

# DEVELOPMENT EDUCATION IN CAMPAIGNS?



Photo by Ian McDonald

## Welcome to Index Issue 9!

This year Comhlámh celebrates its 30<sup>th</sup> birthday and it could not have come at a better timing!

The massive public awareness generated by the advent of the Make Poverty History (MPH) campaign and the many motivating activities taking place under its banner have heightened all DevEd alerts to red colour. Never before have there been such growing amounts of motivated people willing to learn and act for social justice! The diverse array of educational opportunities is priceless... what are we making out of these?

In this edition of Index we ask if and how campaigns use development education to convey their messages effectively. If campaigns are to promote a specific message, is it possible for campaigners to educate using a development education approach? Anne O' Reilly talks about the DevEd aspect of the Debt campaign and gives us an example of a Dev Ed session on the subject while Tony D' Costa explains how DevEd was crucial to the success of the Landmines campaign. We also hear from Caroline Maxwell who discusses the outcomes of the Global Week of Action for Educate to End Poverty,

a campaign that features a thought out strategy to blend development education, public campaigning and lobbying.

Offering a unique point of view to the MPH campaign, Doug Bourne from the DEA describes why he still remains 'unconvinced' about whether MPH is really deepening public understanding of international development issues. In response, Eithne Brennan from Trócaire reflects upon what MPH really means for Development Education and urges practitioners to take it personally. To that effect, Maria Barry reviews the MPH website as a resource for DevEd on page 11 and gives some pointers for using it in your sessions.

Don't forget to follow up with the work on The Code of Conduct for the Use of Images and Messages related to the Third World. The report is out and Lizzie Noone gives us the latest! Also, check out Index Links and the News and Notes sections for upcoming events!

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## A MISSED OPPORTUNITY - MAKE POVERTY HISTORY (MPH) AND LEARNING AND UNDERSTANDING DEVELOPMENT

**Doug Bourn** offers an alternative viewpoint to the MPH campaign and challenges Development Educators to think critically about their role in making it work.

**T**he Make Poverty History initiative is probably the most important campaign there has ever been related to building public support and engagement for development. The campaign has had a high public profile and the key messages appear to be straightforward, making it relatively easy to engage a wide range of organisations. Yet as head of the leading development education body in the UK, I have become increasingly uneasy about MPH and am yet to be convinced that it is helping to engage the public in deepening their understanding of international development issues.

The Development Education Association has joined the campaign because all of its members obviously support the aims of the initiative. We have been involved in aspects of the campaign through a range of working groups, highlighting particularly the wealth and richness of work going on within civil society.

The UK government through both its education and international development ministries have over the past year, through a range of initiatives, promoted the need to encourage people of all ages to see themselves as 'active global citizens.'

These initiatives have in part been influenced by the policies and programmes of a range of development education bodies over the past decade. The DEA saw MPH as potentially an important mechanism for demonstrating how people of all ages could become 'active global citizens.' Oxfam for example states that they see a 'Global Citizen' as someone who is aware of, and has an understanding of the wider world; respects and values diversity; is outraged by social injustice; participates in and contributes to the community; and is not only willing to act, but take responsibility for their actions.' (OXFAM)

### Where is this approach within MPH?

I recently gave a presentation on development education to several hundred students at a well-known university in England and talked about how 2005 provides a unique opportunity to engage them and others in society in becoming actively involved in securing change on the global stage. I posed to them: What does it mean to be 'global citizens' and what skills, knowledge and learning do they wish they could access, to build on their existing interest and engage with the issues?

A number said they were disappointed with MPH because it did not provide them with the tools to engage in a way that they could relate to their learning and to their role in society as students. Similar criticisms have been made to the DEA from some of our members who have looked at ways in which they could engage with the initiative at a local level.

MPH could have become the 'big breakthrough' in engaging aspects of UK society in not only learning about development, but providing them with the skills and tools to see themselves as 'active global citizens.'

The reason I would present this as a missed opportunity is that there has not been sufficient discussion about how people learn and engage with development. In academic writing, 'learning' is generally understood to be the process through which individuals go, in acquiring their knowledge, skills, attitudes, values, beliefs, emotions, sense.' (Jarvis)

The Campaign for Learning stated in 1998 that: '*Learning is a process of active engagement with experience. It is what people do to make sense of the world. It may involve an increase in skills, knowledge or understanding, a deepening of values or the capacity to reflect. Effective learning leads to change, development and a desire to learn more.*' (Quoted in Bourn, 2003)

Justin Dillon, a well known figure in science education suggests learning is not about transmission of knowledge and skills in a passive manner. Rather we build (construct) knowledge through social interaction (Dillon, 2003)

What has been missing from MPH is the space to promote critical engagement and enquiry so that people and communities can discuss the issues raised and the targets proposed in a way that is much more than sending in postcards, wearing a wrist band or being asked to join a demonstration.

A decade ago, Anne Winter wrote that to 'effect any significant alteration in attitudes or values, or to indeed explicitly form them, requires the identification of both cognitive and affective objectives.' In 1996, Yankelovich in a major study for OECD raised similar concerns about the over emphasis on top-down, expert driven, information-based method' forms of communication (Winter, Yankelovich).

Ten years on at a time when there is increased awareness and desire for engagement in development, the same methods and styles still appear to be dominant.

For development educationalists, MPH could and possibly may well be a catalyst for critical engagement and not only greater, but more sustained support for international development. What is certain is that by the end of 2005 there will be sections of society in the UK who will be looking to development educationalists to provide them with access to greater knowledge, deepening their understanding and applying their skills to be active global citizens.

My challenge to all organisations who have signed up to MPH is how are you going to resource and recognise this public interest and engagement, so that whatever we achieve in 2005 is not a one off, but a platform for deeper and more meaningful engagement in development.

*Douglas Bourn is Director of the Development Education Association in the UK*

## MAKE POVERTY HISTORY: CHALLENGES AND OPPORTUNITIES FOR DEVELOPMENT EDUCATION

In response to Doug Bourne's article (opposite page) **Eithne Brennan** urges Development Educationalists to take the Make Poverty History campaign personally and seize the educational opportunities it offers.

**T**he make poverty history campaign is simply that – a campaign. It is not an organisation with the human and financial resources to match. Its vision and mission are clear and simple and short term – ‘to mobilise around key opportunities in 2005 to drive forward the struggle against poverty and injustice’. The plan now is to continue beyond 2005 in order to maximise the opportunities that this particular year is creating, i.e. a more informed public that is ready to play a more key role in the eradication of poverty and injustice. We are that public.



Photo by Ian Oliver

In many ways the MAKE POVERTY HISTORY campaign is a victim of its own success. The more successful you are the more people or groups can expect from you. A key challenge of this campaign is to transfer ownership of the campaign to others while at the same time maintaining a clear direction. If we recognise this challenge and take it on board, the MPH campaign in fact presents us with a unique and historic opportunity within development and particularly within development education. For rather than hearing different messages from the many NGO's (Non Governmental Organisations) and Aid Agencies, and even celebrities, these have now joined forces to speak out on the key issues of Trade, Aid and Debt. This means that the same messages are being constantly repeated and reinforced in the minds of all.

However, as we all know, hearing a message or awareness-raising is only the first in a number of stages in learning. And if true education is to take place and if there is to be a deepening in understanding about the issues, there needs to be the follow-on stages of reflection and action followed by further reflection and so on. And herein lies the challenge to us as development educationalists i.e. to take the messages being so loudly proclaimed by the MPH campaign and to translate them into concrete educational activities that promote understanding and participation beyond 2005 – in essence to create long-term and sustainable ‘active global citizens’.

**I would first of all suggest that to talk about MPH in the past tense is being slightly defeatist. It is a constantly evolving campaign with the scope to become as big and as effective as people wish and to include as many dimensions as the ‘experts’ in particular fields are willing to contribute to. And this includes the field of Development Education.**

Doug Bourn suggests that a number of students ‘were disappointed with MPH because it did not provide them with the tools to engage in a way that they could relate to their learning and role in society as students’. I would first of all suggest that to talk about MPH in the past tense is being slightly defeatist. It is a constantly evolving campaign with the scope to become as big and as effective as people wish and to include as many dimensions as the ‘experts’ in particular fields are willing to contribute to. And this includes the field of Development Education. Bourn goes on to say that ‘by the end of 2005 there will be sections of society in the UK (and Ireland) who will be looking to development educationalists to provide them with the access to greater knowledge, deepening their understanding and applying their skills to be active global citizens’. I would agree with Bourn that this will be the case, and I would see it as one success to be celebrated about the MPH campaign. I would also reiterate the challenge he has presented to all organisations who have signed up to the MPH campaign when he asks the question ‘how are you going to resource and recognise this public interest and engagement...for deeper and more meaningful engagement in development’.

However I would go one step further and ask all development educationalists out there, what are you going to do to ensure that we maximise the opportunities that have been presented to us by the MPH campaign and will continue for the rest of 2005 and beyond. How are you going to challenge your group or your organisation or your educational institute to take on board the key issues of Trade, Aid and Debt and to critically analyse each person's role in the eradication of poverty and injustice globally. How are you going to use your knowledge or your position or your expertise to influence programmes of work or activities or decision making that will allow the type of learning that will help people ‘to make sense of the world’ (Doug Bourn) – a world where Trade, Aid and Debt play a central role in the perpetuation of poverty and injustice globally?

*Eithne Brennan is the Development Education and Campaigns Manager at Trócaire, Maynooth*

www.trocaire.org  
(01 629 3333)

## LESSONS LEARNT FOR DE

*Anne O'Reilly*

### Food for Action – development education enhances campaign activities

*Campaigning works only when time and energy is spent exploring and developing our understanding as to why the issue is important.*



Make Poverty History  
- Irish Campaign

Under the banner Make Poverty History – Drop the Debt, we ran a very successful six months awareness raising,

development education and campaign programme. Our emphasis was to show how debt is an obstacle to fighting poverty.

### An example of a Development Education session:

- Using photo images from around the world from the current newspapers, participants created a news headline from the picture of their choice.
- Using maps (Poverty Map and Rich World/Poor World) participants explore where the majority of the world's raw materials come from i.e. copper, coffee, cotton and coltran.
- Discuss why given where the majority of our natural resources come from is this part of our world known as 'the third world' in such poverty? Explore and contrast maps, and allow questions to arise.
- Explain who international institutions like the International Monetary Fund, World Bank and World Trade Organisation are, how they function, who sits at the decision-making table (Ireland's role) and how decisions are made i.e. Voting power etc.
- Taking one or two of the raw materials, compare the price obtained by the 'third world' and what it's sold for in Ireland. Who is making the profit?
- Using a specific country look at how much is spent on health, education and social infrastructure as against Debt repayments. Explain the links between debt repayments and trade. Discuss and debate who's benefiting and what could be different.

Hopefully having used the development education process, participants go away with more understanding of how our world is so interconnected. Thus ensuring whenever campaigns are initiated like the Make Poverty History 'white band' action they can see the significance of wearing it. It costs €1, the amount a person is expected to live on in the 'third world' a day.

*Anne Reilly is Education and Campaigns Officer for the Debt and Development Coalition in Ireland.  
E-mail: [areilly@debtireland.org](mailto:areilly@debtireland.org)*

## DEVELOPMENT EDUCATION TOWARDS A MINE FREE WORLD

*Tony D'Costa*

In December 1997 the tide of global public opinion swept away all resistance and gave birth to a new international treaty banning the production, stockpiling, transfer and use of antipersonnel landmines. The speed at which it came into force was unprecedented in major international disarmament treaties.

In the network of the global campaign the message of the ban movement was clear and uncompromising. All sectors of society gave the message to their governments – no production, no stockpiling, no transfer and no use of antipersonnel landmines. From the villages of Cambodia, Afghanistan and Angola to the capitals of the western world and the United Nations the same message rang out all over.

The role of development education was of paramount importance in generating and strengthening public opinion for a total ban on landmines in both formal and non-formal sectors. In Ireland students from schools, colleges and universities got involved in the campaign, as did the general public. Talks were given in schools and colleges and public meetings were held in many parts of the country. The Dept. of Foreign Affairs was lobbied and the Dail debated the issue. The contribution of the print and broadcast media was enormous.

The NGO sector in Ireland produced educational and information material on the subject. There were photo and model landmine exhibitions in many parts of the country. Awareness marches, postcard campaigns, games on the theme of mine fields were also organised. Special masses and prayer services were held to pray for the victims and their families.

The youngest campaigner to ban landmines is from Ireland who got involved after watching an RTE programme "Dempsey's Den" on landmines. He gave a talk on landmines to his classmates and collected signatures. From time to time campaigners from other countries have asked me for the copy of his letter to encourage children to get involved. At meetings and seminars well known speakers spoke about this youngest campaigner from Ireland.

In many parts of the world special visits of landmine survivors had significant impact on governments and the public. In the US a landmine bus was organised which traveled from place to place to mobilise public opinion.

Landmines are one of the biggest obstacles to development in many countries of the world. The Mine Ban Treaty of 1997 is an expression of civil society for a mine free world. Development education played a very crucial role in changing public opinion towards a total ban on landmines.

*Tony D'Costa is the General Secretary of Pax Christi Ireland*



## 'DEV'ED'CI CODE' OR '1 CODE FITS ALL' ?

As it turns out, the search for the ultimate Code of Conduct on Images and Messages relating to the Third World-as with the search for the Holy Grail-is a labyrinth of challenges and is not a clearly defined path to a world where everyone is portrayed with dignity.

As mentioned in Michael Doorly's article 'the Deved'ci Code' in the last edition of INDEX, the Dóchas Development Education Group agreed to take the lead on revising the 'Code of Conduct on images and messages relating to the Third World' at the Development Education Forum in late 2004 on behalf of the network of European NGOs. The group hired a consultant to gather information from stakeholders- fundraisers, development educators, advocates, communicators and funders across Europe and report back on what a revised Code of Conduct should address. Comments in the report '*Review of the "Code of Conduct on Images and Messages Relating to the Third World"*' varied considerably from statements like "*The same criteria should be used for the people of the north and of the south. For example if we do not publish a picture of a Finnish car accident victim neither should we publish a picture of an Indian tsunami victim*" to "*What if the stereotypical images of starving children remain the images most capable of being used to mobilise a response?*"

One thing was clear from the research...there is **widespread interest** in developing a revised and inclusive Code, in particular if its implementation were to be supported and monitored. The strong support for renewing the debate on updating the Code exists not least because it would facilitate engagement between development educators, fundraisers, media and indeed the entire community- this would be widely welcomed.

It was no surprise that one of the findings was the **low awareness of the actual Code** though there is generally high awareness of and interest in the issues it aims to address. This awareness presents a strong foundation on which to build and can be further enhanced by stimulating a thoughtful debate on the subject that takes the changing context of our world today into account.

The diverse perspectives that stakeholders hold lies at the heart of ongoing debates within and about NGOs, and can be seen as reflective of the key challenge of **achieving coherence within NGOs**. Opportunities to discuss and establish dialogue across functions around these issues are not common.

The huge **variances between stakeholders** remain significant and the characterisation of what is 'acceptable or unacceptable' and what is 'right or wrong' in this regard is largely subjective. "*There is always a tension between the kind of image that brings in the money and one that doesn't demean the subjects of the photo*" mentioned one contributor. **The crux lies at policy levels within NGOs where strategic decisions are taken** with the support of the strong European network of NGOs, CONCORD (of whom Dóchas is a member). Dialogue within and between organisations can help create a shared understanding of the challenges and increased commitment to the principles of the Code.

**The role of the media**, while not directly within the scope of this Code, which addresses NGO practice, deserves more attention.

Most of the public across Europe draw their knowledge of development and humanitarian issues from media and not NGO sources. Moreover, an NGO can be compliant with the standards of the Code in their own direct communications, while at the same time facilitating journalists to communicate images and messages that are wholly contradictory to the Code to reach far wider audiences. Given this, is it a code for development educators or a 'One Code Fits All' that is necessary?

Considering these findings, the report makes several recommendations;

First of all **the Code clearly needs a make over**; the language, context and guidelines need to be updated for the Noughties.

It was suggested that the code should include a more comprehensive set of 'Guiding Principles' with a supporting document giving guidance to practitioners as to how they could practically achieve the principles. For example it might say: "In our communications we will always...be respectful of the personal dignity of the people we feature, avoid ambiguity and sensationalism, conform to the highest standards in relation to child protection and children's rights etc.

An easy-to-use checklist of guiding principles - against which NGO staff can readily refer to before finalising publications, placing images on websites, etc and which can be easily understood by agency staff, suppliers (including designers and creative agencies) and the media alike - may be the key to ensuring the Code is put into practice.

But who is to say even an updated Code to beat all codes will be the hottest document in town, for let's say two weeks, and then remain buried in a filing cabinet for another 16 years!

A clear mandate on what 'signing on' to the Code would mean in practice and a clear commitment to supporting a revised code implementation through training, monitoring and evaluation is essential. Furthermore, establishing the steps necessary to award a 'kite mark' or to conduct a self audit would determine the basis for part of a **standard of recommended practice**. A 'Standard of Recommended Practice' should be drawn up, with the aim of assisting practitioners in implementing and institutionalising the Code and ensuring its ongoing relevance.

Without a doubt, NGO-led debate-that includes direct engagement with the media, is vital in order to reach an inclusive updated Code. It is hoped that an updated meaningful code with 'teeth' will be completed by 2006.

*For a copy of the report 'Review of the Code of Conduct' and/or comments on the Code of Conduct, please contact Lizzy.Noone@concern.net*

*Many thanks to Siobhan McGee, the consultant who compiled the report on behalf of Dochas DEG.*

*Lizzie Noone, Development Education Officer, Concern.*

# INDEX LINKS

## COURSES

### GLOBAL ISSUES IN DEVELOPMENT

This one-day course aims to increase knowledge and understanding of issues related to development. We will discuss the role and impact of local and international players on these issues while identifying the wider beliefs and values that sustain them. Participants will become aware of available resources and opportunities to take action on the themes covered.

Saturday, 1<sup>st</sup> October 2005 from 10-4pm

Venue: Comhlámh, Dublin office.

Contact: [astrid@comhlahm.org](mailto:astrid@comhlahm.org)

### GLOBAL TRADE ISSUES COURSE

Course begins: Wednesday evenings from 12<sup>th</sup> October, 7 to 9pm.

This five week course will examine what trade justice is, what is unjust with current trade rules and where they are bringing us.

Venue: Comhlámh, Dublin office.

Cost: €35 (members) €50 (non members)

For further information and bookings, contact Conall at 01 4783490 or [conalloc@comhlahm.org](mailto:conalloc@comhlahm.org)

### LOBBY SKILLS COURSE

Course begins: Wednesday evenings from 16<sup>th</sup> November.

This four week course focuses on the skills necessary to campaign effectively on global development issues.

Venue: Comhlámh, Dublin office, 7 to 9pm

Cost: €30 (members) €40 (non members)

For further information and bookings, please contact Conall on 01-4783490 or [conalloc@comhlahm.org](mailto:conalloc@comhlahm.org)

### LATIN AMERICAN DEVELOPMENT ISSUES COURSE

Rooted firmly in the experience of the people of the region, the course will cover historical, social, economic, political and cultural perspectives. Participants will become familiar with the issues, how people in Latin America have responded to them, how these problems relate to Ireland and the rest of the world and how people here can take action on these matters.

When? Every Thursday, from 29<sup>th</sup> September, 6.30 - 8.30 pm, for 20 weeks.

Where? Ballsbridge College of Further Education, Dublin 4.

Contact: Tel: 01 668 4806 or [info@ballsbridge.cdvec.ie](mailto:info@ballsbridge.cdvec.ie)

Website: <http://www.ballsbridgecollege.com>

Or further information: [events@lasc.ie](mailto:events@lasc.ie) or 01-676 0435

Booking: [info@ballsbridge.cdvec.ie](mailto:info@ballsbridge.cdvec.ie) or 01-668 4806

National Youth Development Education Programme:

### BEYOND THE LOCAL: ANTI-RACIST/INTERCULTURAL WORKSHOP

Dates: Monday, 20<sup>th</sup> June, in Drogheda.  
Tuesday, 6<sup>th</sup> September, in Athlone.  
Wednesday, 7<sup>th</sup> September, in Galway.  
Tuesday, 11<sup>th</sup> October, in Cork.  
Tuesday, 29<sup>th</sup> November, in Limerick.

Contact: NYCI at 01-4784122 or by e-mail [deved@nyci.ie](mailto:deved@nyci.ie)  
Website: [www.youthdeved.ie](http://www.youthdeved.ie)

### IRELAND-PALESTINE SOLIDARITY CAMPAIGN (IPSC) SEEKS NATIONAL COORDINATOR

The IPSC ([www.ipsc.ie](http://www.ipsc.ie)) is a fully voluntary campaign. The National Coordinator will be based in Dublin and work for 20 hours p/w at a negotiable salary. The main focus of the role is to direct and coordinate IPSC campaigns and develop an active membership.

#### *Job Description:*

- Provide leadership skills to coordinate and support the activities of IPSC branches and membership countrywide.
- Coordinate fundraising efforts.
- Actively liaise with media and politicians and develop an effective IPSC lobbying campaign.
- Organisation and coordination of IPSC events, including speakers, debates, protests & films.
- Maintain IPSC's e-mail account and deal with correspondence, post and phone calls.
- Develop effective relationships with other organisations (NGOs, Unions, etc) and campaigns.
- Contribute to the development of IPSC's campaign strategy.

#### *Applicant should have:*

- Strong interpersonal and organisational skills.
- Proven fundraising skills, ability to publicise events.
- Ability to effectively engage with media and politicians.
- Strong knowledge of the situation in Palestine-Israel and a commitment to the justice of the Palestinian cause.
- Proven ability in a similar role would be an advantage.
- Flexibility to work some evenings and/or weekends to support key campaigns.

Please send CV and covering letter by 5pm on Thursday, 22<sup>nd</sup> September, to [supportpalestine@ireland.com](mailto:supportpalestine@ireland.com) Interviews will be held shortly thereafter.

# INDEX LINKS

## EVENTS

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### COMHLÁMH'S OPEN EVENING

Thursday, 22nd September 2005 @ 7pm.

Venue: Comhlámh, Dublin office.

Contact: astrid@comhlamh.org

### CONFERENCE ON HUMAN RIGHTS

Based Approaches is the theme of a day-long conference, organised by Amnesty International Irish Section, which will take place in the Guinness Storehouse, Dublin, on 27 September. The conference will launch a major piece of research commissioned by Amnesty and carried out by International Human Rights Consultants on "Human Rights Based Approaches in Ireland, Principles, Policies and Practices". Further information available from Amnesty International Irish Section, Tel: 01 6776361, Email: hrba@Amnesty.ie.

### SOLAS 2005

November Conference celebrating 30 years of Comhlámh, Kimmage and AFRI.

This year, Comhlámh, AFRI (Action from Ireland) and the Development Studies Centre in Kimmage Manor, are all celebrating 30 years of making a difference. To mark this special and notable achievement, the three organisations are hosting a conference in All Hallows College, Drumcondra, on November 11-12. The event will include international guest speakers, an enticing series of workshops, and much exchange of information and debate. More details on SOLAS 2005 as they are confirmed, so please pencil it into your diary.

When? 11-12 November 2005

Where? All Hallows, Drumcondra, Dublin

### ONE WORLD WEEK

19th – 27th November 2005

The theme of this year's One World Week is "Youth Participation to Tackle Global Poverty"

One World Week is a week of awareness raising and action on global justice issues held annually in November. The National Youth Development Education Programme has produced an activity pack for youth work practitioners to explore the theme with young people. This is available free of charge along with training in the use of the resource.

For information on One World Week, a copy of the pack and details of training in your area please contact Jean-Marie Cullen in the National Youth Council of Ireland.

Tel: (01) 4784122 Email: jeanmarie.cullen@nyci.ie

## INTERNATIONAL DATES TO REMEMBER

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**12TH AUGUST**

**INTERNATIONAL YOUTH DAY**

**21ST SEPTEMBER**

**INTERNATIONAL DAY OF PEACE**

**12TH OCTOBER**

**INTERNATIONAL DAY FOR DISASTER REDUCTION**

**16TH OCTOBER**

**WORLD FOOD DAY**

**17TH OCTOBER**

**INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY**

**24TH OCTOBER**

**WORLD DEVELOPMENT INFORMATION DAY**

**FOR FURTHER INFORMATION SEE:**

**[www.un.org/news/press/docs/2005/reference\\_paper\\_no.\\_44.doc.htm](http://www.un.org/news/press/docs/2005/reference_paper_no._44.doc.htm)**

# EDUCATE TO END GLOBAL POVERTY!

**Caroline Maxwell** reports on the events and outcomes of April's Global Week of Action and introduces us to the work of the Irish Coalition for the Global Campaign for Education.

The Global Week of Action for Educate to End Poverty was held worldwide in April. Over 100 countries participated in mass mobilizations demanding their governments to honour the pledge made at the Dakar Education For All Summit in 2000 by 185 countries – that no Government committed to



*Fumi Bacare, Balrothery (native of Nigeria), Minister for State Conor Lenihan TD, Andre Bangala, Balrothery (native of The Congo) and Liis Aruvali, Balrothery (native of Estonia).*

providing an education for all its citizens would be unable to do so because of a lack of resources. This year marks the failure of the first MDG target – to establish gender equity in the classroom by 2005. Yet there are still over 100 million children who are not in school. Two out of every 3 of these children are little girls denied of their basic human right to education.

The Global Campaign for Education (GCE) was founded to ensure that this promise was kept and is committed to awareness raising and campaigning until 2016. Two of the 2015 eight Millennium Development Goals of 2015 relate to education: Goal 2 prioritises the achievement of universal primary education. Goal 3 aims for the elimination of gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015.

Irish Coalition for the Global Campaign for Education is composed of NGOs and trade Unions working together to achieve the 6 Goals agreed at Dakar: to expand early childhood care and education; to provide free and compulsory primary education for all; to promote learning and skills for young people and adults; to increase adult literacy by 50%; to achieve gender parity by 2005, gender equality by 2015; to enhance educational quality.

The work of the Coalition falls into the 3 main areas of

development education, public campaigning and lobbying. Members engage actively according to their areas of interest, expertise and reach into their various constituencies.

This year GCE Post Primary materials were targeted at Civic, Social, Political Education and Transition Year teachers and students (12 to 16 year olds). This is the first year that the Coalition is attempting to integrate the Campaign into the Irish citizenship curriculum. The aim is to make Global Action Week a standard Action Project within the Human Rights strand of CSPE. The Action Project encourages students to host the visit of a local politician and engage in discussion. Visiting politicians have been requested to honour the 0.7% GNP pledge made by An Taoiseach (Prime Minister) at the UN Millennium Summit in 2000 and to sustain aid to education accordingly. The pledges will be collected by the Teachers' Unions and presented to the Minister for Development Cooperation during the next academic term.

Activities in Primary schools and the youth sector took a different form. The GCE materials encouraged children and young people to make cut-out "Friends" and send them to the G8 on behalf of their out of school friends. Over 3.5 million "Friends" were collected and became part of the Make Poverty History mobilisation at the G8 Summit. The event was attended by Union and NGO representatives.



*Liis Aruvali, Balrothery (native of Estonia), Andre Bangala, Balrothery (native of The Congo), and Fumi Bacare, Balrothery (native of Nigeria).*

On the eve of the G8 Summit, children active in the GCE's Send my Friend to School campaign from all over the world came together in Dunblane, Scotland to ask leaders to end

child poverty and provide free primary education for all. Scotland's First Minister, Jack McConnell, agreed to deliver 8 'Friends' made by children to G8 leaders along with the young people's manifesto for action. Their recommendations had been debated over previous days in the UNICEF-sponsored Children's G8 (C8) and put free primary education, especially for girls, at the top of the list of priorities for a better world, along with action on HIV/AIDS and an immediate end to child exploitation.

Back in Dublin, the Minister for Development Cooperation, Conor Lenihan, visited Tallaght Community School and signed the GCE pledge to reach 0.7% and aid to education.

More 0.7% pledges were signed at an MEP Briefing session that put the education MDGs firmly on the table by Proinsias De Rossa, Gay Mitchell and Mairead McGuinness (P.A.). Minister De Rossa followed up the Briefing session with a question tabled to the European Commission on the specific points relating to education made by the EP in its April resolution on the MDGs. See below:

Written question by Proinsias De Rossa MEP to the Commission

Subject - **MDG and Education**

Further to the European Parliament's resolution of 12 April 2005 on the European Union's role in achieving the Millennium Development Goals (P6\_TA-PROV(2005)0115), what action has the Commission taken on foot of paragraph 33 which called on the Commission to ensure that the EU is at the forefront of efforts to ensure that basic education is free and compulsory and for substantial new resources and more targeted spending of existing resources to this end; paragraph 35, which called on the Commission to increase funding for education and for the World Bank Education Fast Track Initiative (FTI); and paragraphs 36 and 37, which



MEPs signing the 0.7% and aid to ed.pledge.  
Front row: Gay Mitchell, Mairead Mc Guinness(PA), Proinsias De Rossa.  
Back row: C.M., Collin Roche (Oxfam Ire.), Moira Leydon (ASTI)

stressed the importance of paying special attention to the education of girls, and orphans and children suffering social exclusion?

The development education, campaigning and lobbying activities will continue in Ireland and worldwide. The failure of this first MDG, hardly mentioned by government officials, undermines the credibility of the others.

Developing countries' populations must have a healthy, educated workforce to avail of the benefits promised by the attainment of the other MDGs. Real success depends upon delivering on existing commitments - the Dakar Agreement on Education For All and the 0.7% pledge made at the Millennium Summit.

Please see [www.campaignforeducation.org](http://www.campaignforeducation.org) for follow up news, analysis and research from around the world.

See [www.campaignforeducation.ie](http://www.campaignforeducation.ie) for the Irish update.



Eight children - one from each G8 country - posted eight boxes of Irish Friends addressed to their respective country leaders

Caroline Maxwell is the Coordinator of the Irish Coalition for the GCE

# INDEX

[www.comhlamh.org/index](http://www.comhlamh.org/index)

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

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[www.comhlamh.org/index](http://www.comhlamh.org/index)**

# NEWS AND NOTES

The 2005 version of the **Index Contacts List** of organisations involved in Development Education is now available from Comhlámh. If you have not received yours, call the office or email us and we will send you one!

Phone: 01 478 3490 or email: [info@comhlamh.org](mailto:info@comhlamh.org)

## DCI News: Annual Report 2004

The Development Cooperation Ireland Annual Report for 2004 was recently launched. Copies of the report are available from:

Information Section  
Development Cooperation Ireland  
Bishop's Square  
Redmond's Hill  
Dublin 2

The report is also available on the DCI website [www.dci.gov.ie](http://www.dci.gov.ie)

## White Paper on Development

The Government has decided to prepare a White Paper on Ireland's official programme of Overseas Development Assistance (ODA). The White Paper will set out clearly the Government's policy for the future direction of its official programme of ODA which is managed by Development Cooperation Ireland.

In preparing its White Paper, the Government has already engaged in a process of broad public consultation seeking written views from interested parties and by organising a series of public meetings around the country.

The next public consultation meetings will be in Bush Hotel in Carrick-on-Shannon on Tuesday 4 October at 8 p.m.

It is intended that the White Paper be submitted to the Government for approval in the first-half of 2006 and that it be published after that.

## Peer Review

DCI have joined the North-South Centre of the Council of Europe's peer view process for the next three years. The European Peer Review Process was initiated in the framework of the "Maastricht Declaration on Global Education in Europe to 2015". This process and Peer Review national reports highlight good practice and provide critical reviews of Global Education policy and provision in member states of the Council of Europe. Countries reviewed in 2004 included Cyprus, Finland and the Netherlands (available on the Council of Europe website [www.coe.int/T/E/North-South\\_Centre/Programmes/3\\_Global\\_Education/d\\_Peer\\_Review\\_Process/Peer\\_Review\\_Process.asp](http://www.coe.int/T/E/North-South_Centre/Programmes/3_Global_Education/d_Peer_Review_Process/Peer_Review_Process.asp))

DCI will contribute a reviewer to this year's review of Austria. It is planned that Ireland will be reviewed in 2006.

## Media Challenge Fund 2005

DCI will again offer a Media Challenge Fund this year. The next deadline will be 4 November 2005. New funding guidelines will be made available in due course on the DCI website.

## Development Education Grants Scheme 2006

The next deadline for the Development Education Grants Scheme will be Friday 27 January 2006, 5 p.m.. The funding guidelines will remain unchanged for 2006. Organisations wishing to apply for multi-annual programmes are being encouraged to discuss their plans early with the staff in the Development Education Unit.

### Contact:

Development Education Unit  
Development Cooperation Ireland  
Bishop's Square  
Redmond's Hill  
Dublin 2  
01.408 2096  
[dci@dfa.ie](mailto:dci@dfa.ie)  
[www.dci.gov.ie](http://www.dci.gov.ie)

# RESOURCE REVIEW: WWW.MAKEPOVERTYHISTORY.ORG



**M**akePovertyHistory.org is a sharp, funky and informative website that has been created to promote the MakePovertyHistory (MPH) campaign in 2005. What's the basic message? YOU have a role to play in the eradication of poverty by calling on our political leaders for:

- More & Better Aid
- Debt Relief
- Fairer Trade

Very simple. Very clear-cut.

### *So, what's it got to do with DevEd?*

As a campaign, MPH has captured the minds and interest of the public at large. Over quite a short and sudden period of time, the public's attention has been grabbed. What's this all about? Can we really make poverty history? What are the issues?

Surely, this is every development educator's dream! In the face of so many worthy local and national issues in need of attention, it can certainly be a challenge to find open platforms to raise global development issues. Money is one thing but giving the time to explore and understand issues is another. Easily accessible resources, such as websites, and current and popular campaigns can create such platforms for development education. While it is important not to compromise the issues by becoming too journalistic in our approach, the publicity which Make Poverty History has received is too good an opportunity to pass by.

### *What has MakePovertyHistory.org got to offer DevEd?*

In terms of structure and design, the website is very navigable. There are a number

of clearly laid out sections highlighting possible actions the public can take. The three key issues (Aid, Trade & Debt) are also clearly stated and briefly explained in the 'What we Want' section.

Perhaps of most interest to development educators are the 'Schools' section and the 'Films to Watch' section. The latter uses perhaps the most powerful and dominant mediums through which information is disseminated these days – film and celebrity. There are nine short films in total ranging from messages from Mandela and Bono to brief and very emotive insights into the lives of some orphans and street children in India and Africa. In their favour, the short films offer an instant and visual introduction to some of the issues. Undoubtedly, the cult of celebrity so prevalent now also helps to draw people in and the films could be used as useful tools within the context of a wider educational process. Standing alone however, their brevity oversimplifies the issues. Furthermore, in some instances, their narrow focus and use of harrowing and emotionally provocative images seems to be more about shocking than educating.

The 'Schools' section, on the other hand, does just that. Sub-sections include 'Educate', 'Taking Action', 'School Resources', 'Local Support' and 'Curriculum'. It is within these sections that the website really challenges people to engage with the issues in order to gain a deeper understanding of what lies behind Make Poverty History and to lead perhaps, to a more individual and informed action. The section opens with Mandela's statement:

'Education is the most powerful weapon you can use to change the world'.

Having got off to a good start however, this section does fall down somewhat in that much of the educational materials are not directly accessible from the website. What are provided are links to other suitable and related websites. Within the Resources section, there are links to numerous NGO websites, including Oxfam's Coolplanet, recently reviewed in Index. This section is undoubtedly the most useful and practical education section of the entire site. It opens up Make Poverty History to encapsulate many issues and creates the links between what is the 'cause de jour' with development issues which have been on-going for many years. The 'Curriculum' and 'Local Support' sections also provide practical and useful links to those in the UK but unfortunately, Ireland does not feature here.

### Conclusion

Overall, the Make Poverty History campaign is about ACTION. The website very much reflects this. It does however acknowledge the educational aspects and opportunities arising from it and provides support. Some might argue that this support should be more direct. As a linking resource, the site does require that extra time, that extra step to be taken if you want to be educated around the issues and root out those fact sheets and workshop plans. Nevertheless, the opportunities are there for those who want to be educated and those who want to educate.

For information on MakePovertyHistory: Irish Campaign, log onto [www.makepovertyhistory.ie](http://www.makepovertyhistory.ie)

By: Maria Barry  
Development Education Officer  
Trócaire

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