

Dev Ed in Action

This edition of Index looks at development education in action, focusing on people's participation in global transformation and the role played by development education as a tool for change. Oisín Coghlan explores the lessons for development education from popular activism, while Joe Murray raises the debate on the role of development education and argues that development education must take a stand on issues such as war, militarisation and human rights abuses. Patrick Watt looks at a current campaign, the Global Campaign for Education, as an example of development education in action.

A number of authors challenge the notion of development education as a neutral process, which presents both sides of the argument and leaves the participant to decide for themselves. Questions are raised as to whether development education should take sides, be political. If people sit on the fence, is this a choice in favour of injustice? It is argued that development education focuses too much on the processes, rather than on achieving outcomes. If we want to be relevant and to harness activism in a meaningful way, do we not have a clear role in moving from popular protest to constructive political engagement, and to strive to engage people in a process of education, including critical thinking and analysis, campaigning, lobbying and taking action for change?

In May 2002, the Michael Kenny Report *Development Education in Ireland: Challenges and Opportunities*, was launched. A year on, development education in Ireland is at a time of change, a situation highlighted in the first edition of Index. With the recent launch of the Irish Government's strategy for development education, *Deepening Public Understanding of International Development* and the upcoming seminar on the Future of Development Education in Ireland (see page 15), the need to grow capacity and increase effectiveness is foremost in all of our minds. In light of this, and developments in the global arena, some of which are highlighted in this issue, we need to be articulating both a clear strategy for development education in Ireland today and to be working to increase the effectiveness and relevance of our responses to pressing development issues.



Photo: Hugh Mc Ilveen

'Shout for Trade Justice' during the Dáil Lobby for Trade Justice, May 14th

www.comhlamh.org/index

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From Popular Protest to Political Project: Where is Development Education?

Oisín Coghlan examines the lessons and challenges for development education arising from recent large scale movements of popular protest.

THERE IS NO DOUBT THAT THE TURN OF THE century has witnessed the rise of a new activism. The street protest in Seattle in 1999 which shut down the World Trade Organisation for a day heralded the emergence of a new movement which has criss-crossed continents giving new political resonance to cities from Prague to Porto Alegre and Gothenberg to Genoa. Dubbed 'anti-globalisation' in fact it opposes the increasing disparities in economic power globally and the role of transnational corporations driving the current form of globalisation.

More recently the US push towards war on Iraq brought even more people onto the streets around the world, culminating in the single biggest day of protest in human history on February 15th 2003. While the anti-war movement may be stalled by the quick end to military action in Iraq it is not difficult to identify a broader agenda here as well: an objection to the disparity of US power and its arbitrary use and abuse.

Popular Protest

But is street protest effective? The WTO simply held its next Conference in a desert and returned to business much as usual and the US invaded Iraq without a second thought. However, the protests did have impacts. They raised awareness. Hardly anybody had heard of the WTO before Seattle. No doubt, those with a vested interest in it wielding power as unaccountably as possible (multinational pharmaceutical companies for example) would have preferred it to stay that way. The protests gave heart to developing countries to resist the bullying of the rich countries. They refused to agree to new trade negotiations in Seattle, and in Doha the price of agreement was a declaration that the whole purpose of this round would be development, a yardstick which civil society will certainly use.

I would argue too that the manner in which the US and Britain prosecuted the Iraq war was affected by

the scale of the protests. Compared to other conflicts, and the gulf war of 12 years ago in particular, the relative effort to avoid civilian casualties and humanitarian disaster was telling. You can be sure that was more a political calculation than one based on international law.

However, popular protest has its limitations. One is the law of diminishing returns; it is difficult to sustain productively over a long period of time. The media begin to lose interest, even if numbers increase, unless each event offers a new angle or the prospect of violence. The protesters lose the element of surprise: no high-level meeting has actually been disrupted since Seattle, the police have been always be positioned to contain the protest. The longer you can be labelled simply as 'anti', the more your credibility diminishes. To succeed, a protest movement must evolve into a political project for transformation that can articulate a vision of an alternative.

Building Political Movements

Successful movements for social change are not one dimensional. First-wave feminism did not simply decry male domination of political life. It proclaimed a simple solution: female suffrage, and campaigned for it with a range of tactics from routine lobbying to spectacular civil disobedience. The anti-apartheid movement was supporting a highly organised political force, the ANC, and at the pivotal moment the leader did not simply outline the path to vindictive triumph or bitter political equality, but rather a vision of reconciliation in a rainbow nation. Ultimately, we have to counter Thatcher's 'there is no alternative' with more than Puerto Alegre's 'another world is possible'.

Development Education's Contribution

What are the lessons and challenges for development education from this millennial wave of activism? The principal lesson is that development education has much to contribute to the 'movement of movements' that could now emerge if we weave the various

News & Notes

Development Studies Library Web Enquiry Service

The Development Studies Library (DSL) in University College Dublin is a research library on development issues and is open to the public. It holds books, reports and journals on subjects such as agriculture, aid, development education, economics, human rights, politics, women and the history of developing countries. To date the collection has about 5000 books and takes around 170 journals annually. The journal article and book titles are entered on the DSL database which has over 33,000 records.

The library is now offering a new Web Enquiry Service. It operates as follows: if you have a question, you fill in a query form on the UCD website. It will be emailed to the DSL and they will reply within 48 hours. You can access this just by browsing the UCD website, www.ucd.ie/library, or by going directly to the Development Studies Library page which is <http://www.ucd.ie/library/collections/devstud.html>

If you wish to use the library in the conventional way please email Sally.Corcoran@ucd.ie for information on accessing the library. If you want to check the Development Studies Database online it is also available at www.ucd.ie/library/collections/devstud.html

VSI Projects Book 2003

Voluntary Service International has just published its 2003 Book of International Volunteer Projects. It contains several hundred short-term voluntary work projects in Ireland and in over 45 other countries world-wide. There are a wide variety of projects many of which are concerned with development, social justice and solidarity issues.

VSI hope that organisations and centres will help to publicise the International Volunteer Projects by making the book as accessible as possible and by publicising it through in-house newsletters and by email. The Book is available from VSI, 30 Mountjoy Square, Dublin 1. Tel: 01-8551011, email: vsi@iol.ie

threads of contemporary activism together. The gut instinct that 'something is wrong' can spark street protest, but alone it cannot sustain a movement. A confluence of factors brought 100,000 people onto the streets of Dublin on February 15th: the rush towards war despite Blix's caution the previous day, our own government's unrepresentative position, a widespread and favourable build-up in the media, even the weather. But Iraq is just the tip of the iceberg, and development education can provide the tools and the space for people to examine what lies beneath the media horizon: the political and economic power structures that drive the current world order and the examples that otherwise go unnoticed, from US supported coup attempts in Venezuela to tomato farmers in Ghana undercut by EU agricultural subsidies. Development education should also be one of the lenses through which the movement frames its vision of another world.

The Challenges

To make this contribution, however, development education must overcome a number of primarily internal challenges. Development education, in Ireland at least, has had a tendency to privilege purity over purpose, structure over strategy and process over content. We may never be able to agree on a precise definition of what development education is, and frankly it doesn't matter. We know why it is - it is to equip people to take informed action for change - and even how to do it well. It is ironic that a movement that exists to empower people to engage with the wider world is so inclined to introspection. And with everything from the world order to the domestic funding structure in flux it will be fatal if it indulges in it for much longer.

Equally, as someone who invested considerable energy in NODE (Network of Grassroots Development Education in Ireland) becoming independent, I can safely say that any structure founded on networking for its own sake is built on sand. Let's agree the burning issues we have in common and what we want to do about them. Those of like mind will join us for the sake of the struggle not for the sake of a structure. And while development education must remain a participative process based on the experience and the perspectives of the participants, it must not shy away from hard information and rigorous analysis. Our workshops must never be simply talkshops because they are where we will forge the tools and tactics for transformation. As Marx said of Feurbach 'Philosophers seek to understand the world; the point is to change it.'

Oisín Coghlan is Policy Officer with Christian Aid Ireland and a former Chair of Comhlámh.

The views expressed in this article are personal.

Walking the Line: Politics and Dev Ed

In the aftermath of the war on Iraq, **Joe Murray** explores some of the pressing questions for development education that it has highlighted.

IF DEVELOPMENT EDUCATION AS A DISCIPLINE IS not contributing to the development of a critical perspective on the issue of war, militarisation and human rights abuses, then it is hardly worthy of its name. There is a view that development education should not take sides, should present both sides of the argument on every issue, should not take a position on what is right and wrong on any issue. If this is true on some issues then there are, undoubtedly, others to which this rule cannot apply. It is unthinkable that people who are involved in development education should promote arguments in favour of racism, for example, or slavery or what many would see as the new slave trade—the trade in arms and the promotion of war as a showcase for weapons of mass destruction.

Opposing War

Development education should challenge the growing view that war is among the first options to be used as a means of settling international conflict. It should provide an alternative source of information from the propaganda that is fed by governments in time of war. The unmasking of the complicity by the media in modern warfare should also be one of the aims of development education. It should especially target the sections of the media, which present wars as virtual high-tech video games in which ‘smart’ bombs target military installations and equipment with absolute precision and which dismiss civilian deaths with such obscene terminology as ‘collateral damage’.

The fact that wars now seem to be pre-planned, to be scheduled into the timetables of western governments, should mean that

those who are opposed to war, including practitioners of development education, should be better prepared to resist, having more time to organise. The evidence of one hundred thousand people marching in the biggest anti-war march ever seen in Dublin suggests that to some extent this is true. On the other hand, the manner in which anti-war demonstrations were dismissed by governments around the world raises important questions about whose interests are being served by these same governments.

Politics

The war in Iraq is one issue that highlights the tension that exists within the understanding of development education. This tension centres on the issue of whether or to what extent development education should cross over into the political domain or the domain of campaigning. Where do the fault lines run in the demarcation between development education and political activity? Should practitioners of development education simply present both sides of the argument in relation to war militarisation, human rights abuses and racism, for example, or is it bound



Denis Halliday speaking at the march ‘From the River to the Planes’, Shannon Airport, February 1st

Photo: Derek Speirs © 2003

to take sides on issues that are so stark and critical to the welfare and even survival of so many people? Is the failure to take sides being 'non-political' or is it rather being political in a way that supports the status quo and is therefore more acceptable?

Local Links

An additional issue in the context of this war centres around what is a central tenet of development education, the linking of the local and the global. In the past, Ireland as a non-participant in war was able to comment on the issue from the perspective of an outside observer. By and large, successive Irish governments took an anti-war position which would have been shared by most NGOs and practitioners of development education. This changed dramatically when the Irish government made Shannon airport available for the wars in Afghanistan and Iraq, the latter not even having a UN mandate. In the case of the last two wars then, the local/global connection is specific and direct. This has resulted in a situation in which the Government and the NGO sector are largely on opposite sides of the fence on an issue of crucial importance. Are NGOs duty bound to highlight and expose Ireland's local contribution to a global war, given the importance of linking the local and the global in the practice of development education?

Further, the reality of war inevitably raises the broader issue of the arms trade and militarisation. By whom are the weapons made which wiped out a family of four sisters between the ages of two and nine in an airstrike on Iraq on March 25th or that have killed an estimated two and a half thousand civilians to date in the course of the war in Iraq? The answer is that many companies were involved including Raytheon, whose Chief Executive has stated his 'delight with the performance' of the missile system, which killed sixty two people in one incident alone in Baghdad on March 29th. Should the practitioners of development education have anything to say about this and about the fact that Raytheon have a manufacturing plant on this island? Should they do more than provide information, while staying on the fence in terms of taking a position on the morality of this industry?

Taking a Stand

When the last remaining Superpower blatantly targets governments, which it sees as being inimical to its own interest, is there a need to do more than provide information? When a country ignores international law and disregards the views of the United Nations, is it necessary to expose this fact? And when a country colludes in the violation of international law, should anti-war activists, including practitioners of development education, be political in opposing such a position or be political by doing nothing but ipso facto supporting such a policy position?

Joe Murray is Coordinator of AFRi, Action from Ireland

News & Notes

'Know Racism' Outreach Project

A central part of the work of Kerry Action for Development Education (KADE) is with local community groups and schools, helping them to learn new skills, knowledge and understanding about justice and equality in an intercultural society and an independent world. A group of people, who are currently seeking asylum and living in Kerry took part in a training course, organised by KADE in June 2002. Over the course of two weekends, fifteen people from Killarney and Tralee undertook the training, which focused on equipping them with the skills and confidence to speak publicly about anti-racism and issues relating to asylum seekers.

The trainees have now formed a "speakers' panel". This panel is available to work with schools and groups in Kerry to help them to develop their own strategies to address racism and promote interculturalism.

Those who would be interested in availing of a talk/workshop facilitated by a member of the panel should contact KADE at 11 Denny Street, Tralee, Co. Kerry. Phone 066-7181358 or email kade@eircom.net

Special Olympics

KADE have produced 'Country Profile Leaflets' for Italy, Suriname, Lesotho, Switzerland and El Salvador. These leaflets have been designed to support the school enrichment programme that is being followed by primary and secondary schools in some of the Special Olympics host towns in County Kerry.

Leaflets have been distributed to Host Town Education Co-ordinators; Libraries; Primary and Secondary schools; Citizens information centres; Kerry Network for People with Disabilities, and South Kerry Development Partnership.

KADE is also offering cultural outreach sessions to schools in Kerry. These sessions allow pupils to explore the culture of Ireland and the culture of the Country that their town will be hosting in June.

Week of Action: Global Campaign for Education

Patrick Watt on how the Global Campaign for Education has been a focus for campaigning action involving 1.5 million children around the world.

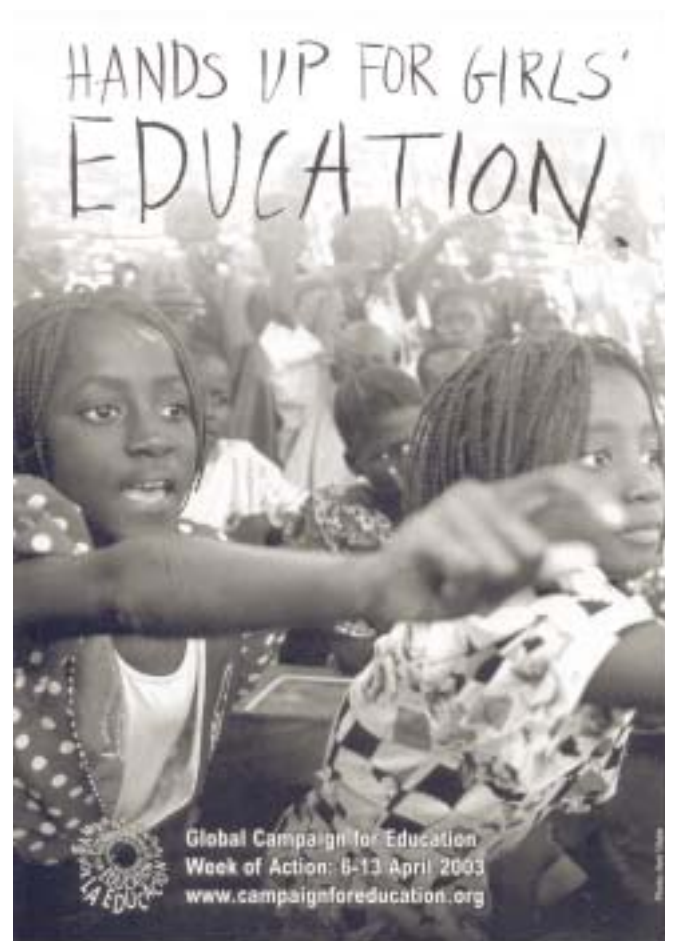
IN 2000, OVER 180 OF THE WORLD'S governments came together at a UN education summit in Dakar, Senegal, and committed to getting every child into school by 2015. From the perspective of Non-Governmental Organisations like ActionAid, the summit at Dakar was significant not only because of the development goals that were agreed, but also because it was the first time that civil society had a seat at the table of a major international meeting on education and helped to shape the international agenda.

Origins

This came about as a direct result of the pressure applied by civil society in the run-up to Dakar. A few months before the summit, ActionAid, Oxfam, Education International (an international coalition of teachers' unions) and the Global March Against Child Labour (a Delhi-based coalition of child rights activists, unions and NGOs) came together to form the Global Campaign for Education (GCE), a civil society alliance campaigning internationally for governments to deliver on the right to education. By coming together in this way, we created a profile and voice we would otherwise have lacked, and were able to ensure that we were heard by the governmental participants at Dakar.

Growth

In the past three years, the GCE has gone from strength to strength. Its membership now includes over 80 organisations worldwide, working in over 120 countries. Although the GCE has a small secretariat, the majority of work is done by its members. This includes ongoing lobby and media work on education around international forums such as the G8 and World Bank-IMF meetings, activities to build the capacity of civil society to campaign on education, and information sharing amongst members about education innovations and ideas, and progress towards the international education goals.



Development Education in Action

The main campaign activity organised by the GCE is an annual 'Week of Action' that is designed to bring civil society together to raise international awareness of education. Each year, the Week of Action takes a different theme—in 2002, the slogan was 'Free to Learn?', with a focus on the prohibitive cost of education facing families in the world's poorest countries. This year, the theme for the Week of Action—which ran from April 7th-13th—was equity, with a focus on the disparity between boys' and girls' access to education.

A new research report, *A Fair Chance*, which was jointly produced by ActionAid, Oxfam and ASPBAE (an Asian adult education network), tracked progress towards the international goal of gender equity in education by 2005, and identified policy measures to get girls into school. In the UK, the report was launched in parliament, with ten MPs. Events were held in over 100 countries, from seminars and marches to media stunts. In Washington DC, ActionAid and Oxfam campaigned around the IMF-World Bank Spring Meetings where Development and Finance Ministers were meeting to review progress on the Education Fast Track Initiative, a new global initiative to reach the 2015 education goal. A new ActionAid report, *Fast Track or Back Track?*, reviewed country-level progress on the Fast Track, and found the international community falling far short of its commitments on education.

Lesson for the World

However, the centrepiece of the Week of Action was a world record-breaking 'World's Biggest Lesson' on April 9th, which brought together 1.5 million children—from Greenland to The Gambia—to be taught the same lesson, at the same time, on why girl's education is a basic right and a keystone of development. The lesson was taught in a diverse range of settings, from the parliament in Sierra Leone, to UNESCO headquarters in Paris, to remote

village schools in Northern India. In New York, Kofi Annan gave his backing by joining the lesson. In the UK, the Schools Minister David Miliband taught the lesson to a primary school class in Tower Hamlets, while over 3000 children gathered for the lesson in Wembley, where they received a video message of support from Miss Dynamite.

The world's biggest lesson was a resounding success, bringing home the plight of 115 million children who didn't go to school on April 9th. Although it competed with near-saturation coverage of the fall of Baghdad, it attracted widespread press, TV and radio coverage around the world. Perhaps more importantly, it captured the imagination of 1.5 million children around the world, who were enthused by being part of a world record, but also moved to action by the outrage of millions of fellow children being barred from an education through poverty and government indifference. These children brought the lesson's message home with them, to their families and friends. Hopefully, this will help to build a broader, stronger movement for education, that creates the pressure needed to force governments in both the North and South finally to deliver on their promises to the world's out-of-school children.

Patrick Watt is EC Education Policy officer for ActionAid.



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Three Rock Institute is a non-profit organisation

Index Links

Amnesty International

Thursday May 29th, Belfast.

Amnesty **Literary Evening & Benefit.** Hosted by Sinead Morissey.
Featuring Maurice Leitch, Hugo Hamilton, Julie O'Callaghan, Jonathan Coe.
Music by Conor Byrne & Meabh O'Hare

Queen's Staff Common Room, College Gardens. Time: 19.30.
Pay at the door £6.50 & £4.



Carmichael Centre for Voluntary Groups Training Programme

The Carmichael Centre Training and Support Service exists to help small voluntary and community groups achieve their aims and objectives effectively and efficiently. Training and support are provided in a number of key management areas including fundraising, external relations, administration, financial management, service delivery and strategic planning.

Training courses are open to everyone who works or volunteers in the voluntary or community sector.

Saturday June 7th. Demystifying the Treasurers Role

Coleraine House, Dublin 7. Time: 10.00—16.00.

Contact: Emily on 01-873 5282. Fax: 01 873 5283
or email: tdocarmichaelcentre@eircom.net



Conservation Volunteers Ireland

May and June: Variety of dates available for one-day **dry-stone walling course.**

Saturday June 7th. Volunteer Work Day— Moat clearing in Drimnagh Castle.

Rural Projects:

- Raven Nature Reserve, Co. Wexford. (Five-day residential project from Sunday **June 22nd** to Friday June 27th).
- Brackloon Woods, Westport, Co. Mayo (Five-day residential project from Sunday **July 13th** to Friday July 18th).
- Wicklow Mountains National Park (Non-residential weekends throughout the summer months). In association with The Ramblers and Duchas, Conservation Volunteers Ireland will undertake Woodland Restoration involving Pine Seedling Removal.
- Arklow Town (dates to be announced). In conjunction with Arklow Tidy Towns Association. Work on a site near the town centre, overlooking the coast, involves Pond Management to help maintain an important nesting site.

Contact: Conservation Volunteers Ireland on (01) 495 2878 or info@cvi.ie to book a place on a project or to get further details. Website: www.cvi.ie



Cuba Support Group - Ireland

August 30th to September 20th: *Experience of a Lifetime,*
International Work Brigade to Cuba.

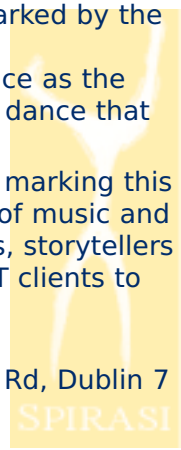
Contact: Cuba Support Group, 01 843 6448 or 087 678 5842, email: cubasupport@eircom.net

Centre for the Care of Survivors of Torture

June 26th, United Nations International Day in Support of Victims of Torture, will be marked by the Centre for the Care of Survivors of Torture with twelve hours of continuous dancing, **Global Groove — Move Against Torture**. Survivors of torture have decided upon dance as the best medium to face the past while embracing the hope for the future; twelve hours of dance that will give expression to the horrors of the past and the hope of the future.

Travelling from all over the country CCST clients will join with members of the public in marking this day with free expression. Held in a central Dublin location, it will comprise of a variety of music and dance reflecting the global extent of torture and its survivors. DJs, live musicians, poets, storytellers and dance workshops will provide the environment for members of the public and CCST clients to share expression.

Contact: Centre for the Care of Survivors of Torture (CCST), SPIRASI, 213 North Circular Rd, Dublin 7
Tel: 01 838 9664. Web: www.ccst.ie



Save the Children

Saturday May 31st, Belfast venue tba, 09.30 to 16.30. **Theatre for Development Workshop.**

Theatre for Development is a creative process that practises skills in making and performing plays and in analysis of root causes of problems that affect communities. It also gives an opportunity to devise methods of tackling these problems. It involves children and adults working together and is always collectively creative and participatory.

This workshop is particularly aimed at drama teachers and anyone interested in using creative arts approaches to development education. It will also consider issues affecting refugee and asylum-seeking children and hopefully encourage participants to work on a short piece to perform during Refugee Week.

Contact: Christine Patterson, Development Education Coordinator, Save the Children, 15 Richmond Park, Belfast, BT10 0HB. Tel: 028 9043 1123, email: c.patterson@scfuk.org.uk



Save the Children

European Association of Development Research & Training

September 11th and 12th. University College Dublin.

The European Association of Development Research and Training Institutions are holding the **annual meeting** of their Information Management Working Group in Dublin. This year's meeting is titled *Content, Knowledge and Know-how in Practice: the Reality of Information Management in International Co-operation*

Contact: Sally.Corcoran@ucd.ie or Cliona.Gallagher@ucd.ie

Voluntary Service Overseas

Tuesday June 24th at 19.30, Mount Herbert Hotel, Lansdowne Road, Dublin 4.

VSO will be holding an information evening in Dublin for anyone who would be interested in finding out more about opportunities to share their skills in the developing world.

Contact: Paula McIlwaine, VSO Ireland Representative, email: paula.mcilwaine@vso.org.uk



Dev Ed Profile

Galway One World Centre Coordinator Peter Butler



Index meets the new coordinator of the One World Centre in Galway

Peter, can you tell us about your current role?

I was hired last October as the full-time Coordinator. Last year we (and our main funder Ireland Aid) saw the need to have a full-time Coordinator to handle the increasingly complex work we undertake. My role is to keep things focused on achieving our strategic objectives.

How did you come to be involved in your present role?

Although I worked for over twenty years for computer companies, I have always been involved in a voluntary capacity with local organisations (Simon Community, Samaritans, Chernoybl Homeopathic Fund, Galway for a Safe Environment, Green Party). I believe there's a time when it is 'right' to push the boat out and seek new shores. For me, that was last summer. It coincided beautifully with Galway One World Centre's need for someone with my skills to come on board. So here I am.

Do you have any areas of special interest within development education? Who makes money in the world, how do they do it, why does 'free enterprise' not result in freedom from hunger and poverty? That perspective on development is what most interests me. It disgusts me to see an ever-increasing gap between the very rich and the very poor. Also the unsustainable growth in material goods and human comfort is a perspective on development which I think does not get aired enough.

What projects does Galway One World Centre have coming up in the next six to twelve months?

In our new Strategic Plan, completed just last month, we identified these new objectives and we are now planning a series of projects/activities under each objective. There are a few that might be of particular interest to readers:

- there's a learning circle which started this month, bringing together a range of people to study global/local issues together;
- there's also a volunteering project for asylum seekers which will enable them to show the skills they have which Irish society may not currently avail of;
- discussions with local third-level educational institutions are planned to address ways of incorporating development education into their courses;
- we will be running an inservice training course for primary and secondary school teachers;
- as well as producing feature articles on specific development education issues for the local media;
- producing a radio program on the environmental damage done by the demand for flowers;
- creating a website presence locally to make fullest use of the power of the internet;
- calibrating the contents of our resource library with those of other organisations;
- and carrying out the research for the Galway anti-racism strategy.

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Resource Review

Recent Publications

From the Local to the Global: Key Concepts in Development Studies

'Think globally, act locally' is a phrase often used to describe the importance of popular activism and an awareness of the issues surrounding globalisation. This book is an accessible and comprehensive introduction to key concepts in development that are central to understanding the causes of poverty, inequality and injustice in developing countries.

With contributions from development experts and activists from the North and South, this book questions the capacity of governments to regulate markets and harness them to meet social needs.

Critically assessing the role of multinational organisations — and in particular the trade and debt regulations of the World Trade Organisation, World Bank and IMF — the contributors examine crucial international topics such as debt, trade, human rights, the International Criminal Court conflict, gender, children and poverty, development education, the European Union, refugees and asylum-seekers, and the environment. The book is aimed at development NGOs, academics, tertiary students, human rights groups, trade justice organisations and wider civil society groups interest in development issues.

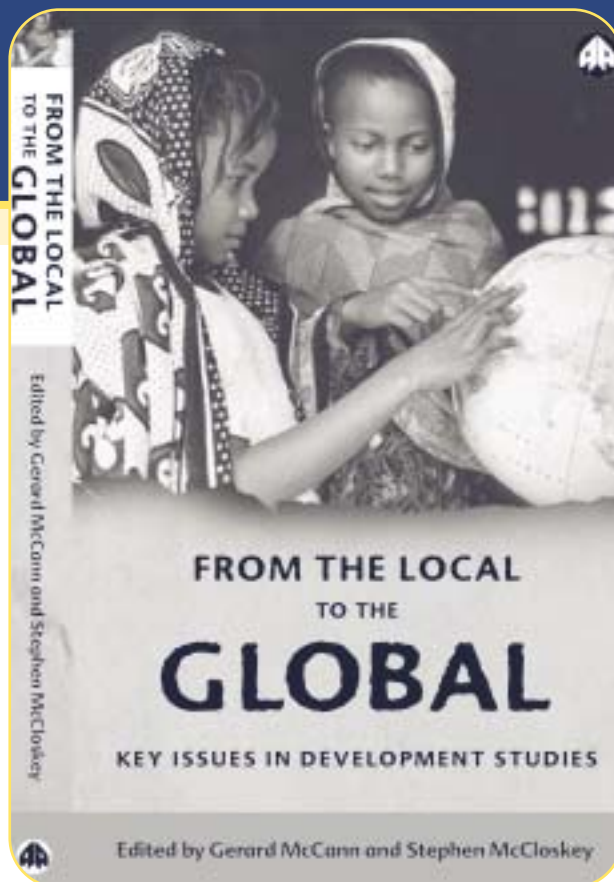
Target Groups

Development Studies students, development NGOs, development education practitioners, academics, students in Social Science disciplines, overseas development workers, student teachers and practicing teachers.

Contributors include:

Paul Hainsworth, Maura Leen, Madeleine Leonard, Mary Lou Malig, Denis O'Hearn, Paula Rodgers, PL de Silva, Jean Somers, Andy Storey & Iris Teichmann.

Available from www.plutobooks.com



Development Research Briefings

The Centre for Development Studies at University College Dublin has produced two Development Research Briefings this year:

- Microfinance in Post-Conflict Situations: A Case Study of Mozambique by Susan Frasier and Majda Bne Saad
- The Campaign in the Gambia to end Female Genital Cutting (FGC): Lessons for Advocacy Practitioners by Dónal Cronin and Majda Bne Saadl

These are available free of charge from the centre as is the previous Development Research Briefing — an annual review of Ireland's Official Development Assistance by Helen O'Neill.

For details contact the centre at UCD or by email at majda.bnesaad@ucd.ie or telephone 01 716 7616



Ireland Aid Strategy Plan, 2003 — 2005

John Boyd of the Ireland Aid Development Education Unit announces the launch of the Development Education Strategy Plan for 2003 to 2005.

THE MINISTER OF STATE AT THE DEPARTMENT OF Foreign Affairs with special responsibility for Overseas Development and Human Rights, Tom Kitt TD, launched Ireland Aid's strategy plan for development education on May 7. While the main focus of Ireland Aid (the Government's programme of assistance to developing countries) work is on strategies to reduce poverty through support for sustainable indigenous development in the poorest countries of the world, Ireland Aid also recognises that increased understanding by the public in Ireland of key policy issues relating to poverty and inequality is critical. As the aid programme expands in the years ahead, the issue of development education will assume an even greater importance in ensuring continued and increased awareness of global and development issues in Ireland.

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

The plan builds on the considerable achievements and contribution of development education practitioners and organisations over the past thirty years. In the process of agreeing the strategy, consultations took place with key development education actors and stakeholders, in particular development education organisations, educational organisations and the Department of Education and Science.

For Ireland Aid, development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and eco-

conomic structures which affect their lives and the lives of others at personal, community, national and international levels.

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

Ireland Aid recognises that many of the achievements in development education are the result of a partnership approach between Government Departments and non-governmental organisations. Ireland Aid also recognises the value and unique contribution that development education practitioners and organisations have made, and are continuing to make, to enable people in Ireland to engage with development policies and issues. The aim and objectives of the strategy plan can only be achieved through working in partnership with a wide range of organisations, both statutory and non-statutory. In the first instance, we will seek to build on existing partnerships but will also look to develop new partnerships where appropriate. We are hopeful that this strategy plan will facilitate continued and expanded work in the years ahead.

As this strategy will be key to development education in Ireland over the next three years, Index will be devoting space to discussion of the plan in the next issue and welcomes your views at index@comhlamh.org. Short submissions are particularly welcome in view of space limitations.

Copies of the Strategy Plan may be obtained by post from the Development Education Unit, Department of Foreign Affairs, Development Co-operation Directorate, Bishop's Square, Redmond's Hill, Dublin 2. Alternatively it can be obtained by e-mail request to irelandaid@iveagh.irlgov.ie. It will also be made available on the Ireland Aid website, due to be launched in mid-June.

Extracts from an address given by Dr. Peadar Cremin, Chair of the Development Education Advisory Committee, at the launch of *Deepening Public Understanding of International Development: The Development Education Strategy Plan for 2003-2005*

BEFORE SPEAKING DIRECTLY ABOUT DEVELOPMENT Education, it may be important to remind ourselves of why we need Development Education. Some years ago, the World Bank reported that ‘...in 2000 almost ten million children under 5 will die in the developing world, for broadly the same reasons that children were dying there in 1900’.

It seems important to me that we never lose sight of the importance of each and every individual, whether they happen to live in our neighbourhood or in the global neighbourhood. That anyone’s brother or sister, son or daughter, mother or father should suffer the indignities of poverty while others wallow in abundance is a challenge to each one of us. It is important, as we move towards the top of the global pile (of wealth) that we continue to hold a memory of where we have come from and of the poverty from which our people have been so recently delivered.

It is good to know that we have one of the fastest growing aid programmes in the West, that our aid focuses on the poorest countries and that our aid is given free of ties of politics or trade.

It seems very important that the people of Ireland continue to feel passionately about issues of global injustice. It seems very important that they continue to support the movement towards meeting our UN target of 0.7% by 2007. It seems unlikely that this will happen without a clear programme of information and, more importantly, of education. None of this could happen without the ongoing support of the Irish people in many different ways. The sea of public opinion is the sea, on which the boat of Development Education floats.

During the 19th Century the three R’s were considered to be absolutely essential. Being literate was being seen as being absolutely crucial for all who wanted to progress in life. In today’s world, there is a similar requirement for a global literacy for all our citizens. Without a global understanding, awareness, commitment and a willingness to learn about others, people are ill-prepared for life today. Global literacy will help all our people to understand Ireland’s place in the world, to better understand people in other countries with whom we engage, as well as understanding those from other countries who come to our own country, either as visitors or as emigrants. It is critical that, through all educational media, programmes and materials, we focus on developing global literacy.

Before finishing, I would like to pay tribute to those who would have worked over long periods of time on this document. I would like to note the work of David O’Donoghue and of Maeve Collins. I would like to pay a very special tribute to Máire Matthews who, appropriately enough, is not with us this evening because she is active in the field, being in Ethiopia. Máire has done tremendous work, both in her years in NCDE and during the past year in the Development Education Unit of the Department. Through great change, she has been steadfast in her commitment to Development Education and I think this document is itself a tribute to the work that she, along with her colleagues in the Unit and, particularly, her successor, John Boyd, have been doing. I commend them on this publication and on the process of consultation which preceded its production. I also thank my colleagues on the Development Education Advisory Committee (DEAC) for their contributions to this publication. The purposes of this committee, which I have the honour to chair are: to furnish advice to the Minister for Foreign Affairs and Ireland Aid on policy matters and on strategies for the promotion of development education; to oversee reviews and evaluations of development education activities; and to manage an annual consultation forum on development education.

The launch of the Strategy Plan is extremely important for the Development Education Advisory Committee in that it will help to give sharp and coherent direction to our activities.

Development Education has come through a period of great change within the Department of Foreign Affairs. There have been worries about what this might mean for the status of Development Education. Today’s event marks a significant stage in the evolution of the Development Education Unit within the Department. I think that it is worth noting the presence of both the Minister and of the Secretary General of the Department. I thank them for their earlier remarks but, most especially, I want to acknowledge their presence and what it means. It is, in my view, an eloquent testament to the enhanced position and status of the development education agenda within the Department of Foreign Affairs.

Let me conclude by saying that I consider that the Development Education Strategy Plan will, indeed, contribute in a significant way during the years ahead to ‘Deepening Public Understanding of International Development’.

Campaign Updates

Tobin Tax Irish Campaign and Website Launch

The Irish campaign in support of a Tobin Tax was formally launched on April 10 in Dublin's Central Hotel. Around 50 people were present to hear Fr Sean Healy of CORI welcome the campaign which aims to impose a tax on currency speculation to fund poverty reduction. He said that measures such as the Tobin Tax were an important step in building a more just global society and urged citizens and politicians to become active on the issue. Drawing attention to the down-sides of financial globalisation and liberalisation, he said it was vital to find ways of improving governance in a global context in order to ensure the interests of humanity are balanced against the interests of the market. The Tobin Tax, he said, was one way to pursue this goal.

Donnacha Ó Briain of ATTAC-Ireland said the Irish campaign had been inspired by the campaign for a Tobin Tax in France, which had been driven by grassroots citizens' activity and which had resulted in the Tobin Tax being voted into law by the National Assembly. The move was now on, he said, to get other European countries to follow the French example.

For this reason the Tobin Tax Initiative-Ireland was founded, and, with support from Trócaire, has set up a website. The website, he said, had a facility allowing citizens to email their own TDs on the issue. It was hoped that this would allow politicians to become aware of the popular support that there is for this concrete reform. He stressed that the Tobin Tax was not a party-political issue but a concrete and sensible proposal which people from across the political spectrum could support. He encouraged people to visit the website at www.tobintaxireland.ie



Irish Debt Policy First Birthday Party, July 19th

Debt and Development Coalition Ireland invites you to actively participate in celebrating our victory in getting the Irish Government to Call for 100% debt cancellation.

But we need action as well as words. The Irish Debt Policy launched on July 19th 2002 marked a major breakthrough for debt campaigners. Ireland became the first Northern country to come out publicly in support of 100% debt cancellation for the poorest countries. This was a fitting response to the 850,000 signatures for debt cancellation gathered by Jubilee Ireland.

'We must do more, much more, to alleviate the debt burden on poor, heavily indebted countries. Ireland supports, in principle, the cancellation of their debts'. (Taoiseach Bertie Ahern at the World Summit for Sustainable Development, Johannesburg Aug 2002).

In spite of the policy and the Taoiseach's statement above, the Government's support for 100% cancellation, in practice, has not been strong, united and wholehearted. They have accepted that the IMF and World Bank have not got the money to cancel the debt and they have not pressed the policy vigorously at the IMF and World Bank.

July 19th 2003 will be the debt policy's first birthday. Let's get the government to commit to promoting the policy energetically and vigorously over the coming year by:

- Making 100% debt cancellation one of Ireland's EU Presidency priorities in 2004.
- Sending 'birthday cards' to the Government urging them to reject the IMF and World Bank's pleas of poverty and press them to cancel the debt of the poorest countries...NOW.

Get others to do the same. Contact us for cards.

*Debt and Development Coalition, All Hallows,
Grace Park Road, Dublin 9. Tel/Fax; 01-8571828
email: ddc@connect.ie; www.debtireland.org*

Challenges and Opportunities: Determining the Way Forward

All Hallows College, Grace Park Road, Drumcondra, Dublin 9, June 5th 2003

This important seminar is the follow up to last year's successful event which marked the launch of the Dóchas report—*Development Education in Ireland: Challenges and Opportunities for the Future*, by Michael Kenny and Siobhan O'Malley.

A significant outcome from the 2002 seminar was the call to establish a strong, independent fully representative national body to support capacity building and communication in the Development Education sector, and with the strength to engage at Government level. The Development Education Task Group was established to take this agenda forward.

The seminar plans to:

- Outline the work of the Task Group over the past 12 months
- Discuss contemporary issues in development and their impact on the Development Education sector
- Address the challenges of communication and building capacity within a diverse sector
- Agree the next steps in building a strong representative National body for Development Education

For more details please contact Carol Doyle at 01 8827390 or e-mail devedseminar@eircom.net

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Development Education Grants Scheme for 2003

Development education has a crucial role to play in increasing public understanding in Ireland of development issues, especially as they relate to developing countries. It seeks to challenge attitudes which perpetuate poverty and injustice and through education to empower people to act to bring about more equal development. The Government's official development assistance programme, Ireland Aid, supports the promotion of education and awareness of development issues.

Ireland Aid now invites applications from voluntary organisations and educational bodies for development education projects, including research, which are designed to increase awareness and understanding of development issues.

**Closing Date for Applications is 5pm,
Friday 27th June 2003**

For further information on grant types and application guidelines please consult the website below and/or contact:

Development Education Unit, Ireland Aid
Department of Foreign Affairs
Bishop's Square, Redmond's Hill, Dublin 2.

Tel: 01 4789456 E-Mail: info@ncde.ie
Website: www.ncde.ie

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