by Development Education practitioners.

The Development Education Association (DEA) in the UK was considered as a possible model, since it has credibility, independence and deals with the Government on an equal footing. In the national context, the structures of networks such as Dóchas and NODE were considered, though limitations were identified in both. The task group considered whom the structure would be for and the role of members, the form it would take, representation of the membership, management and funding of the structure. Subgroups explored the various issues and reported back. Aims, objectives, membership criteria and possible management structures for the new structure were drafted. An interim report on the work of the task group is currently being drafted and will be presented at a seminar planned for the summer of 2003.

### Challenges

The work of the task group faces significant challenges. The task group, as established, is a temporary entity, developing proposals for the new structure. It will be up to the wider DE sector to decide on how to move forward. However, the energy that led to the DEG commissioning the research, and organising the seminar with the NCDE, came to a large extent from being part of an organisational strategy. The task group on the other hand is ad hoc in nature and operates with little or no funding. While the members of the task group are committed to completing the process, some of the very factors that led to the process in the first place make it increasingly difficult for people to give time to it. The establishment of an effective development education body will therefore require greater energy from all the groups and organisations, large and small, that practice development education.



*Johnny Sheehan is One World Week co-ordinator for the National Youth Council of Ireland.*

*He is a member of the Development Education Task Group.*

# News & Notes

## The Advisory Board to Ireland Aid

The establishment of the Advisory Board to Ireland Aid (ABIA) was a recommendation in the Report of the Ireland Aid Review Committee, which was published in February 2002. The Committee recommended that ABIA 'would be charged with general oversight [of the Ireland Aid programme] and the provision of advice to the Minister and to senior Ireland Aid management on the strategic direction of the programme'.

The aim of this independent Advisory Board, which has replaced the Ireland Aid Advisory Committee, is to work closely with the Government's official development assistance programme in order to maximise the quality, effectiveness and accountability of the programme as it expands over the years ahead. The first meeting of ABIA took place on Monday 30th September 2002. The Board will meet 6 times a year.

The board is made up of voluntary members, who have aid expertise and experience. The Chairman of this newly appointed board is Mr. Desmond O'Malley. Board members are: David Andrews, David Begg, Sally O'Neill, Lorraine Sweeney, Larry O'Loughlin, Howard Dalzell, Fr. Gerard O'Connor and Morína O'Neill. Recently appointed to work with the Board is Mary Sutton, Principal Development Specialist, who will work together with ABIA staff Emer O'Brien and Gráinne O'Neill in the office which is based in Bishop's Square, Dublin 2.

*If you have any news or notices that you would like to include in INDEX, send details to Ken Dempsey, Comhlámh, 10 Upper Camden Street, Dublin 2. Phone 01-4783490. Email [ken@comhlamh.org](mailto:ken@comhlamh.org)*

# Managing Change

**Caroline Maxwell** explains the challenges for the Development Education Group in the context of a changing environment in Ireland and Europe.

**T**HE DEVELOPMENT EDUCATION GROUP (DEG) within Dóchas, the Irish National Platform of NGOs, consists of representation from twelve member and observer organisations involved in the design, delivery of and lobbying for development education in Ireland and in Europe. Dóchas regards development education as a core element of development co-operation and is committed to the full engagement of Irish civil society in education and action for sustainable development. The collective co-operation of its members strengthens and informs the group's work that spans an increasing number of areas of concern and activity within the present climate of on-going change impacting on the sector.

The DEG adopts a tripartite approach to its work programme— internally to Dóchas membership and externally to national and to European levels.

Expanding the membership of the DEG to enable a more representative voice of the NGOs in Dev Ed matters has reflected the expansion of the wider Dóchas network itself. The DEG is now representative of approximately one-third of Dóchas membership and encourages others to join with a view to pooling expertise, capacity building and meeting the human resource demands inherent in acting as a force for productive change in the wider Dev Ed national environment.

## The Irish Context

The external environment requires that the energies of the DEG be directed into tasks emerging from the launch of the Michael Kenny Report, initiated by Dóchas and funded by NCDE, at the Seminar *Development Education in Ireland: Challenges and Opportunities for the Future* hosted by both bodies. The Report recommends the development of a National Structure and Strategic Plan for Dev Ed in Ireland to be led by a representative Dev Ed sector. A Task Group that includes the DEG has been formed and is investigating possible structures and strategies suitable for the fulfilment of the recommendations.

Within the framework of the Ireland Aid Review, a Development Education Unit (DEU) will be established. The DEG is very much in favour of a partner-

ship approach in the development of the DEU such as that which previously existed with NCDE. Such an approach would ensure that the very real concerns of Dev Ed organisations and practitioners, such as sustainable reliable funding provision, would be given the in-depth discussion born of experience and expertise that is needed to enable both to survive and thrive in this changing and sometimes threatening environment.

“In the middle of difficulty lies opportunity.”

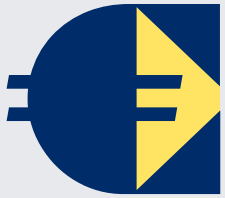
- Albert Einstein

## Opportunities

In the context of an expanding Overseas Development Assistance budget, the DEG recognises the critical role Dev Ed plays in the building of an informed and active civic society. In an age of information overload, information dissemination alone will not guarantee an informed citizenship. The opportunities to engage with the information through critical analysis led by educators will bring about the development of skills, attitudinal change and informed activism necessary in the creation of a different world that is possible. These opportunities should be expanded in both the formal and non-formal sectors through further curriculum development, training provision and accreditation, capacity building, production of user-friendly resources and methodologies, cross cultural programmes and promotion of appropriate campaigning and activism. The DEG membership engages in or lobbies on all of these areas of activity.

## Europe

No National Platform is an island. A changing and expanding multi-racial European Union demands that a European perspective be incorporated into the work of the DEG. During the Belgian Presidency of the EU



# Funding Notes

*Those of you who have been busy submitting applications for the January Ireland Aid, DFID, or Ireland Funds deadlines shouldn't relax yet. There's more to come!*

## **European Commission**

The European Commission has issued its 2003 call for development education proposals. The deadline for receipt of applications is Wednesday March 19th. Full details including the Guidelines for Applications are available on [www.europa.eu.int/comm/europeaid/cgi/frame12.pl](http://www.europa.eu.int/comm/europeaid/cgi/frame12.pl). It is important to study the changes brought about by the new Financial Regulations. The Commission has a frequently asked questions (FAQ) section on its web-site which should also be checked regularly. Members of the Development Education Association (DEA) are invited to a training day for people working on applications to the EC. It will be held in the DEA's offices on Monday 17th February 2003. Further details from [michila.critchley@dea.org.uk](mailto:michila.critchley@dea.org.uk)

## **Trócaire**

The deadline for the next round of applications to Trócaire for development education funding is 5th April 2003. Those interested in applying can request information and an application form by contacting Sean Farrell on 01-6293333 or [sfarrell@trocaire.ie](mailto:sfarrell@trocaire.ie)

## **Concern**

The deadline for applications to Concern for its development education funding programme is Friday March 28th. Interested organisations can request a copy of the funding guidelines from Michael Doorly on 01 4754162, [michael.doorly@concern.ie](mailto:michael.doorly@concern.ie)

## **Cooperation Ireland**

Organisations planning events that will bring together participants from both sides of the border should consider the Cooperation Ireland exchange programme. The programme promotes reciprocal exchanges and joint project activity to promote interaction and dialogue. The next deadline is 21st March. Contact Joe Kelly on 01 6610588, [jkelly@cooperationireland.org](mailto:jkelly@cooperationireland.org)

## **Carmichael House**

Good planning is the most important step towards accessing funding for our development education programmes. The Carmichael Centre is running a series of helpful courses on monitoring and evaluation, and developing a fundraising strategy, among other things. Contact Emily O'Neill on 01-8735282, [tdocarmichaelcentre@eircom.net](mailto:tdocarmichaelcentre@eircom.net)

in 2001, a Resolution was adopted by the Development Council that called for the mainstreaming of Dev Ed, exchange of information and experience on Dev Ed, common and coherent policies on Dev Ed and appropriate financial and institutional resources. The Development Education Exchange in Europe Project (DEEEP) will address these areas of activity through the National Platforms of the member states. The DEG collaborates with European counterparts through representation on the Liaison Committee Development Education Forum and the DEEEP, based in Brussels. Again, concern about the unreliability of European Commission funding, upon which the Irish Dev Ed sector relies heavily, is a matter for ongoing discussion regarding the future of programme funding. Results of funding applications for the 2002 round indicate a very low success rate. Clearly the National Platforms and the DEEEP have crucial lobbying to do on the monitoring of the

implementation and promotion of the Council Resolution on Dev Ed.

The Dóchas Development Education Group recognises the challenging changing environment in evidence at this time and through concerted action works to uphold the principle of education as a means for the empowerment of individuals, groups and organisations to participate in sustainable development for the creation of a more just global society.



*Caroline Maxwell is  
Development Education  
and Campaigns  
Coordinator for Action  
Aid Ireland.*

# Index Links

## Barnardo's National Children's Resource Centre

### Training Events:

**20 February**, Roscommon, A Multi-cultural Approach to Creative Activities in Childcare Settings

**26 February**, Dublin, Experiencing 'The Arts' Through the Eyes of a Child

### Publications: Equality and Diversity: An Anti-Bias Approach

The aim of the pack is to depict positive images of children from a variety of backgrounds, cultures and minority groups in early years services. €15 (+€2.50 P&P). *Barnardos (NCRC)/ Pavee Point/ Know Racism/ NCCRI.*

Contact: Martina Dumpleton, Barnardos NCRC, Christchurch Square, Dublin 8.

Tel: 01 4530355 Ext 213; Email: [martina.dumpleton@barnardos.ie](mailto:martina.dumpleton@barnardos.ie); Website [www.barnardos.ie](http://www.barnardos.ie)

## Galloglass Theatre Company/ Amnesty International

**My Children, My Africa**, a play by Athol Fugard, is set in a school working under the government-imposed Bantu education system in the Apartheid era in South Africa.

The play will run from **18 February to 29 March**, opening in Clonmel for two weeks and then touring Ireland including Bray, Kilkenny, Waterford, Roscommon, Birr, Skibereen, Listowel, Charleville, Wexford and Dublin.

An outreach programme for secondary schools is being run in connection with the play.

Contact: Dermot O'Reilly, Outreach Coordinator, (052) 26797, [outreach@galloglass.ie](mailto:outreach@galloglass.ie)

## Fairtrade Fortnight: 3–16 March

**3 March**, 11:00, Launch of new International Fairtrade Mark. For details of venue call 01-4753515 or email [info@fair-mark.org](mailto:info@fair-mark.org). Website: [www.fair-mark.org](http://www.fair-mark.org)

## Calypso Productions—Patrick and the Bells

The picture on the right is from Calypso's upcoming production *Patrick and the Bells*, a multi-ethnic musical play which tells the story of St. Patrick in a diverse cultural setting and features a cast of some of Ireland's finest actors and musicians alongside members of Ireland's refugee and asylum seeking communities.

It is on from **16–22 March** in the Samuel Beckett Theatre, Trinity College, Dublin. Tickets are €12/€10, group rates available. For bookings, telephone Calypso 01-6704539 or the theatre on 01-6082401.



## Conservation Volunteers Ireland—Spring Training Courses

### Courses:

**22 February**, 09:30-16:30, Hedgelaying

**8 March**, 09:30-16:30, Drystone Walling

**1 March**, 09:30-13:30, Tree Identification & Planting

**29 March & 19 Apr**, Bird-friendly Gardening

To book a place, telephone Conservation Volunteers Ireland on 01-495 2878. Website, [www.cvi.ie](http://www.cvi.ie)

## KADE

KADE is hosting **Global Tralee 2003** on St. Patrick's Day, **17 March**, 14:00-18:00, in the Mount Brandon Hotel Conference Centre, Tralee. Admission free. All are welcome to this intercultural celebration of dance and music.

Contact: Mary McGillicuddy, 066-7181358, [kade@eircom.net](mailto:kade@eircom.net)

## ICTU Global Solidarity Project

**18 February**, 18:00, Liberty Hall, Dublin. Launch of a Congress **information pack on workers' rights** in the global economy and a showing of **Race to the Bottom**, the Esperanza documentary on the way in which globalisation is impacting on the lives of workers. See [http://www.ictu.ie/html/news/meet/18\\_2\\_03.htm](http://www.ictu.ie/html/news/meet/18_2_03.htm) for more details or contact David Joyce, ICTU Development Education Officer, 01-8897746, [david.joyce@ictu.ie](mailto:david.joyce@ictu.ie)

## Slí Eile

Slí Eile, an initiative of Irish Jesuits, provides opportunities for young adults (18-35 yrs) to explore questions of faith and justice.

**Overseas Opportunities:** Three-week volunteering projects in Colombia and Zambia in July. The trips combine working for justice with living in community and taking time to reflect on experience from a faith perspective. Also a number of two-month projects available. For applications or more info contact Debbie Moore on 01-8880607 or email [info@s-j.ie](mailto:info@s-j.ie). Closing date 14 February.

**Volunteering:** A range of placements available in North Inner City Dublin for 1-2 hours per week, including befriending homeless people, asylum-seekers and elderly, assisting in prison visitor centre, and helping inner city students. Contact Patricia Higgins on 01-8787166 or email [volunteering@slí-eile.com](mailto:volunteering@slí-eile.com) for more information.

## Comhlámh

**Cork:** 55 Grand Parade, 021-4275881, [comhcork@iol.ie](mailto:comhcork@iol.ie)

**25 February to 6 May**, Skills in Dev Ed, a ten-week course

**1-2 March**, Skills and issues in Dev Ed  
**10-11 May**, Facilitation Skills (Level One)

**Dublin:** 10 Upper Camden St, 01-4783490, [info@comhlamh.org](mailto:info@comhlamh.org)

**12 February**, Development Education Resources Workshop

**22-23 March**, Options and Issues in Development Work

**22 Feb**(Drama) and **1 March** (Visual Arts), Addressing Diversity through the Arts: Workshops for primary school teachers and educators.

## Voluntary Service International

VSI is now taking applications for its Africa, Asia and Latin America **Exchange Programme**. Those who are over 21 and have some experience of voluntary work can get application forms and more details about the programme at the following information workshops:

Cork: Sat. **8 February**, 11.15 Ogra Chorchai, 20 Patrick's Hill, Cork.

Dublin: Sat. **8 February**, 11.00 Irish Film Centre, Eustace Street, Temple Bar, Dublin.

Belfast: Wed. **12 February**, 17.30, IVSNI Office, 122 Gt. Victoria Street.

Tullamore: Wed. **19 February**, 20:00, Bridge House Hotel.

Galway and Limerick yet to be finalised: email [deved.vsi@iol.ie](mailto:deved.vsi@iol.ie) or phone 01-8551011 for details.  
Website: <http://homepages.iol.ie/~vsi>

## Volunteering Ireland

**Courses** for those involved in the recruitment, selection or management of volunteers:

**26 February**, 10:00 to 16:00,  
Developing Your Volunteer Policy

**20 March**, 10:00 to 16:00,  
Supporting Volunteers

**9 April**, 10:00 to 16:00,  
Volunteer Screening and Selection

**30 April**, 19:00 to 21:00,  
Volunteer Recruitment: A Case Study  
For those directly responsible for the recruitment and selection of volunteers.

**7 May**, 10:00 to 16:00,  
Time Efficient Volunteer Management

All courses will take place in Coleraine House or Carmichael House, Dublin 7.

**Contact:** Anne-Marie Bourquin at 01-872 2622 or e-mail: [anne-marie@volunteeringireland.com](mailto:anne-marie@volunteeringireland.com)  
Website: [www.volunteeringireland.com](http://www.volunteeringireland.com)

# Organisation Profile

## World Development Centre, Waterford



**T**HE WORLD DEVELOPMENT CENTRE IS A development education, resource centre and a fair trade shop. The Centre was established in 1990 in response to the need to provide access to development information and education materials for the people of Waterford. The Centre organises workshops, projects and events for schools, youth groups, community groups and adult groups. It works in partnership with local groups such as Waterford Youth Drama, Waterford Amnesty and St. Brigid's Social Justice Group.

The Centre has a resource library that holds a wide range of materials devoted to development education issues. These materials are useful for teachers, students, youth leaders and anyone interested in development, environmental and justice issues. The Centre also distributes a quarterly newsletter. It contains articles on development issues and information on campaigns and activities organised in the Waterford area by the Centre and other like-minded groups. Subscription to the newsletter is free.

The World Development Centre recently moved to 19 Otteran Place, South Parade. This location has the advantage of being near to some of the primary and secondary schools in the area. An Open Day was held on 7 December to introduce people to their new

premises. The Open Day was a great success, with a large number of people dropping in to view the new premises and sample some fair trade tea, coffee and chocolate. Some of the visitors caught up on their Christmas shopping using the selection of fair trade food and crafts available. Others took the opportunity to browse through the resources in the library. The interactive CD-Rom, *Rafiki*, was of particular interest to the younger visitors.

The Centre currently is working with a group of asylum-seekers in a project called 'Skills into Schools'. This programme gives the opportunity for new residents of Waterford to share with local children some of the many talents that they have brought with them from their own countries. Children in local schools and youth groups will be shown music, dance, cookery, other skills, and also will have the opportunity to learn a bit about another country.

So far, there has been an excellent response from asylum-seekers, who are very enthusiastic about the project. The workshops have been organised around three themes: Food, Music and Dance.

The Centre also has a website. You can check it out at: [www.worlddevelopmentcentre.com](http://www.worlddevelopmentcentre.com)

**ADVERTISE  
IN INDEX**

Contact Ken Dempsey for rates

Telephone 01-4783490, email [ken@comhlamh.org](mailto:ken@comhlamh.org)

# Resource Review

## Global Express Irish Edition

**M**ANY OF YOU WILL BE FAMILIAR WITH THE Global Express quarterly for schools, produced by the Manchester Development Education Project in conjunction with the Panos Institute. Global Express is an international project which also involves partners in the Netherlands, Italy, Spain and more recently the Curriculum Development Unit, Mary Immaculate College (Limerick). The publication describes itself as a 'rapid response information series for schools on world events in the news', and it is precisely that.

The latest and first Irish edition focuses on the current Iraqi crisis. Aimed mainly at 10-12 year-olds, but probably also suitable for slightly older students, it contains notes for teachers along with photocopiable activity sheets. Well-written articles provide a comprehensive summary of the issues involved (with the relevant web sources included at the bottom of each piece for further reference). The 'background to the crisis' section (for teachers) opens with a reminder that 'truth is the first casualty of war' and moves on from here to provide a very lucid and concise overview of the US/Iraq conflict with illuminating statistics and perspectives from different angles. Although the background notes are intended for teachers many older students will find them engaging and informative. The elaboration of key terms such as 'resolution' or 'unilaterally' provides often necessary clarification.

Clear curriculum links are suggested along with practical ideas for integrating an exploration of the topic into Drama, SPHE, Language, and Art amongst other curricular strands. A range of methodologies is suggested such as role play (to explore conflict and bias), brainstorming and discussion (to gain some understanding of the relative needs of different nations and to examine what is meant by many of the key political terms). A fun whole-class project where different groups illustrate an assigned period from a timeline of Iraq demonstrates how significant historical details can be assimilated in an enjoyable and interactive way. All the activities and discussions are designed so



as to challenge and stimulate children into devising their own appropriate actions for change.

Although the magazine is spare in its use of graphics and images, it should be praised for choosing particularly relevant and age-appropriate photographs, all of which are carefully credited and captioned. A selection of these images features in the accompanying activity sheets where children are enabled to examine and discuss the photographs in greater depth.

A few Irish development education titles are recommended along with a list of websites to guide teachers who wish to explore the issues in greater depth. UK back issues featuring topics as diverse as football and floods can be downloaded from [www.dep.org.uk/globalexpress/](http://www.dep.org.uk/globalexpress/)

The Global Express series costs €20 for four issues. Copies are available from the CDU at Mary Immaculate College. Email: [beth.hickey@mic.ul.ie](mailto:beth.hickey@mic.ul.ie) or tel: 061 204 5500.

*Reviewed by Lizzie Downes*



# School Reports: The Formal Sector

**Anne Dolan** outlines the findings of research into the effectiveness of development education initiatives in the formal sector.

**IN** IRELAND, SEVERAL DEVELOPMENT initiatives have been devised for the formal education sector to date. These include resources, in service courses, intercultural exercises and curriculum development pilot programmes specifically designed for primary and post primary schools. However, there is an absence of systematic research which monitors and evaluates the long term impact of these initiatives.

In recognition of this, the Development Education Unit in Ireland Aid (NCDE) commissioned a pilot research project which was conducted by the Curriculum Development Unit of Mary Immaculate College and 80:20 Educating and Acting for a Better World.

The overall aims of this study were to measure the extent and effectiveness of development education activities in primary and post primary schools and to establish a baseline for future research.

In all, some 550 primary and 585 post primary students, 54 teachers and 24 principals were interviewed. These interviews took place in thirteen primary and fourteen post primary schools in Limerick, Athlone, South Dublin and North Wicklow. It is important to note however, that the research is limited in scope and represents the first element of what should be a much larger multifaceted project.

The sample was chosen on the basis of a number of criteria including: schools that agreed to become involved and which organised classroom access for agreed class periods; balance between urban and rural schools as well as between large and small schools; and balance between male and female respondents. In addition, schools known to have been involved in development education were chosen. As a result, the sample is not random and is not, therefore, representative of schools at large.

It is clear from this research, as well as the overview of curricula, that development education has established itself firmly and that a solid platform has been established upon which to build in the future. Students have appropriate knowledge (admittedly

imperfect) of many issues addressed by development education and display strong attitudes of responsibility and care. The range of issues addressed is very broad and as a result the depth of knowledge varies from school to school. There is evidence that the values-base and underlying perspectives of development education have permeated the curricula and, more importantly, the frames of reference of both teachers and principals.

The research clearly shows that development education has impacted upon students in primary and post primary schools. However discussions dealing with development issues consistently produce negative, charity based references and images. This was perhaps the most disturbing conclusion of the report.

Exceptions were evident in schools with a strong commitment to an ethos which reflects the values of development and human rights education. These schools were generally more committed to development education, both in terms of their formal and extra curricular activities.

Several schools engage in fund-raising activities. In some instances this leads to continued education analysis. In most cases however, fund-raising occurs in the context of marketing campaigns specifically designed for schools by development organisations. While such fund-raising promotes a general 'feel good factor' within the school community, it is often divorced from ongoing educational analysis and debate. The issue of concern here is the ongoing tendency to present development issues through a charitable lens whereby teachers and students feel compelled to engage in short term, one off 'solutions' rather than engaging with development concepts in a more systematic manner. The action component of development education was also weak in several schools, therefore fund-raising provided a neat solution. Both students and teachers requested more guidance on this issue. Interestingly, students generally knew very little about the actions of local community groups or locally based organisations.

The role of the individual teacher was highlighted as one of the more important factors. Without such

committed teachers in schools, development issues are in danger of falling off the desk. Other important contributing factors included the school ethos and the attitude of the principal. All teachers and principals interviewed valued development education and felt it had impacted on the students particularly in terms of skills and attitudes. Although some teachers felt that such an impact was often short term, anecdotal and difficult to prove. While all teachers and principals were in support of development education, they were honest in highlighting factors which militate against its delivery in schools. These include an overloaded curriculum, lack of time and lack of familiarity with the issues.

This pilot project highlights the need for extended research. Such research should take place in a national context with a larger cohort of students. A number of specific areas are also highlighted for further attention including: the action dimension in development education; the impact of various development education resources; the impact of extra curricular activity and the impact of study visits and in service courses.

The opportunities and challenges for development education have never been greater. In global terms, since September 11th, 2001 and the atrocities which followed, culture and ethnicity have become embroiled as targets in current warfare discussions. Human rights are increasingly under attack. In Ireland our 'céad míle fáilte' banner has fallen off its pedestal as xenophobic tensions, ethnocentrism and fear are ever-increasing realities in contemporary society. In our schools, the number of children from different cultural and ethnic backgrounds has increased dramatically. While several teachers embrace the inherent opportunities, others feel ill-equipped. Herein lie very specific strategic opportunities for NGOs to meet the need for development education which addresses the real inter-cultural challenges facing our teachers, principals and students. The context in which development education is delivered has changed dramatically. Development education issues are no longer far away in a conceptual, abstract manner. They are here on our doorstep and of immediate concern to all. The progress that has been made in development education to date should not be dismissed, but neither should it be taken for granted. Now that development education is established within the formal curricula the challenges and demands facing development educators and teachers are more immediate. In order to meet these challenges and serve our schools, there is a great need for more systematic research which will critically inform our development education practice.

*Development Education: Assessing the Impact.* Authors: Anne Dolan, Colm Regan and David O'Grady. Curriculum Development Unit Mary Immaculate College and 80:20 Educating and Acting for a Better World. This report is due to be published by NCDE.

# News & Notes

## Award for Fairtrade (FLO)

2002 was a year when Fairtrade was in the news, both for all the right, and for all the wrong reasons. The wrong reasons include the continuing crises for coffee producers who have never had it so bad. The scale of the problems they face beggars belief almost as much as it beggars millions of small producers. That an extra US\$29,000,000 was earned by coffee farmers through the sale of Fairtrade Marked coffee internationally in 2001 shows how the actions of individuals, individual purchases, cup by cup, can add up to a significant benefit for producers in developing countries.

As always, the challenge for Fairtrade is to up the ante, and to do more business on Fairtrade Mark terms. In Ireland at the close of the year perhaps the most promising sign for next year is that British Fairtrade companies like cafedirect and the Day Chocolate Company have now organised proper distribution in Ireland. Though you may not have seen the products in your local store, turnover for cafedirect in the last three months was over €99,000 - a huge increase.

Sometimes the best stories don't make the news at all. On the 19th of December the King Baudouin Foundation based in Brussels announced that Fairtrade Labelling Organizations International (FLO) and its 17 member organisations around the world have won the prestigious King Baudouin International Development Prize in 2002. Fairtrade Mark Ireland is the Irish founding member of FLO.

Previous winners of the award include: the Grameen Bank in Bangladesh for their work in providing micro-credit facilities to rural women; the Landless Peasants Movement in Brazil; and Paolo Freire, also from Brazil, for his work in extending adult literacy in developing countries.

This award isn't actually for FLO or for any organisation. It's for a system that links producers in developing countries with the people at this end of the world who buy their products. Supporters, volunteers, companies and customers are the people who make Fairtrade work.

# Development Education and Ireland Aid: A Changing Landscape

*Colm Ó Cuanacháin explores the implications of changes at Ireland Aid.*

**D**EVELOPMENT EDUCATION ORGANISATIONS AND advocates will be aware of the restructuring currently unfolding in Ireland Aid, and its impact on government support for development education. The changes being implemented presently are the most sweeping and wide-ranging reforms since the commencement of state involvement in development education in 1978, when the Department of Foreign Affairs first introduced a grant scheme. Since that time the government has maintained a significant commitment to development education. The Development Education Support Centre (DESC) was established in 1986, as an agency of the Department of Foreign Affairs, and it became the forerunner of the National Committee for Development Education (NCDE) which has now been disestablished as part of this change process, and replaced by the Development Education Unit (DEU).

## **NCDE**

The NCDE was overseen by a committee of ministerial appointees, many of whom were development education practitioners with knowledge and experience of the sector. The NCDE proved to be an accessible and supportive source of expertise and resources for development education organisations. The consistently high quality of the staff and programmes over the years saw the NCDE grow in credibility and impact. On the other hand as a committee led agency the NCDE was not without its critics, with concern being voiced on occasion about a perceived lack of objectivity and foresight, and a tendency to focus on the operational at the expense of a more strategic approach to development education in Ireland.

The significance and importance of Ireland's overseas development assistance programme received a significant boost in 2000 when the government announced its commitment to reach the UN target allocation for aid of 0.7% GNP by 2007. While the phasing towards 2007 has slowed considerably, the policy commitment by government remains in place. The then Minister of State with responsibility for Development, Liz O'Donnell TD, announced a full review of Ireland Aid

to set out the strategic directions which would ensure the effectiveness and sustainability of the government's expanding investment in development. The review was launched in 2002 and was the product of over a year of deliberations within the government, the Department of Foreign Affairs, and the development community.

## **Ireland Aid Review**

The Ireland Aid Review acknowledges that 'Development Education has a crucial role to play in enlarging public understanding of development issues, both global and local'. It sets out two key strategic directions which impact on development education.

In the first instance it establishes a new information policy, seeking to build public ownership of the Ireland Aid programme through awareness raising and communications about the work of Ireland Aid. It acknowledges that there is relatively little public knowledge of the government's contribution to aid, and seeks to redress the imbalance it notes between the profile of Ireland Aid versus the major development NGOs in Ireland. On its face this seems like a positive step, which could contribute to the evolution of broad-based support for the allocation of exchequer funding to overseas aid in the long term. Sceptics will point to the ineffectiveness of awareness raising projects based on mass media communications, as they do not result in any in-depth understanding of issues. Also it is fair to say that a concern exists regarding the allocation of significant resources to an unproven range of promotional schemes.

Additionally, it is not unlikely that resources could be diverted from educational programmes to public information initiatives, particularly if the budget is constricted in the future, though this is not planned or envisaged within Ireland Aid at present.

Secondly, and of even greater significance, the Review sets out a new strategy for the support and funding of development education in Ireland. The NCDE was disbanded, and thus the decision making role, together with the semi-independent structural arrangement

enjoyed by the Committee, was removed. The functions of the NCDE were then brought within Ireland Aid with the establishment of a new Development Education Unit. The Review argues that this move will result in greater effectiveness by exploiting the synergies which exist between the work of Ireland Aid and that of the NCDE. An advisory committee drawn from the voluntary sector and academic institutions has been appointed by the Minister of State with responsibility for development, Tom Kitt TD, to support the unit and it will be chaired by Dr. Peadar Cremin.

On the issue of committees it is also important to note that the Review called for the establishment of the Ireland Aid Advisory Board, which was constituted by the Minister in 2002 and chaired by Desmond O'Malley. The process of fully implementing these changes is unfolding at present, and should be completed within months.



*Minister of State, Tom Kitt TD*

### **Advantages and Disadvantages**

As with every change there will be both advantages and disadvantages, and while the true extent of the positive or negative outflows has yet to be measured, they are likely to be along the following lines:

On the positive side, development education is now a central function of Ireland Aid, and staff working with the development education movement in Ireland are centrally located within Ireland Aid, where they will enjoy increased access and influence. A more structured relationship with other government departments, including Education and Science should also ensue. Senior management within Ireland Aid have clear line management responsibility for development education, and with this responsibility should come clear accountability. The increased lines of control over the financial management of development education funding, allied to the decrease in costs associated with centralisation will, theoretically for the present, see an increase in the funding for development education. There will be greater coherence between the initiatives of Ireland Aid overseas, and at home.

The potential difficulties include the downgrading of the involvement of individual appointees with knowledge of the sector from a decision making role, to an advisory role, possibly resulting in a lack of transparency, independence and scope within which the development education funding programme can operate. Priorities will now be linked to those of Ireland Aid as a whole, allowing less flexibility and, as the sector is currently over-reliant on Ireland Aid funding, it may make it difficult for groups to focus on a broader range of issues or geographical concerns. The long-term strategic planning and policy making roles, plus the short-term operational and implementation functions will all come within the remit of the staff of Ireland Aid. Additionally, while the current understanding is that NCDE staff are transferring to the Development Education Unit, future appointments will be subject to civil service arrangements, which could result in a situation where newly appointed staff might not necessarily have expertise in the area.

### **The Future**

The first major test of the new arrangements is already upon us. The Ireland Aid Review assures us that increased funding for development education will be made available following the agreement of a revised strategic plan. This strategic planning process will have profound implications for the work of the development education sector in Ireland for the foreseeable future. The drafting work has been ongoing within Ireland for over six months, and the current expectation is that the plan will come into effect before the summer. A consultation phase with the development education sector has commenced. While this strategic plan is clearly the intellectual property of Ireland Aid, it is hoped that it will be informed by the expertise and experience of those organisations and people who have been working in development education for many years.

While it is important to stress that information regarding the draft plan is not yet available, initial indications are that Ireland Aid is seeking to identify about five priority areas for development education work, and they would hope to engage in partnerships with key institutions, organisations or agencies to advance the agreed strategies in these areas. In addition Ireland Aid would seek to roll out a number of key initiatives by linking its grant schemes to agreed priority themes.

Change is what you make of it, and the energy driving these changes is certainly to be welcomed. Those of us who have assessed the challenges facing the development education sector in Ireland at present are certain of one thing, change is needed. So let us embrace these changes and shape them in partnership with Ireland Aid to ensure that our shared aim of ending global injustice and inequality comes ever closer.

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