

Global Education in Ireland



**The European Global Education
Peer Review Process
National Report on Ireland**

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National Report on Global Education in Ireland**

GENE
GLOBAL EDUCATION NETWORK EUROPE

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Abbreviations & Acronyms

| | |
|--------|--|
| ADA | Austrian Development Agency |
| CoE | Council of Europe |
| CPD | Continuous Professional Development |
| DCD | Development Cooperation Division |
| DAC | Development Assistance Committee - of the OECD |
| DE | Development Education |
| DEAR | Development Education & Awareness-Raising |
| DEEEP | Development Education Exchange in Europe Project |
| DES | Department of Education and Skills |
| DFAT | Department of Foreign Affairs and Trade |
| DICE | Development & Intercultural Education |
| Dóchas | The Irish Association of Non-Governmental Development Organisations |
| EAG | Irish Aid Expert Advisory Group |
| EGC | Education for Global Citizenship |
| ESD | Education for Sustainable Development |
| ETB | Education Training Board |
| GDE | Global Development Education |
| GE | Global Education |
| GENE | Global Education Network Europe |
| GL | Global Learning |
| IDEA | Irish Development Education Association |
| ITE | Initial Teacher Education |
| MFA | Ministry of Foreign Affairs |
| NGDO | Non-governmental Development Organisation |
| NGO | Non-governmental Organisation |
| NQTs | Newly Qualified Teachers |
| NSC | North-South Centre (Council of Europe) |
| NYCI | National Youth Council of Ireland |
| ODA | Official Development Assistance |
| OECD | Organisation for Economic Cooperation and Development |
| Ubuntu | Network of 12 Higher Education Institutes involved in post-primary Initial Teacher Education |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| WBN | World's Best News |
| WWGS | WorldWise Global Schools |

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The Peer Review Team met with many organisations who shared their expertise and perspectives concerning DE in Ireland and a new Irish Aid DE strategy. Thanks to representatives we met with from: the External Reference Group for Irish Aid's DE Strategy; the 3 Task Groups - on Formal Education, Youth, and Adult and Community sectors; IDEA; Dóchas; DICE; WWGS, Ubuntu, and indeed thanks to all the organisations and individuals who met with the Peer Review Team and provided valuable information and insights (a full list is provided in Appendix 1).

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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.

Executive Summary

This National Report on Global Education in Ireland is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving Global Education (GE) in Europe. This report is the culmination of a Peer Review Process led by an International Peer Review Team. Through research and interviews with key stakeholders, information was gathered and critical perspectives developed about the current state of Global Education in Ireland, and about prospects for further development. This process, facilitated by GENE (Global Education Network Europe), was developed in cooperation with Irish Aid as the core reference partner to the process, and with Irish Aid and IDEA (the Irish Development Education Association) as the working group to the process.

Following the implementation of two very innovative and effective Irish Aid DE strategies, Irish Aid has begun planning for a third DE strategy. To assist in informing the development of the new Irish Aid Development Education Strategy, Irish Aid invited GENE to carry out a Peer Review of Global Education in Ireland in 2015.

This Peer Review report seeks to outline the policy learning from the Peer Review process; in order to make observations and recommendations that will be useful to Irish stakeholders as they journey towards the day when all people in Ireland will have access to quality Global Education, and in this regard to inform the development of a new Irish Aid DE strategy. It also seeks to highlight policy learning for others involved in GE and DE in other European countries and further afield.

The Peer Review report acknowledges the rich history, traditions, experience and skills evident in DE in Ireland. Irish support for DE is reflected in the range of committed organisations involved in DE, and the many initiatives and programmes in the formal and non-formal education sectors, and in civil society.

The report is structured as follows: Chapter 1 below provides an introduction to the report and the process generally. Chapter 2 outlines the context of Global Education in Ireland. Chapter 3 examines the first and second Irish Aid DE Strategies, and outlines some considerations towards the third strategy. Chapter 4 provides an outline of the key observations and recommendations of the Peer Review. Here we provide a summary outline of some of the main conclusions and recommendations. Appendix 1 lists the organisations with which the international team met. Appendix 2 provides the full submissions from the 3 Task Groups coordinated by IDEA on Formal Education, Youth, and Adult and Community sectors.

Both Irish Aid strategies to date have been highly commendable, Ireland clearly showing itself as a leader in Europe with regard to strategic development and coordination of DE. The Irish Aid strategy 2007-11 and its extension to date, has provided the field with direction, coherence, strength and guidance; it is a good basis for the next strategy, on which to build further strategic approaches for more universal effect, towards the day when all people in Ireland will have access to quality DE.

The Peer Review team considers that good and competent leadership is needed in the implementation of the strategy, and Irish Aid should continue to lead the process, in close cooperation with the Department of Education and Skills. Irish Aid might look to build and strengthen strategic cooperation with all relevant ministries and agencies, including the Department of Children and Youth Affairs, and the Department of Environment, Community and Local Government, etc. Irish Aid should continue its partnership approach with all key stakeholders.

The Peer Review team notes the importance of strengthening cooperation and coordination in this field. IDEA should continue to contribute to strengthening this coordination, and strengthening networking and capacity building among CSOs, to help improve the quality and impact of the work in formal, non-formal and informal education at all levels. IDEA should encourage a broader outreach through consortia with stakeholders new to this field, and with a range of educational bodies as considered appropriate.

Dóchas through their Development Education Working Group should continue their important work in this field, and look at ways of further highlighting the importance of DE within the broader Dóchas membership while also encouraging a greater commitment to both funding and engagement in quality DE.

The Peer Review acknowledges the commitment to protect funding levels in this field despite a difficult economic climate over recent years, and in the light of the substantial political, economic, and social challenges facing Irish society. Given the quality of strategies to date and the expected potential of a new Irish Aid DE Strategy, along with the growing capacity and the commitment of development educators on the one hand; and given the reductions in funding support to DE over several years on the other, there is now a need to plan for a staged series of increases in funding for DE (when budgetary circumstances permit). Given the strong reliance on Irish Aid funding, there is also a need to diversify funding sources (Government and civil society) to avoid overreliance on one source and ensure sustainability.

Recent developments in the Department of Education and Skills (DES), and in the education system, open up good opportunities for greater strategic cooperation between DES and Irish Aid. Both Ministries should build on this opportunity to cooperate for the integration of DE at all levels.

The Peer Review strongly recommends that Irish Aid should encourage the key national coordinating bodies in the adult and community sector to develop a strategic, sector-wide approach. Similarly, given demographic trends, the youth sector will continue to be a key constituency for DE in Ireland. The development of a coordinated strategic partnership approach for youth, should be explored and encouraged as a priority in any new Irish Aid DE strategy.

These and other key observations and recommendations of the Peer Review Process are contained in Chapter 4 of the report.

It is intended that the Peer Review recommendations contained in this report (along with others that national stakeholders might develop in response), will stimulate further debate and critical reflection on the development of DE and GE in Ireland, as similar Peer Reviews have done in other countries.

Given the high level of skills, experience, and commitment related to DE among stakeholders in Ireland, the Peer Review team believes that this should be nurtured and built upon in the next Irish Aid strategy. The positive potential and opportunities ahead for DE and GE in Ireland are very significant. In addition, the Sustainable Development Goals, provide an opportunity to link the strong work to date in DE in Ireland, with commitment to Global Goals.

The GENE Secretariat and the Peer Review Team will continue to be available to the national partners in the process, to assist with advice and support in follow-up initiatives which may arise as a result of the Peer Review and its recommendations.

It is also apparent that the experience of Development Education and Global Education in Ireland, as highlighted in this report, will continue to provide inspiration and promote policy learning for others working in this field throughout Europe.

Chapter 1

Introduction

Chapter 1

Introduction

1.1 The National Report on Global Education in Ireland: An Introduction

This National Report on Global Education (GE) in Ireland is part of the *European Global Education Peer Review Process* initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE. This report follows previous reports on Portugal, Slovakia, Poland, Norway, the Czech Republic, Austria, the Netherlands, Finland and Cyprus¹.

The report gives an overview of the current state of Global Education and Development Education in Ireland² and provides perspectives on the prospects for increased and improved Global Education and Development Education. It outlines a set of key observations and recommendations.

This first chapter provides an introduction to the National Report, along with background information about the European Global Education Peer Review Process and the methodology for the process with Ireland. Chapter 2 situates Global Education and Development Education in the contexts of Irish institutional, development cooperation, funding, public awareness and educational realities. It also outlines the roles of key ministries, agencies and national coordinating bodies. The third chapter examines the two previous Irish Aid strategies for Development Education and considers the development of a third strategy. The concluding chapter details the main observations and recommendations of the Peer Review.

The Irish National Report has been produced with the involvement of a number of Irish national partners and contributors to the process:

- Core Reference Partner: Irish Aid (DFAT Ireland)
- Peer Review Working Group: Irish Aid and IDEA
- Broader Reference Group for the Process comprising: Civil Society and Development Education Unit, Irish Aid; Irish Aid Expert Advisory Group (EAG); Department of Education and Skills (DES); National Council for Curriculum and Assessment (NCCA); IDEA; Dóchas Development Education Working Group.
- A range of active stakeholders was also involved, as outlined in the Appendices.

¹ Copies of these national reports are available at the GENE website www.gene.eu.

² The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe: Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship. The Irish Aid Strategy and most Irish practitioners use the term Development Education; both terms are used throughout the report as appropriate. See sub-section 1.5 for further details on definitions.

The Peer Review team comprised reviewers from Austria, Belgium, Finland and Luxembourg, along with the Peer Review Process secretariat³.

1.2 The European Global Education Peer Review Process

The European Global Education Peer Review Process was inspired by the Maastricht Declaration. The Maastricht Global Education Declaration was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15th – 17th November 2002. It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to:

*“test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...”*⁴.

In 2003 a study was carried out⁵ to test the feasibility of developing a European Global Education Peer Review Process. The study began with a reflection on international country review processes in related or comparable fields⁶. Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide Global Education Peer Review Process could be an effective mechanism for the further improvement and increase of Global Education in Europe. This has proved to be the case.

Since the first pilot review of Global Education in Cyprus, Global Education Peer Review processes have been carried out and national reports published on Finland, the Netherlands, Austria, the Czech Republic, Norway, Poland, Slovakia, and Portugal, and now with this report, on Ireland⁷. Peer Review processes have, according to stakeholders, led to the development, strengthening or growth of national structures, strategies and coordination in the countries reviewed. Further national reports are planned in the coming period

³ The international team which visited in April 2015 was composed of Dr. Helmuth Hartmeyer, Austrian Development Agency, Austria; Ms. Liisa Jääskeläinen, the National Board of Education, Finland; Ms. Alexandra Allen, Ministry of Foreign Affairs, Luxembourg; Mr. Dirk Bocken, Belgian Technical Cooperation, Belgium; and Mr. Eddie O’Loughlin, Coordinator GENE.

⁴ The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix III below. For the report on the Congress see O’Loughlin, E. and Wegimont, L. (eds) Global Education in Europe to 2015: Strategy, Policies and Perspectives. Lisbon: North-South Centre, 2003. Available at www.gene.eu

⁵ E. O’Loughlin carried out this feasibility study, concluding by recommending the development of a European Global Education Peer Review Process.

⁶ These included Peer Review processes facilitated by other international organisations such as the OECD DAC peer review of development assistance and the Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also considered independent consultant and NGDO reviews such as The Reality of Aid review mechanism.

⁷ For an overview of the European Global Education Peer Review Process, see article, O’Loughlin, E., “On the Road from Maastricht: Ten Years of Global Learning in Europe”. ZEP Journal, Issue 12, 2012, Waxmann, Munchen and Vienna.

2016-2018, along with continued follow-up to existing processes⁸.

Commitment to the European Global Education Peer Review Process as a mechanism for improving the quality of Global Education has been reaffirmed at a number of international gatherings over the past decade and in numerous international documents, including the Espoo Finland Conclusions (2011, 2014), the Lisbon 2nd European Congress (2012) and the Hague Symposium (2012)⁹.

1.3 Aims of the European Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries. The immediate purpose of each national Peer Review process is to provide international peer review, support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision.

National reports, and the peer review processes leading to them, act as tools for national actors to enhance quality and impact nationally. They also act as a source for international learning, comparative analysis, benchmarking, policy making and improvement¹⁰.

1.4 Methodology & Terms of Reference for the Irish Peer Review Process

The methodology used in the Global Education Peer Review of Ireland involved both desk research and country visits. The visits involved a series of consultations with national stakeholders. The Global Education Peer Review secretariat consulted stakeholders and made a preparatory visit to Ireland, in January 2015. The main aim of this visit was to gather information and documentation, agree method and process with key stakeholders (through agreed terms of reference), develop key questions, and develop contacts in advance of the main international Peer Review visit. The international team visit took place in April 2015. The Terms of Reference for the process were prepared in keeping with the key aims of the process as outlined in section 1.3 above.

The agreed Terms of Reference of the Global Education Peer Review of Ireland, outlined key objectives which included providing an overview of the state of Global Education in Ireland; making recommendations for further improvement and for consideration in

⁸ On the latter, see, for example O'Loughlin, E. and Wegimont, L. eds. GENE Follow-up Review 2010/2011 to the Peer Review of Global Education in Finland 2004. GENE, Amsterdam, February 2011. Available at www.gene.eu

⁹ For example in the Hague Conclusions, the key output from the Hague Symposium 2012 on Global Education, which brought Ministries and Agencies from across Europe together, participants wished to commit to: "Continued development of the GENE peer review process, including new country reviews." See Appendix V below.

¹⁰ The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than Development Education or Global Education).

the development of the next Irish Aid Development Education Strategy; and providing an international comparative perspective on the strengths and areas of potential strategic development of Global Education.

It is intended that the Peer Review National Report and its observations and recommendations will provide a useful input for consideration during the development of the forthcoming Irish Aid Development Education Strategy.

The International Peer Review visit in April 2015 involved further meetings with key stakeholders to gather additional information, to clarify key questions, test perspectives and engage in dialogue regarding initial observations and recommendations. In addition to meetings with specific stakeholders, the team attended a DE Consultation Day that took place in Farmleigh House, Dublin, organised by Irish Aid. This was considered a particularly useful part of the process for the team; as was the organisation by IDEA of 3 Task Groups that had looked in advance at DE issues related to Formal Education, Youth, and Adult and Community sectors. This visit concluded with the development of draft observations, and led on to the development of key observations and recommendations.

It is intended that the launch of this National Report on Global Education in Ireland will stimulate further debate, as well as critical reflection on the issues dealt with in the report. As with other reports in the series, the launch of the National Report is seen as just one step in a continuing journey of improvement.

1.5 Key Concepts

Global Education Definition and Terminology

GENE and the Peer Review Process use the term “Global Education” (GE). The definition of Global Education, developed by GENE and others over the last 20 years, is based on the statement of the Maastricht Declaration on Global Education in Europe.

“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.”¹¹

This definition contains both an aspirational vision and a strategic intention – bringing together different traditions of education for social change, local and global. GENE has developed this definition in consultation with policymakers in European countries, and it

¹¹ From The Maastricht Declaration (2003). Available at www.gene.eu. See also footnote 2.

has proved fruitful in terms of policy coherence and policy learning across countries with differing traditions but similar intent. GENE continues to use this definition to inform policy, practice and research.

At the same time, GENE recognises that while many definitions in the field have been developed using consensual approaches, in more recent years the field is beginning to move beyond consensual defining, to the development of more divergent thinking, to dissensus, and to the development of a variety of schools of thought¹². This diversity is welcome.

In the process of coming to definitional clarity, traditional terms (such as Development Education) and more recent usages (such as ESD and Education for Global Citizenship) share characteristics which can consolidate, rather than divide, policy, practice and research. In many countries in Europe, the terms Global Education or Global Learning emerged from strong traditions of Development Education. It should also be mentioned that while GENE and the Peer Review process use the term Global Education, GENE also welcomes the use of specific national terms, such as the Irish use of, and development of, the terminology of Development Education. GENE, and the Peer Review process, does not propose uniformity, but promotes diversity, while working for improved quality, enhanced reach, and greater clarity of definition¹³.

In this spirit, and respecting the strong Irish history and traditions of Development Education, we outline below a number of definitions – recognising that while the term has evolved over more than four decades, there is both a strong inclination to remain with the term among some practitioners, and a recognition among some that other terms may prove useful in different contexts.

Irish Aid Definitions of Development Education

The term DE is used throughout both strategies. The Strategy 2007-11 to date states:

“Development Education aims to deepen understanding of global poverty and encourage people towards action for a more just and equal world. As such, it can build support for efforts by government and civil society to promote a development agenda and it can prompt action at a community and individual level.”

¹² For more detailed discussion on such conceptual matters see, for example: Bourn, D. (2015) *The Theory and Practice of Development Education*. London: Routledge, ch.2 &3; and Mesa, M. (2011) *Precedents and Evolution of Development Education: A model of five generations Synergias*, Vol.1 December 2014; and on the limitations of the Global Education construct as an umbrella term, and the move from consensus to dissensus, see Wegimont, L. (2013) *Global Education: Paradigm Shifts, Policy Contexts and Conceptual Challenges*, in Forghani-Arani, N, et al (eds). *Global Education in Europe: Policy, Practice and Theoretical Challenges*. Munster: Waxmann, p.199ff

¹³ See, for example, National Report on Global Education in the Czech Republic (2008) p.13: “many actors in the Czech Republic have begun to use the term GDE (Global Development Education) and there is a small but growing body of practical reflection on the term. The Peer Review welcomes both the use of a nationally specific term, and the basis for conceptual clarity that such a term might promote. Nevertheless, for consistency between reports, the Peer Review team and GENE use the term Global Education, which can be understood as coterminous with the nationally preferred term, and which should in no way imply any suggestion that this term be used by actors in the Czech Republic.”

Irish Aid uses the following definition of Development Education—

“... 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 economic structures which affect their lives and others at personal, community, national and international levels.”

This definition forms the basis for definitional clarity for a number of stakeholders involved in the development and implementation of practice in the field.

Other Organisations definitions or descriptions of DE

IDEA

The Irish Development Education Association works on the basis of an operative description of DE. IDEA refers to DE as having:

- “An explicit focus on social justice, globalisation and development;
- A focus on multiple perspectives;
- Roots in, and strong links to, civil society at home, promoting empowerment of grassroots;
- Participatory, transformative learning processes;
- A focus on awareness-building and positive action for change;
- A focus on active global citizenship.”

This operative description is also grounded in a very clear articulation of the vision on which the IDEA understanding of DE is based. This states:

“Our vision: a world based on global justice, solidarity, equality and sustainability.”

Source: www.ideaonline.ie

Dóchas

Dóchas, the umbrella body and network for Development NGOs, has a very clear and concise description of Development Education:

“Development Education is about increasing people’s awareness and understanding of global issues and of the interdependence of different countries and parts of the world in relation to those issues.....it is about what sustains under-development and what is needed to reach and sustain more equal development. It is an education based on reflection, analysis and action at local and global level.”

The Dóchas description goes on to summarise the core of Development Education thus:

“Development Education:

- is an educational process;
- concerned with knowledge and understanding of issues relating to global poverty;
- oriented towards analysis as well as action, on multiple levels;
- aimed at social justice.”

Source: www.dochas.ie/development-education

Developmenteducation.ie

The above named web-based resource is a portal for teachers and other educators involved in Development Education; along with providing a broad range of theme-based and educationally focused resources, it also provides a very interesting outline for exploring the concept of Development Education. Drawing on the work of the Development Education Commission, and its work on Essential Learning, this space articulates an understanding of Development Education that involves four dimensions, as outlined in Box 1. below:

Box 1. Essential Learning — the four key dimensions:

1. Dispositions & Value

- Respect for self
- Respect for others
- A sense of social responsibility
- A sense of belonging
- A commitment to learning
- An engagement with change

2. Capabilities & Skills

- Communication skills
- Critical reasoning and thinking skills
- Social skills
- Action skills

3. Ideas & Understanding

- The centrality of relationships
- The disparities in human living conditions
- The importance of technological & economic change
- The concepts of democracy, governance & citizenship
- Cultural identities, conflict & conciliation
- Rules, rights & responsibilities
- Gender identities
- Sustainable development

4. Experience and Action

Summation

Each of the above definitions share in common:

- A commitment to education for social justice, local and global;
- Clear articulation of core values: justice, solidarity, human dignity, equality, human rights, sustainability;
- A focus on the relationship between local, national and global citizenship;
- Positioning of DE within a Development Cooperation and International Relations context and frame;
- Clear focus on attitudes/values, understanding, skills and action;
- An analysis of the relationship between DE and public engagement and understanding;
- A universalist, rights-based approach – DE is something to which all people should have the right;
- A structural approach – this is not just personal;
- A recognition of process, and of particular types of educational processes.

Chapter 2

The Context of Global Education in Ireland

Chapter 2

The Context of Global Education in Ireland

2.1 Introduction

This chapter gives some perspectives on the context of Global Education and Development Education in Ireland. It does so by first presenting the institutional context – looking at key institutions, coordinating bodies and stakeholders, and then outlining the development cooperation, public opinion, and educational contexts. A brief overview of the Development Education funding context is also outlined.

Over recent years, Ireland has been going through a period of serious economic, financial and other challenges which led to significant cuts in public spending. While the Peer Review acknowledges the commitment by DFAT to protect funding levels for development cooperation and DE to the extent possible during the years when spending cuts were enforced across all public spending, the cuts to DE funding (up to 2015) presented a challenge to its practitioners. However, in the recent budget announcements for 2016, there was a modest increase in funding for ODA, and given the quality and potential of the current Irish Aid DE Strategy, along with the growing capacity, commitment and coordination of development educators, there are perhaps reasons for hope as stakeholders plan for a new Irish Aid Strategy for DE.

2.2 Institutional Context: Key Institutions, Coordinating Bodies and Stakeholders

There are a number of key institutions and coordinating bodies involved in supporting and facilitating Global Education and Development Education in Ireland at a national level, and a very broad range of stakeholders. Here we initially look at four key bodies in this regard.

These institutions and stakeholders have played varying key roles in the initiation, growth and support of Development Education in Ireland over the past decades, and have also been involved to differing degrees in the Irish Aid Strategies for Development Education. In Chapter 3 below, further detail is given on the role of some of these organisations in the context of the Irish Aid Strategies. See Table 1 below for a summary list of a number of key bodies and their areas of involvement concerning facilitating Development Education in Ireland¹⁴. Apart from the table, more detail on these bodies is also given below.

¹⁴ There are of course many additional bodies, including government departments, their respective agencies, civil society organisations and academic bodies that do play and/or can potentially play an important role in strengthening Global Education and Development Education in Ireland, especially now in the context of building towards the new Irish Aid Strategy. Several of these are also referred to in Chapter 3 below.

Table 1. Key Institutions involved in Global Education in Ireland

| Organisations | Summary of Global Education Activities |
|--|--|
| Irish Aid – Department of Foreign Affairs and Trade (DFAT) | The DFAT through Irish Aid supports and implements the Irish Policy for International Development. It has also played a crucial role in initiating and supporting Development Education in Ireland, providing the funding programme for initiatives on DE, and supporting the development of an Irish Aid Strategy on DE. |
| Department of Education and Skills (DES) | The Department of Education and Skills plays a crucial role in supporting and implementing the ESD strategy in Ireland. Its continued support for the current and strengthened support for the next Irish Aid DE Strategy is very important if there is to be a meaningful process for integration of DE into the education system, and for proper implementation. |
| IDEA: Irish Development Education Association | IDEA was established in 2004 as a member-based organisation to support and increase capacity development of organisations working in DE. It has played a key role in coordinating stakeholders working in this field. IDEA is funded as a Strategic Partnership. IDEA is a member of the Peer Review working group along with Irish Aid. |
| Dóchas | Dóchas is the association of Irish Non-Governmental Development Organisations. Dóchas provides a forum for consultation and co-operation between its members and helps them speak with a single voice on development issues. It has a DE Working Group which represents and promotes DE both for and amongst Dóchas members. |

2.2.1 Irish Aid – Department of Foreign Affairs and Trade

Irish Aid is the Irish Government’s programme for overseas development. This programme is managed by the Development Co-operation Division (DCD) of the Department of Foreign Affairs and Trade (DFAT)¹⁵. Following decentralization in 2008, DCD is located both in Dublin and Limerick city.

¹⁵ For more on the Development Cooperation context, see section 2.3 below.

Concerning Development Education (DE), Irish Aid funds and supports DE initiatives by CSOs and others through its Civil Society and DE unit in particular. Irish Aid provides multi-annual funding for strategic partnerships in Development Education to support a number of strategic priority areas. In addition to its strategic partnerships, Irish Aid supports DE partners to implement specific, innovative, results-focused initiatives through its Development Education Annual Grants. These are mainly in the non-formal sector where strategic partnerships are not yet in place (eg. youth; adult and community sectors).

Irish Aid has developed and facilitated two Irish Aid DE strategies to date. The current strategy - the Irish Aid Development Education Strategy 2007-2011 was extended to 2015 following an external review in 2011. The Civil Society and DE Unit in Irish Aid are working towards the preparation of a successor Development Education Strategy. Further details on these strategies and the process towards a third one are given in Chapter 3.

Irish Aid puts a strong emphasis on engaging with the Irish public about Global Development issues and the Development Cooperation programme. The Irish Aid Centre, located in Dublin, provides free workshops on development issues and the work of Irish Aid for schools and colleges throughout the year. Since 2008 the Irish Aid education programme has delivered workshops to over 35,000 primary and post-primary students with their teachers, and to primary student teachers to raise awareness of development issues, with particular emphasis on Ireland's International Development Programme.

Since 2004 Irish Aid has operated the 'Our World Irish Aid Awards' programme annually for primary school students to educate them about global development issues in the context of the UN Development Goals and the work of Irish Aid. Each year over 1,000 schools (approximately one third of all primary schools) register to participate. Irish Aid hosts the Our World Irish Aid Awards National Final in Dublin Castle each year with attendance by the Minister of State at the Department of Foreign Affairs and Trade.

At an international level, Irish Aid has been active in Global Education and Development Education initiatives through, for example, GENE, the European Commission, OECD, and the CoE. Irish Aid has been involved in a number of bilateral and multilateral policy learning initiatives within GENE, including a bilateral policy exchange programme with Polish colleagues; also through participation on the international teams for Peer Reviews of Austria, the Czech Republic and Poland. Irish Aid also engaged in sharing policy learning on national strategy development with countries such as Austria, the Czech Republic, Finland, Portugal and Slovakia.

For further information on Irish Aid, see: www.irishaid.ie

For further information on the Department of Foreign Affairs and Trade, see: www.dfa.ie

2.2.2 Department of Education and Skills

The Department of Education and Skills (DES) is the Irish ministry with responsibility for education and training. The Department sees its mission as being:

“to facilitate individuals through learning, to achieve their full potential and contribute to Ireland’s social, cultural and economic development”.

With responsibility for policymaking, provision, and structures of support; with central responsibility for schools, and also with responsibility for further education, adult and community education, higher education and training, the Department sees itself as having four high level goals as outlined below:

Goal 1 - Learning for Life

We want an education and training system that provides all learners with the knowledge and skills they need to participate fully in society and the economy.

Goal 2 - Improving Quality and Accountability

We want to provide for the delivery of a high quality education and training experience for everyone and improve accountability for educational outcomes across the system.

Goal 3 - Supporting Inclusion and Diversity

We want an education and training system that welcomes and meaningfully includes learners with disabilities and special educational needs, learners from disadvantaged communities/backgrounds, and those with language, cultural and social differences.

Goal 4 - Building the right systems and infrastructure

We want a modern, flexible education and training system which makes the best use of available resources.¹⁶

These high level goals are very much in keeping with, and suggest opportunities for, the high level integration of GE and DE at all levels within the Irish education system. This point is further elaborated below in section 2.5.

The Department’s work includes the provision of school infrastructure, curriculum development and reform (under the auspices of the National Council for Curriculum and Assessment), school inspection (through an inspectorate division of the Ministry), support for higher education (through the Higher Education Authority), for Research (through the Irish Research Council), for teaching qualifications and standards (through the Teaching

¹⁶ Source: www.education.ie

Council) and educational exchange (through Leargas). The DES is also responsible for the development, coordination and implementation of the National Strategy for ESD.

For further information, on the Department of Education and Skills, see: www.education.ie

See also: www.ncca.ie and www.HEA.ie

2.2.3 Other Ministries and Agencies

While the Department of Education and Skills is the most obvious ministry that stakeholders involved in Development Education might look to for strengthened cooperation and policy engagement, there are clearly a number of other Ministries and agencies in the Irish context with whom cooperation should be further strengthened. These include, for example, the Department of Children and Youth Affairs, and the Department of Environment, Community and Local Government.

2.2.4 IDEA – The Irish Development Education Association

Established in 2004, the Irish Development Education Association (IDEA) is the umbrella body for organisations and individuals engaged in the field of Development Education in Ireland. It has over 100 members reflecting the broad spectrum of DE and civil society in Ireland, including development NGOs, community and voluntary organisations, educational institutions and networks, trade unions, educators, researchers and activists.

IDEA organises events and training and works to raise the profile of DE in formal and non-formal education as well as in the policy sphere. IDEA has played a particularly important role over recent years in helping to strengthen the coordination of those engaged in DE, in strengthening their capacity, and in providing a vision for its membership:

“Our vision is of an equal, just and sustainable world where empathy, solidarity and active citizenship are fostered and people are empowered to analyse and challenge the root causes of injustice, poverty and inequality.”

IDEA promotes learning from good practice in DE in a wide variety of contexts; schools, community projects, arts centres, universities, youth clubs and many more. To share the learning further IDEA has collaborated with www.developmenteducation.ie to produce a Hub of inspiring Development Education case studies. Detailed stories and overviews are available at: www.developmenteducation.ie/deinaction.

Another interesting international project that IDEA has a key role in is ‘Challenging the Crisis – Promoting Global Justice and Citizens’ Engagement in a Time of Uncertainty’. This initiative is a 3-year DE project which is led by IDEA, with partners in 5 other countries - Greece, Italy, Portugal, Slovenia and Spain. The European Commission is the main funder. The project aims to contribute to a more just and sustainable world by raising awareness

and empowering young European adults as global development advocates. Specifically it aims to Influence policy at national and European level; to bring about change in the public engagement approach of development NGOs and CSOs; and by bringing together young people, it is envisaged that a focus on global justice will show the value of responding jointly to the current financial crisis and re-engage people with the idea of a European community acting in solidarity to overcome global challenges.

For further information on IDEA, see: www.ideaonline.ie

2.2.5 Dóchas

Dóchas is the Irish Association of Non-Governmental Development Organisations. As such it is an umbrella group of 58 international development, humanitarian and global justice organisations that share a commitment to tackling poverty and inequality in the world. Dóchas provides a sense of coherence and strength to this important network of development organisations. In many respects this network is well placed to mobilise the Irish public around issues of global poverty and inequality. For example, Dóchas was well placed to take the role of coordinating the Irish action plan for the European Year for Development 2015.

Dóchas has a number of focused working groups, including one on Development Education. The Dóchas Development Education Working Group (DEG) mission is to strongly represent and promote DE both for and amongst Dóchas members. Its objectives include:

- To enhance learning and exchange good practice in DE amongst Dóchas members;
- To advocate for the role of DE in the development effectiveness debate;
- To engage in a proactive and concrete way in issues affecting DE at European level;
- To advocate for deeper and extended inclusion of DE into the fabric of Development Activity conducted by Dóchas members.

Significant initiatives facilitated by the Dóchas DE working group include:

1. **Code of Conduct of Images and Messages.** Originally launched in 2007 and reviewed and strengthened since, the purpose of this code is to provide a framework which development NGOs can refer to when developing and implementing their public communication strategy. Principles behind the Code concerning the making of choices of images and messages to use include – respect for the dignity for the people concerned; belief in the equality of all people; and acceptance of the need to promote fairness, solidarity and justice.
2. **Finding Irish Frames Research.** This research work aimed to investigate the ‘framing’ of communications and campaigns materials from a selection of Dóchas member organisations. It found a lack of awareness around global interconnectedness

among the general public and that the public seemed to be ill-informed about ‘good news’ stories around development.

3. **World’s Best News.** Through this initiative, Dóchas and the DEG have been promoting Dóchas member organisations to showcase positive and progressive news stories around development (partly prompted by the research findings at 2 above). Tools used in this regard include a World’s Best News facebook page and a free newspaper.

The Peer Review considers that the Dóchas Development Education Working Group plays a very significant role in raising the importance of DE within the broader Dóchas NGDO membership, sharing good practice and encouraging commitment to both funding and engagement in quality DE.

For further information on Dóchas, see: www.dochas.ie

2.2.6 Other Key Stakeholders

A broad range of additional bodies play an important role with regard to Global Education and Development Education in Ireland. In the context of the Irish Aid Strategy for Development Education, many of these bodies are involved in strategic partnerships under the strategy, and several of these stakeholders also participated in the 3 task groups – on formal education, youth and adult and community – whose perspectives will feed into the planning for the 3rd Irish Aid strategy (see Chapter 3).

2.3 Development Cooperation Context

Irish Aid, the Irish Government’s programme for International Development, dates back to the early 1970s and has come a long way from modest beginnings to being one of the most highly regarded development programmes internationally. Over time the programme has undergone many changes in terms of the growth of its budget, its international reach and the professionalism of its policies¹⁷.

Ireland has operated in a difficult economic environment over recent years as the country gradually adjusted following a banking and fiscal crisis. Cuts to public spending, including to the development cooperation programme occurred. The recent OECD DAC review highly commended Irish Aid’s handling of the difficult budgetary situation – “*The strategic and balanced manner in which the Irish authorities managed the budget cuts is exemplary.*”¹⁸ Moreover, there is evidence that this situation is changing and in the recent budget announcements, an increase in the International Development allocation is projected for 2016.

¹⁷ For an interesting overview of the history of Irish Aid see: Murphy, R. (2012). *Inside Irish Aid: the Impulse to Help*. Liffey Press: Dublin. For a current overview of the programme, see OECD DAC Peer Review of Ireland 2014.

¹⁸ OECD DAC Peer Review of Ireland 2014. OECD, Paris 2014. P. 16.

The proposed allocation for ODA in 2016 is EUR 640 million, with EUR 486 million being managed by Irish Aid. According to the most recent Irish Aid Annual Report, in 2014 Ireland allocated EUR 614 million in Official Development Assistance (ODA). This represented 0.39% of Gross National product (GNP). Of this EUR 476 million was managed by Irish Aid.

Despite the financial challenges over recent years, Ireland's International Development Programme is highly regarded internationally for its effectiveness.

“Ireland delivers effectively on its commitment to international development and to promoting global public goods such as peace, human rights and food security. The government’s strategy is informed by a realistic understanding of how Ireland can play a leadership role at the global level.”¹⁹

Irish Aid funds are spent using a mix of funding approaches to support development programmes in partner countries, the work of international organisations such as the UN or World Bank, and the work of Irish, national and international non-governmental organisations. Irish Aid funding is also used to support emergency and humanitarian crises.

Ireland's Policy on International Development, One World, One Future, was agreed in 2013 and gives a clear policy vision for fighting hunger and poverty in a changing world, and is accompanied by a Framework for Action, published in 2014. One World, One Future emphasises the Government's commitment to deepening public understanding of International Development.

“Engagement at home: We will strive for a deep public understanding and engagement with our aid programme and our development policy, harnessing the contribution of Irish people and institutions.”²⁰

The Irish Aid programme engages in and supports development cooperation and humanitarian assistance in over 80 countries around the globe. The programme has a particular focus on sub-Saharan Africa, and on reducing poverty and hunger. It has nine key partner countries with whom it has long term partnerships in both Africa (Ethiopia, Lesotho, Malawi, Mozambique, Tanzania, Uganda, Zambia and Sierra Leone) and Asia (Vietnam). Irish Aid also has long worked closely with partners in South Africa and East Timor.

In this regard Irish Aid works closely with a broad range of partners, including governments, local authorities and communities in developing countries as well as local and international aid agencies. Considerable financial support is provided to NGOs for

¹⁹ Ibid, P.14.

²⁰ One World, One Future. DFAT 2014. P. 3.

this work, such as Concern, Trócaire, Christian Aid, Goal, Self Help and many more. Irish Aid also works closely with and supports the work of international organisations such as the European Union and the United Nations.

The year 2015 is a very significant year for Irish Aid and for all stakeholders in Ireland and globally concerned with International Development, DE and global issues.

“The decision by the Foreign Affairs Council of the European Union to designate 2015 as the European Year of Development could not have been more timely. Indeed 2015 is a seminal year for the future of human development, as the nations of the world have engaged in two processes of negotiations of immense, and interrelated, importance: one on the UN’s post-2015 development agenda; and the other on climate change.”²¹

Throughout more than 40 years of commitment to Development Cooperation – and based on traditions of global solidarity that stretch back far further – Irish Aid has consistently put Development Education, public awareness, and Irish public engagement in issues of development policy and of Irish commitment to human rights and global responsibility at the heart of its endeavors.

For further information on the Irish Aid Programme, see: www.irishaid.ie

2.4 Public Opinion Context

“Ireland’s strategic, results-focused approach to raising development awareness in close collaboration with the Department of Education, civil society organisations, universities and teacher training is good practice.... DCD and its partners continue to reinforce efforts and to innovate in this area since relatively high public support for development co-operation might be eroded easily during tough economic times. DAC members could also learn from Ireland’s strategy for public engagement.”²²

Public opinion surveying of Irish support for development cooperation and global solidarity, of public understanding of the causes and effects of local and global injustice, and of public perceptions of their own empowerment vis-a-vis issues at a local, national and global level, provide a background vista for the work of Global Education and Development Education in Ireland. While the lack of a periodic programme of comparable research into public opinion should be addressed, the emergence of opinion polling targeted at particular publics and sectors provides much food for thought for those engaged in GE and DE policy and strategy.

²¹ Extract from speech by the President of Ireland, President Michael D. Higgins, at the launch of the European Year for Development in Ireland, Dublin Castle, January 2015.

²² DAC Peer Review of Ireland, 2014. OECD, Paris, 2014. P. 74

In summary, over a number of decades²³ there has been evidence of high, and continuing strong public support for ODA, but knowledge about the causes of issues of global poverty and injustice remains sketchy at best. The oft-quoted phrase of Ian Smillie that “*support is a mile high and an inch thick*” still applies to Irish public opinion.²⁴

Studies and surveys have indicated that support for development issues is still high in Ireland. A recent Eurobarometer, for example, highlighted at the launch of the European Year for Development in early 2015, indicated that Irish people are now 12% more likely than in the previous year to say that Ireland should increase overseas development assistance.

Hans Zomer, Director of Dóchas, commented thus on the findings:

“This poll confirms what we already knew: people in Ireland are hugely supportive of international cooperation to fight the biggest problems of our time: hunger, disease, climate chaos and growing inequality. The vast majority of people in Ireland realise that our world is connected like never before and that what happens in one part of the world matters to us all”.

Almost nine out of ten respondents in Ireland (87%) say helping people in developing countries is important, again higher than the European average of 85%. In fact, they are the third most likely, after respondents in Sweden and Cyprus, to consider this ‘very important’ (56%). People polled in Ireland say international development cooperation should not be left to the Government alone, but requires citizen action. Respondents in Ireland are more likely than those in almost any other Member State (with the exception of Sweden) to say individuals can play a role in tackling poverty (68%), and Ireland is also one of the few Member States where a majority of respondents are personally involved in helping developing countries (58%). There has been a five percentage point increase from the previous Eurobarometer in regard to the proportion of those surveyed prepared to pay more for goods or products from developing countries (now 52%).

On the other hand, when it comes to sources of information on development issues, a particularly high percentage of respondents in Ireland, according to this poll, mention adverts or media campaigns (22% vs. 9% at EU level). This raises questions regarding the nature of the messages received, a question being dealt with by Irish Aid, Dóchas and others.

²³ See, for example, McDonnell, I. “Ireland” in McDonnell, I. Solignac le Compte, H.B. and Wegimont, L. (eds) (2003) *Public Opinion and the Fight against Poverty*. OECD, Paris.

²⁴ Smillie, I and Helmich, H. (eds) (1999) *Stakeholders: Government-NGO partnerships for International Development*. Earthscan, London.

In 2013, Dóchas commissioned research into attitudes towards development cooperation, overseas aid and development NGOs. Below are outlined a number of key findings taken directly from the research:

Box 2. Attitudes Towards Development Cooperation in Ireland (2013)

- *A strong and abiding public interest in overseas development and a desire to support poor people.*

A majority of 54% of respondents are in favour of the Irish Government spending money on overseas aid, compared to 22% against. This is a significant level in the current economic climate.

- *A high level of expressed concern, combined with low levels of knowledge.*

Two-thirds (66%) of respondents indicate that they are ‘fairly’ or ‘very’ concerned, but only 19% consider they have ‘above average’ knowledge of global development issues. Compared to 10 years ago, people rely more heavily on friends or colleagues for information on global development and relatively less on the media and the government.

- *The survey reveals a worryingly high level of public powerlessness.*

A full 53% of respondents say they “feel helpless in bringing about positive change” and only 32% feel confident in their ability “to influence decisions affecting my local area.” Not surprisingly, this number is even lower when it comes to societal and global issues.

Source: Dóchas/Amarach (2013) Attitudes towards Development Cooperation in Ireland. p.2

While the findings of this survey do seem to differ in certain respects, with the findings of the Eurobarometer and/or other national research (for example regarding sources of information), it has led to very interesting initiatives, including the Dóchas-led “Worlds Best News” (WBN) initiative.

One of the other welcome developments in the public opinion polling context in this field in recent years has been a small, but significant, focus on particular, differentiated publics, with support from Irish Aid for this research. We might mention the work of Suas in

polling third level students²⁵; and the work of the National Youth Council²⁶ in researching the attitudes of young people and youth workers to development and justice issues. These studies involve different types of research, using very different methodologies and with different, differentiated publics. They provide detailed information regarding not only the attitudes of particular cohorts and sectors of the public regarding support for ODA, or more broadly for development cooperation and global solidarity; but also provide analyses of complex attitudes regarding local, national and global engagement and feelings of empowerment. Both are worth considering in more detail than is possible here.

Turning to the youth survey, the authors find that:

“The young people in the current research for the most part demonstrated an open, tolerant and inclusive disposition towards development and global justice issues. Their levels of knowledge appear to vary widely, but their attitudes towards the issues, if replicated across the entire population, would probably confirm the more positive international survey research....with high levels of approval for development and humanitarian aid, high degrees of concern for the vulnerable or disadvantaged, and a strong awareness of global unfairness and inequality... [however] ...in one respect the present research differs from some of the more positive international findings: the young people spoken to here were not for the most part optimistic about their capacity to make a difference....”

While it does not do justice to this particular piece of research to draw simplistic conclusions, the combination of strong interest in issues, widely varying levels of knowledge, and challenges of perceptions regarding action and empowerment, are very useful for those involved in DE policymaking.

The Suas/Amarach study is equally informative, suggesting strong interest in local and global issues of justice and development; strong support for increased Irish government support for poverty reduction globally; but also suggesting a varying degree of knowledge of the causes of poverty. While more than two thirds of the respondents were of the opinion that a better world is possible, a telling 45% also opined that “social inequalities based on class, gender or race are inevitable”. However, in the words of the survey editors, “student’s confidence in their ability to bring about change is low”²⁷. This survey, then, also provides very interesting background perspectives and detailed information for those involved in developing DE initiatives with third level students.

25 Suas (2013) National Survey of Third level Students on Global Development. Suas/Amarach Research: Dublin.

26 Devlin, M. and Tierney, H. (2010) Standpoints: Attitudes of Young People and Youth Workers to Development and Global Justice Issues.

27 Suas, (2013) op.cit. p.23.

2.5 Educational Context

The Irish Education system might be considered as a partnership between the State and various private agencies and organisations²⁸. The Department of Education and Skills (DES) is responsible for policymaking, development, provision and administration of education at all levels.

Regarding the different levels of provision:

- **Early Childhood Care and Education** has, since 2000, made significant progress towards greater quality and more universal access.
- **Primary Education** sector comprises state-funded primary schools (including those under religious patronage), special schools and private primary schools.
- **Post-Primary Education** includes three different types of school: secondary, vocational and community/comprehensive. Post-primary schools offer a varied mix of academic and vocational subjects and the same state examinations.
- The **Higher Education** system, while currently undergoing significant reform, can be described as a binary system with universities and institutes of technology.
- There are a large number of providers of **Further and Adult Education and Training**.

Graph 1 below gives an outline of the structure of the national education system in Ireland.

While the Irish education system can be considered as relatively centralised, and those involved in the integration of DE and GE in Ireland point to an overcrowded curriculum as one challenge to further integration, nevertheless, recent and ongoing reforms suggest that the context is ripe for further integration.

Recent and ongoing reforms provide strong opportunities for DE integration. This includes review of the primary curriculum, which already has within it strong scope for DE and intercultural education.

Current reform of the Junior Cycle, while slow and delayed, has huge potential for DE. This potential does include the opportunity for the integration of DE within particular subject areas with traditions open to DE (such as Civic Social and Political Education), and for short courses devoted to DE. However, far more importantly for those interested in integrating DE throughout the system, the model of school-based curriculum development on which the Junior Cycle reform is founded, through the framework of 6 key skills and 24 learning statements – many of which are based on educational perspectives deeply rooted in GE and DE – allows schools develop whole school, cross-curricular, learner-centered

²⁸ Eurydice overview of the Irish Education system, available at <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Ireland:Redirect> last accessed 13/9/2015

approaches that can have DE at the core of educational provision for 12-15 year olds. This is the broadest opportunity for DE integration into Irish post-primary education in decades.

More limited opportunities are also available within the senior cycle curriculum in second level education in Ireland. The senior years are dominated by the focus on a terminal exam – the Leaving Certificate – which leaves little room for DE. Nevertheless, the emergence of a long-awaited new “Politics and Society” course within the senior cycle will provide room for DE. Furthermore, the NCCA continues to provide analyses on the opportunities for DE at senior level, and seems very open to the inclusion of DE perspectives within curriculum review at all levels.

The reform of teacher education in Ireland also provides new opportunities for the further integration of DE. The recent change from a one-year Postgraduate Diploma in Education to a two-year Professional Masters in Education as a requirement for teacher qualification provides a fairly open field for the integration of DE into Initial teacher Education of second level teachers.

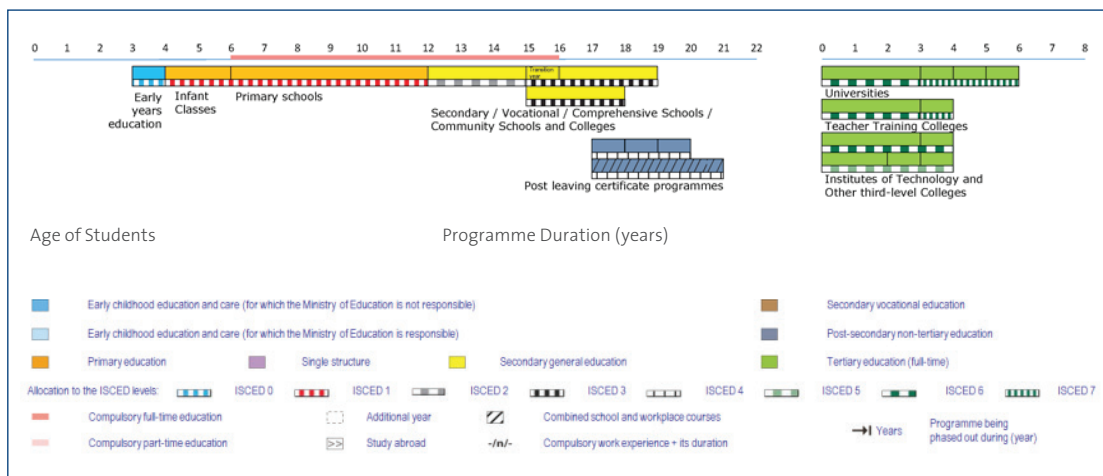
The ever-present challenge of supporting newly qualified teachers (NQTs) in their initial teaching – and the attendant challenge of ensuring that DE and GE perspectives, which can be gained in ITE and lost in the challenge of becoming a newly qualified teacher - is a process that has become more structured in the Irish education system recently. The new national Mentor programme for supporting NQTs to become reflective practitioners could provide a strong opportunity for DE strategists to support the further integration of DE into schools through structured supports or interventions in cooperation with the Mentor programme national support team.

The structure of support for teacher Continuous Professional Development is also undergoing ongoing reform, and this too provides ample opportunity for the integration of GE and DE perspectives.

Finally, an enlightened leadership within the DES School Inspectorate has been moving for some years to reform the process of school inspection – ensuring quality while moving the model towards school-self-evaluation and the development of school cultures of learning. To integrate GE and DE perspectives centrally within the work of the Inspectorate – so that quality improvement was intimately bound up with, and related to, the process of Global Learning – would clearly lead to more and better DE and GE in the formal education system.

The Department of Education leadership of, coordination of, and responsibility for implementation of the national strategy on ESD may provide a useful framework for ensuring that some of the promise for GE and DE contained in the current and emerging context of formal education in Ireland may be realised.

Graph 1: Education Framework



2.6 Global Education in Figures

The majority of the funds for Ireland’s Official ODA programme, including the element for Development Education, is managed by the Development Co-operation Division (DCD) of the Department of Foreign Affairs and Trade (DFAT). In 2014 total ODA came to EUR 614.86 million, of which 476.29 million was managed by the DFAT, while EUR 138.57 million came under other Government departments and contributions to the EU Development Cooperation budget.

As Table 2 below illustrates, the spending on DE reached an all-time high of EUR 5.7 million in 2008. As the difficult economic situation hit home in Ireland from 2009, funding for DE declined annually, going below EUR 3 million by 2013. This was clearly a very difficult time for all working in this field as rapid adjustments had to be made by DE stakeholders as efforts and resources were consolidated.

The DE budget at Irish Aid for 2014 was EUR 2.9 million. The DE budget in 2015 will come to EUR 3.4 million. With signs of a general improvement in the economy, and an increase in ODA in the recent budget for 2016, there would appear to be a cautious optimism that perhaps the Irish economy has turned a corner. Given the expected quality and potential of the new Irish Aid DE Strategy, along with the growing capacity and the commitment of development educators on the one hand, and given the reductions in funding support to DE over several years before 2015 on the other, there is now a need to plan for possible increases in funding for DE. In addition, given the strong reliance on Irish Aid funding, there is also a need to diversify funding sources (governmental and civil society) to avoid overreliance on one source and thereby help ensure sustainability.²⁹

²⁹ The Peer Review acknowledges the important support and commitment that NGOs such as Concern and Trócaire have shown to DE over the years

Table 2. *Development Education Budgets 2007-2015

| Year | ODA | Total Budget | Annual DE Grant | % of Total Budget | Strategic Partnerships | % of Total Budget | Other | % of Total Budget |
|------|-----------|--------------|-----------------|-------------------|------------------------|-------------------|----------|-------------------|
| 2007 | €870.870m | €5,416.796 | €4,068,638 | 75% | €1,031,214 | 19% | €316,944 | 5% |
| 2008 | €920.663m | €5,718,580 | €4,352,675 | 76% | €1,034,729 | 18% | €331,176 | 6% |
| 2009 | €772.20m | €4,955,865 | €3,633,107 | 73% | €1,001,833 | 20% | €320,925 | 6% |
| 2010 | €675.84m | €4,658,000 | €3,317,776 | 71% | €993,834 | 21% | €346,390 | 7% |
| 2011 | €657.04m | €3,236,000 | €2,367,649 | 73% | €614,840 | 19% | €253,511 | 7% |
| 2012 | €628.90m | €3,207,000 | €1,668,215 | 52% | €990,240 | 31% | €548,545 | 17% |
| 2013 | €627.10m | €2,992,000 | €1,275,426 | 43% | €1,671,543 | 56% | €45,031 | 2% |
| 2014 | €602.7m | €2,900,000 | €1,151,900 | 40% | €1,585,630 | 55% | €162,470 | 5% |
| 2015 | TBC | €3,400,000 | €935,000 | 28% | €1,775,625 | 52% | €689,375 | 20% |

*Total Budget figures for DE may also include other elements: Figures for 2007 – 2010 (taken from Irish Aid’s 2010 Internal Mid-Term Review) include funding for DE and public engagement under former PICS (Public Information and Communications Section). Increased budget for 2015 includes elements for schools outreach and workshops which were re-assigned to Development Education Unit. ODA figures taken from Irish Aid Annual Report.

Chapter 3

The Irish Aid Strategy for Development Education

Chapter 3

The Irish Aid Strategy for Development Education

3.1 Introduction

In this chapter the report turns to look at a series of Strategy documents that have been very significant in charting the direction of Development Education in Ireland. The Irish Aid DE strategies, and particular strategic initiatives, along with the work of NGOs and others in the field in Ireland, have also been inspirational to those involved in the development of national strategies in several other countries in Europe³⁰.

This report acknowledges that Irish Aid DE strategies are built upon a long tradition of strategic thinking in DE in Ireland. This tradition stretches back to the 1970s, with strong strategic approaches by NGOs such as Trócaire, and the Irish Commission for Justice and Peace. Partnership was at the core, and a partnership approach was spearheaded by a number of key individuals and organisations. Irish development educators adopted a partnership approach with key sectors in Irish education, formal and non-formal, including curriculum development initiatives, community development processes, and partnerships with significant sectors in civil society such as the youth sector and the trade union movement.

Another characteristic of Irish DE was the strong engagement with the Department of Foreign Affairs, and with parliamentarians. Building on UNESCO recommendations, using international agreements to leverage national statutory support for DE, NGOs called for the establishment of government structures for the support of DE from the early 1970s.

DESC – the Development Education Support Centre – and the National Development Education Grants Committee, both funded by the Department of Foreign Affairs, provided strategic support and funding aimed at growing and improving DE nationally. These two functions – support and funding – were later subsumed into the National Committee for Development Education, and then subsumed within Irish Aid. Together these structures show a tradition of more than 4 decades of strategic DE, and a similar history of strategic Department of Foreign Affairs support for such initiatives³¹.

³⁰ In particular through informing the process of the development of National Strategies or strategic processes or the work of national strategy groups in Austria, Czech Republic, Finland, Portugal, Poland, Slovakia, etc.

³¹ There is much that could be gained from reviewing the long history of Development Education in Ireland, nevertheless, it is beyond the scope of this Peer Review. From a comparative perspective, those interested in such national histories of DE may be interested in looking at the case of DE in Austria in Hartmeyer, H. (2008) *Experiencing the World - Global Learning in Austria: Developing, Reaching Out, Crossing Borders*. Waxmann, Münster /Amsterdam:GENE.

3.2 The First Strategy: *Deepening Public Understanding of International Development: development education strategy plan 2003-2005*

The first Irish strategy for Development Education, entitled *Deepening Public Understanding of International Development* was launched in the context of recent changes to the structure of support in the field in Ireland. In 2003, Ireland was one of a small number of countries in Europe to have national structures of support and funding³²; these structures (which in Ireland had been of an intermediary character for some time) and their functions of support, funding and policymaking, had recently been subsumed into the Development Cooperation Unit of the Department of Foreign Affairs, as a separate unit dedicated to DE.

The ODA context at the time suggested clearly that there would be a staged series of increases forthcoming over subsequent years. In this context there was strong recognition – largely as a result of decades of good cooperation between NGOs and public servants, but also through lobbying of public representatives in this arena - of the importance of DE for public understanding, public engagement, and for promoting democracy and human rights through critical public concern for global solidarity. In the words of one official at the time:

*“Ireland Aid 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.”*³³

In this context, the DE strategy plan 2003-2005 was launched in 2003.

The strategy was based on strong principles, a clearly articulated definition of DE, and a clear analysis of context. It explicitly outlined the operative understanding of the nature of development cooperation and of the changing nature of Irish society. It was equally clear about the DE landscape, and about the role of the Department of Foreign Affairs.

A brief analysis of the education policy context at the time suggests that: “While there is a commitment to a development and global perspective in Irish education policies, the key challenge for development education is to identify the opportunities to translate these policies into concrete learning programmes and outcomes.”³⁴ There has been much progress in integration in the intervening decade, as outlined above and below; nevertheless, some of the challenges in regard to the latter still remain.

³² See Hoeck, S. and Wegimont, L. (2003). *National Structures for the Organisation, Support and Funding of Development Education: A Comparative Analysis*. Lisbon: GENE/North-South Centre.

³³ John Boyd, Assistant Principal Officer, Development Education Unit, DFA, writing in *Index*, Issue 2, Dublin, Comhlámh, May 2003. Quoted in *ibid*, p. 47.

³⁴ *Deepening Public Understanding of International Development: development education strategy plan 2003-2005*, P. 10.

The strategy had a mission statement which was bold in its vision, universal in reach, admirable in its clarity and founded on definite values. It was clearly focused on a rights-based approach:

“Every person in Ireland will have access to educational opportunities to be aware of and understand their rights and responsibilities as global citizens and their potential to effect change for a more just and equal world.”³⁵

The strategy contained 6 clearly articulated objectives:

1. To integrate a development education perspective in relevant education policies.
2. To integrate and support the delivery of development education in selected areas in the formal and non-formal education sectors.
3. To provide support to civil society organisations in Ireland to increase public understanding of development issues.
4. To facilitate capacity building of the development education sector to support and promote development education.
5. To promote more effective use of communications to increase public understanding of development issues.
6. To identify and maximise educational opportunities for public engagement with Development Cooperation Ireland³⁶.

The strategy also dealt with cross-cutting issues, with particular foci on issues such as capacity-building and research; it sought to link DE to other related areas of increasing emphasis such as Intercultural Education. It strongly emphasised a partnership approach throughout the work of implementation, in keeping with Irish practice and traditions in the field. Finally, issues of implementation, consultation, modification, monitoring and evaluation, while dealt with briefly, were nonetheless outlined explicitly and with some specificity.

There were a number of aspects of the Strategy which were notable, especially when considered in a comparative frame:

- “This was one of the first strategy plans at national level in a European country. As such, it has proved an inspiration and a useful comparative model for others wishing to develop strategies at national level in European countries³⁷;

³⁵ Deepening Public Understanding of International Development (2003). Development Cooperation Ireland, Department of Foreign Affairs, Dublin. P.11

³⁶ Ibid p12.

³⁷ The Maastricht Conference and Declaration in 2002, called for the development of GE national strategies.

- ‘The strategy was published as a DFA/Ireland Aid/Development Cooperation Ireland strategy, rather than being described as an Irish National Strategy. Nevertheless, significant and widespread consultation with all stakeholders led to strong engagement with and ownership of the strategy – while the Department of Foreign Affairs took strong political and financial responsibility for its inception, delivery, monitoring and review. Again this model of working was instructive for others embarking, at this time, on national strategic initiatives, including in countries without such a long-standing tradition.
- ‘The strategy was the first in Europe to operate on the basis of a “rights-based, universalist approach”. This approach to national strategising, which recognised the right of all people (in a given country) to DE; and which drew on rights-based approaches in cognate fields³⁸.
- The aforementioned commitment to a universalist approach (to give all people in Ireland access) and the focus on capacity building, coupled with an emphasis on partnership and an openness to recognising the overlapping agendas of DE with other forms of education for social change, local and global (such as intercultural education) laid the basis for very strong strategic initiatives aimed at the general population. This could be seen, in retrospect, as the foundation of a movement from a small minority concern to a broader, more widespread, integrating and mainstreaming approach.
- While issues of implementation, management, monitoring and evaluation were mentioned briefly in the strategy, nevertheless, the clarity and specificity of this aspect of the strategy (again a first in European countries) laid the ground for clarity regarding achievements during this first strategy, and also for policy learning from the first to the second strategy.

3.3 The Second Strategy: *Promoting Public Engagement for Development: strategy plan 2007-2011; and Continuation of the 2nd Strategy*

Following both internal and external review of the 1st strategy, and also in the light of the Government of Ireland White paper on Irish Aid 2006, a second strategy was launched for 2007 – 2011. This strategy was extended to 2015 and still pertains.

The second strategy built on the review of the first strategy, and outlined the following challenges and opportunities arising from the review:

- ‘The review identified the adult and further education sectors as areas that are currently underrepresented in DE.

³⁸ This was called for at a political level at the Maastricht Congress, 2002. The approach was informed by the work of UNESCO, in the 1980s and 90s, on the Right to Human Rights Education; and by the declaration of the Aarhus Convention on citizens rights to environmental information regarding issues effecting them. For more detail on the “universalist, rights-based approach see – Wegimont, L. (2013) Global Education: Paradigm Shifts, Policy Contexts and Conceptual Challenges in Forghani-Arani et al (eds), op.cit., p. 198.

- ‘It identified a lack of research in the DE area in Ireland, and indicated that support for high-quality research which could inform DE policy and practice at all levels needed to be strengthened. This included research in areas such as developing indicators to assess impact of DE programmes, public attitudes and how information and education supports could be most effectively delivered.
- ‘Continuous professional development, both for teachers and other educators, should remain a key priority.
- ‘Support for the integration of ethnic minorities and their representative bodies within DE offered an opportunity to strengthen the southern perspective in DE.
- ‘The increasingly crowded curriculum at all levels of the education system placed heavy demands on teachers and educational institutions. Irish Aid would need to explore new ways of supporting educators to effectively integrate DE into their work.

In addition to these priorities, experience to date also confirmed:

- ‘The need to promote linkages and mutual learning between DE and the broader Irish Aid programme.
- ‘The need for a partnership approach to support those working in the DE field.
- ‘The need to maintain sufficient flexibility in support mechanisms to allow effective responses to new opportunities and challenges.

Building on this review, and on achievements to date and lessons learnt from the first strategy, particularly in the field of integration of DE in a number of sectors, the second strategy focused strongly on an alignment of strengthened and coherent policy across spheres of influence with increased and improved practice. The second strategy was even clearer than the first in terms of its aim, as outlined below.

*“Strategic Aim: To ensure that development education reaches a wide audience in Ireland by increasing the provision of high-quality programmes to teachers and others involved in development education and by working with the education sector, NGOs and civil society partners”.*³⁹

This aim was to be achieved through 4 objectives:

1. ‘Strengthen coherence between development education and national education, citizenship and development policies in Ireland and support the growth of good practice in development education at European and international levels.

³⁹ DE Strategy Plan 2007-2011, Irish Aid 2007, P. 8.

2. 'Contribute to high-quality development education in Ireland through strengthened support for development education practitioners and the organisations in which they work.
3. 'Support the further integration of development education in formal and non-formal education programmes in Ireland.
4. 'Ensure that our development education initiatives raise public awareness and understanding of the underlying causes of global poverty and inequality and Ireland's role in tackling these issues.

These four objectives were even more focused on strategic priorities, with an even greater clarity than heretofore about the need for policymakers in the field to work with, and influence, policymakers in education – formal and non-formal, for children, young people and adults; and to influence policymaking in Ireland and further afield. There was strong commitment to evidence-based approaches, to enhanced impact and results, and to strong monitoring and evaluation mechanisms.

This Peer Review report finds clear indications of the success of this strategy at all levels. It is clear that strengthened strategic and partnership approaches, clarity of aim and objective, increasingly clear modes of monitoring and evaluation, and robust engagement with strategic partnerships (see below), have led to greater reach, stronger results, and to Ireland being further along the road towards achieving the vision of access for all people in Ireland to quality DE.

This work has been recognised and commended internationally, and has been used explicitly by GENE as key exemplars and stratagems for integration in a variety of contexts in supporting the work of Ministries and Agencies in other European countries. In the words of the Dóchas Development Education working group submission, there has been:

*“...significant progress since 2006...This success is due in part to the strategic and well-thought-out support to WorldWise Global Schools, Ubuntu and the DICE project”.*⁴⁰

At the same time, the monitoring and evaluation process associated with the strategy shows clear indications about how Irish Aid and Irish DE stakeholders might build on the strengths, and learn from the lessons, of the second strategy and its continuation period.

Irish Aid and Strategic Partnerships

A very important aspect of the 2nd Irish Aid DE Strategy has been its support for strategic partnerships in DE. The multi-annual funding for these strategic partnerships in DE supported a number of strategic priority areas. At present there are five strategic multi-

40 Dóchas Submission to Irish Aid on Development Education, June 2015, para 4.2, p.4. See below for further detail on these and other strategic partnerships.

annual funding partnerships which include primary initial teacher education, post-primary schools work and award schemes, a capacity building programme for professional development educators, an online portal of DE resources (www.developmenteducation.ie) and an extra-curricular non-formal DE programme targeting 3rd level students. Clearly there are additional priority groups that should be considered for strategic partnerships in any new strategy. There is also a wealth of lessons learned from the experience of the strategic partnerships to date. See Table 3 for an overview of existing strategic partnerships.

Table 3. Strategic Partnerships

| | ROLE |
|---|--|
| <i>Irish Development Education Association (IDEA)</i> | IDEA aims to improve the quality and long term impact of DE work in Ireland by strengthening the capacity of organisations and practitioners. It is focused on a number of key strategic interventions including strengthening organisational management, knowledge and skills; improving sector coordination and sharing of lessons learned; improving quality standards and impact measurement; developing research and policy skills. Website: www.ideaonline.ie |
| <i>WorldWise Global Schools (WWGS)</i> | WWGS aims to increase the engagement by both students and teachers in post-primary schools with quality DE. It provides a coordinated approach to the integration of DE in curricular and non-curricular activities adopting a whole of schools approach, through school networks and through learning partnerships between schools in Ireland and the global South. It also offers a grants funding scheme. The Programme is managed by a consortium led by Gorta Self Help Africa. Website: www.worldwiseschools.ie |
| <i>Development & Intercultural Education Project (DICE)</i> | DICE aims to support the integration of development and intercultural education into pre-service primary teacher initial education. Activities undertaken towards achieving this objective include the provision of assistance in the planning and implementation of DE interventions at primary level and the promotion of action research to monitor and evaluate DE activities. Website: www.diceproject.ie |
| <i>SUAS</i> | The Suas Global Citizenship programme includes raising awareness, understanding and engagement on development in a non-formal context through events, courses, and action learning programmes. Website: www.suas.ie |
| <i>Development Education.ie</i> | This website which maintains a central on-line repository of DE resources and is used as a reference point for Development Education practitioners, educators and NGOs in order to increase access and usage of quality Development Education resources. The website is managed by a consortium led by 80:20. Website: www.developmenteducation.ie |

Source: Adapted from Irish Aid table, 2015.

3.4 Towards a Third Strategy

The development of the 3rd Irish Aid DE strategy takes place in the context of a number of opportunities:

- ‘Ireland has a clear reputation as a leader in the field in Europe, and has an opportunity to both maintain this reputation, and to share policy learning through the evolution of the new strategy;
- ‘The Sustainable Development Goals, and in particular Goal 4.7, provides an opportunity to link the strong work to date in Development Education in Ireland with commitment to Global Goals;
- ‘The National Strategy on ESD provides a useful framework for partnership with the Department of Education and Skills in pursuit of the vision of Irish Aid and many stakeholders, of making quality GE and DE available to all people in Ireland;
- ‘Educational reform at a variety of levels, as outlined above and below, provides a context for enormous possibilities for integration into formal and non-formal education systems; in partnership with key Agencies and civil society coordinating sectors;
- ‘In 2018 the OECD PISA process intends to include a “global skills” dimension in its testing. While the nature of the competencies to be tested are still contested, this may also provide a possibility for the Irish Aid strategy to build on the work of GE and DE to date, and to showcase Irish results to date.

These and other contextual possibilities might be taken into account in the process of development of the third strategy.

To assist in informing the development of the new Development Education Strategy, Irish Aid invited GENE to carry out a Peer Review of Global Education in Ireland in 2015.

During the course of the Peer Review international team visit, the team engaged with more than 100 individuals representing the Development Education community, formal education sector and non-formal education sector in Ireland. In addition to standard bi-lateral and group meetings and presentations, Irish Aid hosted a Development Education Consultation Day held in Farmleigh House, Dublin, to consult with DE practitioners and organisations regarding priority areas and opportunities for the new Development Education Strategy and the Peer Review. Following this, Irish Aid invited written submissions for consideration in the 2016 Irish Aid Development Education Strategy.

In the process of the development of this report, the Peer Review team have had the privilege of meeting with, and reading the considered submissions of a number of key stakeholders with deep experience of Development Education in Ireland⁴¹. These submissions provide

⁴¹ GENE received a broad range of written submissions, including from IDEA, Dóchas and others. In Appendix II please see the 3 Task Group submissions on Formal Education, Youth and Adult and Community.

valuable input into the preparation of the new Irish Aid Strategy. When read together with the strategic reflections and preparatory work undertaken by the Irish Aid Civil Society and Development Education Unit – based on their considerable experience of leading existing policy, provision and support – the Peer Review team notes that the process of development of the 3rd Irish Aid Strategy is strongly underway.

In Box 3, there is an extract from IDEA's submission to the Peer Review, 2015. The GENE Peer Review recognises the strength of articulation of this strategic priority, and it's alignment with the strategic intent of existing and emerging Irish Aid strategies: that quality DE should be available to all learners in formal and non-formal education sectors.

Box 3. IDEA Strategic Priorities

Strategic priorities: By 2020...

Quality development education will be available to all learners in formal and non-formal education sectors.

- 'Opportunities to access quality development education will be available to learners across formal and non-formal education; within the formal education sector, adult and community sector and youth sector.
- 'Current best practice in development education in Ireland will be developed through strategic partnerships and multi-annual programmes to increase reach and impact.
- 'Existing expertise in development education in Ireland will provide capacity development and mentoring for newer actors and create a multiplier effect through partnership working.
- 'Capacity development for the development education sector will be supported to ensure practitioners improve and integrate development education best practice.
- 'Quality and impact measurement will be prioritised reflecting the need to prove demonstrable results and the need to continuously improve development education practice.

Source: Extract from IDEA Submission to GENE Peer Review and process for the new Irish Aid Strategy, 2015. Note this is an extract, there are many additional strategic priorities listed in the submission.

The Dóchas Development Education Working Group (DEG), also provided a very clear and considered submission. See Box 4, for their summary submission proposals.

Box 4. Summary Submission Recommendations from Dóchas (June 2015)

In particular, Dóchas recommends:

- ‘Irish Aid to continually promote Development Education as a key driver of public engagement. This should be reflected in Irish Aid funding programmes, policy support, and communications including annual reports;
- ‘Partnerships and collaborations should be actively encouraged and promoted through the new strategy;
- ‘A comprehensive monitoring framework for new strategy that is based on all areas of support to Development Education;
- ‘Investment in research and knowledge to be made central to the next Strategic Plan;
- ‘A review of funding modalities;
- ‘Increased advocacy at EU level to ensure an enabling environment for Irish development Education sector;
- ‘Department of Foreign Affairs and Trade and Irish Aid’s role as an interdepartmental broker recognised and key targets;
- ‘Volunteerism and the volunteer sector should be seen as a key driver in the delivery of Development Education in Ireland.

Source: Extract from Dóchas Submission to GENE Peer Review and process for a new Irish Aid Strategy, 2015.

As previously mentioned, other key submissions received by the GENE included those coordinated by IDEA from the following 3 Task Groups:

1. Task Group on Formal Education;
2. Task Group on the Youth sector;
3. Task Group on the Adult and Community Sector.

These groups identified opportunities and challenges in integrating DE into policy and practice in the various sectors concerned. They also identified strategic priorities for the coming years. Their submissions are provided in full in Appendix II.

Taking into account information gleaned from meetings, from the various written submissions, and further research, the Peer Review team developed a number of Key Observations and Recommendations which are now contained in the final chapter of this report (Chapter 4). We hope these can help stimulate further debate, as well as critical reflection, on some of the issues raised in this report, and of concern to Irish stakeholders as the Third Irish Aid DE Strategy is developed over the coming months.

Chapter 4

Key Observations & Recommendations

Chapter 4

Key Observations & Recommendations

Key Observations

1. The Peer Review acknowledges the rich history, traditions, experience and skills evident in Development Education (DE) and Global Education (GE)⁴² in Ireland. This long history dates back to civil society and missionary involvement, with the Irish state increasing its involvement in and support for DE from the mid-1970s onwards.⁴³
2. The strong and longstanding commitment of the Department of Foreign Affairs & Trade, of Irish Aid and of other actors and stakeholders, along with civil society organisations to DE, is recognised and commended. This commitment resonates with the strong history of volunteerism in Ireland.⁴⁴
3. The Peer Review also recognises and admires the great diversity of approach and strategy concerning DE in formal, non-formal, and informal education.
4. The Irish Aid strategy 2007-11 and its extension to date, has provided the field with direction, coherence, strength and guidance; it is a good basis for the next strategy, on which to build more strategic approaches for more universal effect, towards the day when all people in Ireland will have access to quality DE.
5. The conceptualisation of Development Education in Ireland has developed over recent decades, and there is clarity among stakeholders regarding
 - A strong values base;
 - A focus on interdependence and sustainability;
 - A critical approach involving multiple perspectives;
 - A recognition of the transformative character of DE;
 - A focus on individual and collective responsibility;
6. Due to the changing global framework, especially the SDG (Sustainable Development Goals) process, increased engagement with the education system, and the continuing

42 The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe: Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship. See also sub-section on terminology in Chapter 1. The Irish Aid DE Strategy uses the term Development Education (DE), as does IDEA, and many actors working in the field, so both terms are used throughout the report as appropriate.

43 The Peer Review National Reports aim to give a summary overview of Global Education in a given country at a given time; they cannot claim to cover the complete richness and spectrum of initiatives in this field.

44 The Peer Review also recognises the DE and GE initiatives take place outside the Irish Aid funded programmes and projects.

debate on the issue of development itself, there will be significant implications for the conceptualisation of work in this field. The development of a new Irish Aid DE strategy is thus very timely and will be taking place in the context of the new SDGs.

7. A number of strategic partnerships supported by Irish Aid over the years have led to the successful and widespread integration of DE in some cases. These seem to have been most successful where they have taken a system-wide or sector-wide approach within structures or throughout whole systems or sectors of education or civil society. A good example of the latter approach is the DICE (Development and Intercultural Education) project.
8. The Peer Review commends the work and support of Irish Aid concerning DE and recognises the commitment to results, to improvement, to widespread reach, and to building the visibility of DE within Development Policy, with key stakeholders and strategic partners, and with the general public (through, for example, the Irish Aid Public Awareness Education programme). There has been pronounced and significant achievement with a small team and with limited resources.
9. The Peer Review recognises the strategic importance of linking DE and Awareness-Raising with the aim of ensuring that the Irish public is more deeply informed and engaged regarding global issues and Ireland's International Development programme.⁴⁵
10. The work of IDEA (Irish Development Education Association) is commendable and a welcome initiative to help strengthen coherence among stakeholders in this field. It is an important response to the needs of practitioners, such as the need for capacity building. The Peer Review has seen evidence of this work, through its ongoing working groups on particular sectors and aspects of DE, and also through specific task groups on formal education, adult and community, and youth sectors (for example feeding into planning for the next Irish Aid strategy). The Peer Review recognises the crucial coordinating role of IDEA, bringing together key actors in the field.
11. The National Strategy on Education for Sustainable Development, and its development, provides a base for visionary and systematic planning and potential for more cooperation with the DES (Department of Education and Skills).
12. Regarding funding, given the quality and success to date of the Irish Aid DE Strategy, and the commitment and work of stakeholders in the field, there is a gap between the real potential for more and better DE and the resources currently available.

⁴⁵ As emphasised in the Irish government's document - One World One Future: Ireland's Policy for International Development. Dublin 2013. P.35

Key Recommendations

1. In the rapidly changing contexts and understandings of the world, the new Irish Aid Development Education Strategy should provide renewed vision and strengthen the aims of integrating and mainstreaming quality Development Education (DE) into formal, non-formal and informal education at all levels, planning towards the day when all people in Ireland have access to quality DE.
2. In order to further support all the actors in their efforts to ensure the successful implementation of the remainder of the current strategy and the one to follow, there should be a renewed focus on capacity building for existing stakeholder organisations and for potential new stakeholders. Irish Aid might also explore ways of further ensuring the protection of its own institutional memory in the DE area.
3. Support for purposeful further research concerning DE should be considered, including for example, networking of researchers, mapping existing research, comparative analysis and explorative studies.
4. Good and competent leadership is needed in the implementation of the strategy, and Irish Aid should continue to lead the process, in close cooperation with the Department of Education and Skills. Irish Aid might look to build and strengthen strategic cooperation with all relevant ministries and agencies, including the Department of Children and Youth Affairs, and the Department of Environment, Community and Local Government, etc. Irish Aid should continue its partnership approach with all key stakeholders.
5. The Peer Review acknowledges the commitment to protect funding levels in this field despite a difficult economic climate over recent years, and in the light of the substantial political, economic, and social challenges facing Irish society. Given the expected quality and potential of the new Irish Aid DE Strategy, along with the growing capacity and the commitment of development educators on the one hand, and given the reductions in funding support to DE over several years on the other, there is now a need to plan for a staged series of increases in funding for DE (when budgetary circumstances permit). Given the strong reliance on Irish Aid funding, there is also a need to diversify funding sources (Government and civil society) to avoid overreliance on one source and ensure sustainability.

6. The Peer Review wishes to make a number of recommendations regarding funding:
 - ‘Along with annual and multiannual funding rounds, a seed-funding scheme should be actively considered to ensure diversity and support innovation.
 - ‘Irish Aid strategic partnerships approach is exemplary, and so Irish Aid should consider expanding the number, scope and reach of these mechanisms, including in the non-formal sector, in line with the aspiration to reach all people in Ireland.
 - ‘Predictability, consistency, transparency, and accountability are important in any funding support scheme, and ways to further strengthen these principles should be pursued.
 - ‘To strengthen quality and effectiveness, Irish Aid should ensure that all DE initiatives supported by Irish Aid, including when funded from general development funding mechanisms, are focused on delivering quality DE which is closely aligned with the guidelines, approach and expertise of its DE Unit.
 - ‘In programmes focused on integration into existing education systems (formal, non-formal), where DE integration and sustainability has been achieved, phasing out of funding support should be considered, to free up support for other innovative initiatives.
 - ‘Civil Society Organisations that draw funding from EU sources should be encouraged and supported with co-funding, where appropriate.
7. Greater partnership, cooperation and sharing of learning approaches, should be encouraged and supported between different DE initiatives (a good example of the bringing together of a broad range of experience is the WWGS – WorldWide Global Schools at post-primary level). The Peer Review also acknowledges the importance of small projects and initiatives in the Irish experience and these should continue to be supported where they are considered particularly effective.
8. The Peer Review acknowledges the important visibility that Irish Aid has achieved for DE within Development policy, within the Department of Foreign Affairs and Trade, with the general public, and elsewhere/with other institutions. Ways of further strengthening this visibility should be considered, including giving greater visibility to DE within the Irish Aid Annual Report.
9. There should be room for dialogue and debate on the further conceptualisation of Development Education. There should be an inclusive approach rather than a competitive one, with regard to the various use of terminology, and its effectiveness in different contexts.
10. Recent developments in the Department of Education and Skills (DES), and in the education system, open up excellent opportunities for greater strategic cooperation between DES and Irish Aid. Both Ministries should build on this opportunity to cooperate for the integration of DE at all levels. In the majority of countries participating in the regular GENE Roundtable meetings sharing policy learning in Global Education,

both Ministries of Education and Ministries of Foreign Affairs participate. The Peer Review recommends that a participant from the Department of Education and Skills, Ireland, might participate in the GENE Roundtable meetings, along with a participant from the Department of Foreign Affairs and Trade, Ireland.

11. The Peer Review notes the importance of strengthening cooperation and coordination in this field. IDEA should continue to contribute to strengthening this coordination, and strengthening networking and capacity building among CSOs, to help improve the quality and impact of the work in formal, non-formal and informal education at all levels. IDEA should encourage a broader outreach through consortia with stakeholders new to this field, and with a range of educational bodies as considered appropriate.
12. Dóchas members involved in their Development Education Working Group should continue their important work in this field, and look at ways of raising further the importance of DE within the broader Dóchas membership and encouraging a greater commitment to both funding and engagement in quality DE.
13. The move to a greater focus on competencies and skills within the Irish education system at all levels provides new opportunities for transversal approaches and system-wide integration of DE. The review of the primary curriculum, the key skills approach of the new junior cycle, emerging changes at senior cycle, and a number of new subjects all provide strong opportunities for further integration of DE. Furthermore, processes of School-Self Evaluation and Whole School planning, along with renewed CPD (Continuous Professional Development) systems, and the Mentor programme for the induction of new teachers, also provide ample opportunities, that should be availed of, for embedding DE throughout the formal education system.
14. Perhaps the development of renewed strategic alliances between Irish Aid and well-placed institutions, agencies and organisations within the education sector (National Council for Curriculum Assessment, Teaching Council, Education Management bodies, Inspectorate, Higher Education Authority) might be timely. Furthermore, recent changes to the system of Initial Teacher Education in Ireland, particularly with the move from a one-year PDE (Professional Diploma in Education) to a two-year PME (Professional Masters in Education) in initial teacher education (post-primary) provide wide-open spaces for the integration of DE.
15. Support for strategic partnerships in the formal education system has had a significant impact (such as with DICE). Other important work from initiatives such as the Ubuntu network and the WorldWise Global Schools has strengthened the position of DE. In the changing educational landscape, increasing emphasis should be put on ensuring that such initiatives should learn from each other, and become fully integrated into the educational system where appropriate. Any new Irish Aid strategy should look to build on such progress and experience.

16. Irish Aid should encourage the key national coordinating bodies in the adult and community sector to develop a strategic sector-wide approach. This area also lends itself to experimental and innovative initiatives which should also be encouraged. Common reflection on good practice guidelines for DE in Adult and Community education should continue to be built upon⁴⁶.
17. Given demographic trends, the youth sector will continue to be a key constituency for DE in Ireland. The development of a coordinated strategic partnership approach for youth, should be explored and encouraged as a priority in any new Irish Aid DE strategy.
18. Ireland's long standing and strong international engagement in the field of Development Education and Global Education with, for example, GENE, EC, OECD DAC, the Council of Europe, UNESCO, and Concord, should continue and be built upon. Irish actors and others abroad have greatly benefited from such shared learning in this field.

⁴⁶ While acknowledging the work to date by the IDEA Community Sector Working Group, including the production of Good Practice Guidelines for DE in Adult and Community Settings (2014).

Appendices

APPENDIX I

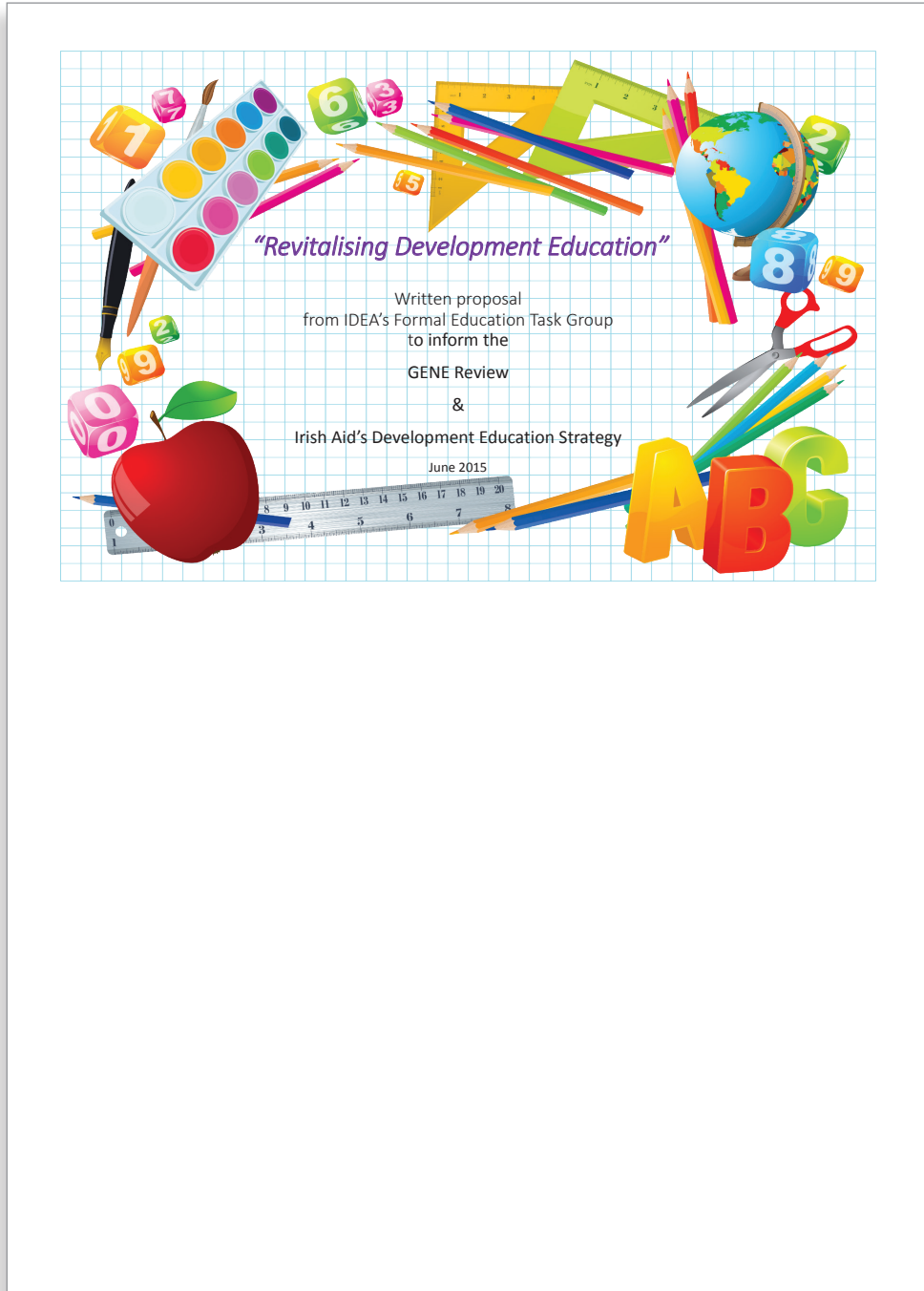
Peer Review Process Meetings (Ireland)

As part of the process of the Peer Review of Global Education in Ireland, the Peer Review international team met with over 100 individuals, from Ministries, CSOs and groups, including from the following:

1. Adult and Community Task Group
2. Irish Aid DE Consultation Day at Farmleigh House, 29th April 2015
3. DES – Department of Education and Skills
4. DFAT – Department of Foreign Affairs and Trade
5. DICE – Development and Intercultural Education
6. Dóchas Working Group on DE
7. External Reference Group for Irish Aid’s DE Strategy
8. EAG – Irish Aid Expert Advisory Group
9. ECO-UNESCO
10. Formal Education Task Group
11. IDEA – Irish Development Education Association
12. Irish Aid – Director General
13. Irish Aid – Civil Society and Development Education Unit
14. Irish Aid – Communications Unit
15. Irish Aid – Irish Aid Centre
16. NCCA – National Council for Curriculum and Assessment
17. NYCI – National Youth Council of Ireland
18. Peer Review Working Group
19. SUAS Educational Development
20. Ubuntu Network
21. WWGS – WorldWise Global Schools
22. Youth Task Group

APPENDIX II

The 3 Task Groups Written Submissions, on Formal Education; Youth, and Adult and Community, coordinated by IDEA



Summary

The Formal Education Task Group of the Irish Development Education Association welcomes Irish Aid's invitation to present a written proposal about the future of Development Education in Ireland. The Formal Education Task Group (FETG) was established in late January 2015 for the express purpose of responding to the Global Education Network Europe (GENE) peer review of Development Education in Ireland and also as a way of bringing stakeholders together to feed into the new Irish Aid Development Education strategy covering the period 2017-2020. Members of the FETG met face-to-face on 4 occasions in the period February-April 2015, and included learners, teachers/educators, policy makers and civil society actors working in early childhood, primary, post-primary, further and higher education from twenty-eight institutions and organizations (see Appendix 1 for FETG membership).

This proposal begins with an articulation of the benefits of quality Development Education initiatives and programmes in the formal education sector (Section 1), before outlining some of the key successes achieved to date through the efforts of funders and proponents of Development Education content, teaching and learning methodologies, and the values-base underpinning Development Education (Section 2). Section 3 contains a summary of the main challenges and obstacles to a fuller and more coherent approach to Development Education across formal education settings. The final section (Section 4) includes a set of six strategic priorities for the year 2020, agreed by FETG members, and relevant to Irish Aid in terms of the forthcoming strategic plan. Each of these strategic priorities is underpinned by an overarching aim, which states that:

Development Education (DE) will be an integral element of teaching and learning at all stages in the formal education sector.

This means that...

every learner, across all curriculum areas, at every level, will regularly encounter relevant opportunities to experience quality DE.

The six strategic priorities proposed by the FETG build on the existing successes and strengths of the Development Education sector and actions in relation to these strategic priorities would, we believe, lead to a revitalized Development Education sector in Ireland by the year 2020.

1. Some benefits of quality Development Education in the Formal Education sector:

The members of the FETG recognise a myriad of benefits to the integration and expansion of Development Education (DE), but would qualify this claim by stressing the need for quality DE. We take quality DE to mean a teaching and learning approach which draws on good educational practice generally and is inclusive of activities pertaining to Global Citizenship Education (GCE) and Education for Sustainable Development (ESD). We believe that quality DE:

- Encourages policy makers, educators/teachers and learners to view the world through a variety of ‘other’ perspectives.
- Challenges policy makers, educators/teachers and learners to think about their individual role and responsibilities as global citizens, as well as the role and responsibilities of the state and international organizations.
- Assists educators/teachers to achieve the broad aims of education and deliver curriculum requirements, including, where relevant, formally certified learning, i.e. DE helps educators/teachers to do what they have to do anyway, but in a way that adds value to their work rather than constituting additional work.
- Facilitates joined-up thinking and helps people to make links between areas that are otherwise often artificially separated from each other, e.g. the relationship between DE, environmental education, human rights education, education for sustainable development; cross-curricular work, etc.
- Contributes to a more engaging, participative and enriching learning environment, thereby creating opportunities for positive relationships between educators/teachers and learners.
- Engenders key life skills such as information processing, critical and creative thinking, communicating, working with others, reflection on action, etc.

2. Successes to build upon

DE proponents are in the fortunate position to be able to list a number of very significant successes in relation to the formal education sector. Some of these successes have been a long time coming and others have been achieved in a more opportunistic way, but they are all to be celebrated and should be built upon in the coming years, partially as a result of Irish Aid’s new DE strategy.

Some of the key successes achieved to date through the efforts of funders and proponents of Development Education include:

- Continued commitment to maintaining and improving the coherence, strength and diversity of the DE sector in a very difficult and challenging economic context with the result that there are many diverse and inclusive ways to access and engage with DE.
- In Ireland, IDEA acts as the umbrella network for a steadily growing number of individuals and organizations active in the DE sector. IDEA responds to the capacity

development needs of the sector and pursues strategic approaches to influencing relevant policy and practice. For example, IDEA's Formal Education Working Group (FEWG) developed the first set of IDEA Good Practice Guidelines for primary and post-primary schools, which formed the basis for the development of the WorldWise Global Schools Award Scheme (the Global Passport), which provides recognition and validation for DE work in post-primary schools.

- In recent years DE programmes have become increasingly 'visible' in the formal education system. There is evidence of a greater focus on DE by entities within the DES, for example the National Council for Curriculum and Assessment (NCCA), the statutory body charged with advising the DES on matters relating to curriculum and assessment. The NCCA has been influenced by the sector's consistent response to public consultations (evidenced in reports on consultations), with results including the development and impending implementation of *Politics and Society* as a full, optional post-primary senior cycle subject and the integration of DE related themes and topics in formal education curriculum specifications, e.g. post-primary junior cycle Science, Business Studies, Civic, Social and Political Education (CSPE) etc.
- The visibility of DE in the formal education sector has also come about as a result of the ongoing work of the DICE and Ubuntu Networks in primary and post-primary initial teacher education – with the Ubuntu Network being instrumental in building support for the naming of DE in the new Prof Masters in Education programmes.
- In terms of teacher engagement there is a more visible engagement with DE evident in increased in-career demand for and participation in professional development events – this is particularly evident through the work of WorldWise Global Schools (WWGS) at post-primary level.
- Increased visibility of DE in educational institutions, for example, Suas in the higher education sector.
- Effective outputs from collaborations between key networks, e.g. Guidelines for Producing Development Education Resources (2014) developed by Dóchas, IDEA and www.developmenteducation.ie
- Application of relevant tools and research into DE practice in the formal education sector, e.g. Dóchas Code of Conduct on Images and Messages, audit of DE resources, etc.
- The development of online DE related resource and research platforms such as www.Developmenteducation.ie which acts as a hub for DE resources, research and action and is increasingly referenced and used by the sector and beyond; and *Policy and Practice: A development education review* which has just recently published the 20th issue to mark the 10 year anniversary of this important vehicle for sharing high quality research into DE.
- Recently we have seen the start of a stronger relationship between relevant government departments, for example as a result of the Advisory Group on the National Strategy on Education for Sustainable Development which is organized by the DES and has representation from Irish Aid, together with IDEA and other relevant stakeholders.

3. Challenges to overcome

It is no surprise that the diversity and complexity of the DE sector, and the education sector, create their own set of challenges. Despite all the successes listed in Section 2, the status of DE remains problematic – aside from a few notable exceptions DE is not sufficiently valued as a research topic in higher education, and the charities/fundraising mindset is difficult to overcome in primary and post primary schools. Teacher professional development is still somewhat fragmented - a fact for all teacher professional development, not just the programmes organized in relation to DE - but fragmentation contributes to a lack of confidence about content and methodologies amongst many teachers when raising and dealing with DE issues in their classrooms.

Despite great plans with regards to collaboration and partnership on a range of innovative and worthwhile DE projects between groups in the sector, this proves very difficult in the context of diminishing funding, decreases in staff numbers and greater workloads for those who remain. One of the results of this is that the sector continues to struggle to engage vulnerable, marginalised and geographically isolated groups.

DE is a contested term but a term with a very long history in the Irish context – some would see value in the fact that so many can use it as a banner for their work, while others would value more shared clarity or even a name change.

The forthcoming Sustainable Development Goals (SDGs) represent both an opportunity and a challenge for the sector – a challenge insofar as there are capacity and realignment issues. IDEA will have a role to play in terms of building the capacity of the sector, but further response is required. Although policy makers are now finding opportunities to come together these opportunities are still very limited because of competing priorities and resources. We would particularly like to see further relevant cooperation between the Department of Foreign Affairs and Trade and the Department of Education and Skills, and would also strongly encourage relevant links across all government departments in response to the Sustainable Development Goals.

In terms of research there are several challenges. There has been no Irish Aid funding for research in the recent past, an element of reflecting on practice which has been badly missed in recent years. For this reason we lack sufficient depth and breadth of research in Ireland, for example, research which would generate educational theories which in turn could influence practice, research to facilitate the sharing of DE failures as well as highlighting DE successes etc.

And last, but certainly not least, there are challenges with the way that the funding for DE is currently structured – it is awarded in silos (formal education, non-formal or youth education, adult and community) - a fact that does nothing to encourage innovation and cross-fertilisation of good practice. While annual funding for new and innovative projects is worth considering, anecdotal evidence would suggest that this type of funding structure is unsatisfactory for smaller DE operations with limited staff, who are required to make annual applications with onerous reporting requirements to stay in existence.

4. Strategic Priorities for 2020

The final section includes a set of strategic priorities as agreed by the FEWG, and relevant to Irish Aid in terms of the forthcoming 3-year strategic plan up to 2020. Each of these strategic priorities is underpinned by an overarching aim, which states that:

Development Education (DE) will be an integral element of teaching and learning at all stages in the formal education sector.

This means that...

every learner, across all curriculum areas, at every level, will regularly encounter relevant opportunities to experience quality DE.

The six strategic priorities proposed by the FETG build on the existing successes and strengths of the Development Educations sector and aim to meet the challenges currently facing DE in Ireland, leading to a revitalized funding scene and sector.



The six strategic priorities are graphically represented in the form of an interconnected wheel, with each priority playing an essential part in achieving the overarching aim.

The six strategic priorities are dealt with in alphabetical order, an indication that the FEWG consider all to be equally important in achieving the overarching aim. A number of actions to be completed by specific organizations are outlined under strategic priority. Some actions can help to achieve more than one strategic priority but for the purposes of brevity each action is outlined in relation to one strategic priority only.

Strategic Priority 1: Collaboration and Partnership

By 2020...

Strategic sector-wide collaboration and partnership will be enhanced within the DE sector in Ireland and between the DE sector and relevant education and civil society actors in Ireland and internationally.

This strategic priority will lead to improved capacity, increased collaboration and partnership, and improved quality in DE delivery, together with an increased coherence in the delivery of DE and related educational fields, a greater recognition of the impact of DE in civil society, and a more central role for DE in civil society programmes.

Actions contributing to achieving this strategic priority might include:

- Building new, and strengthening existing partnerships and collaboration - focusing on quality, innovation and reach in the delivery of DE (e.g. between networks like IDEA and Dóchas; between actors in different sub-sectors in the formal education sector, e.g. Ubuntu Network, DICE, WWGS, Suas and a whole range of additional civil society actors; between the formal education and non-formal education sectors (i.e. facilitated by civil society actors operating across both etc), and finally at a cross-border level so that a strengthened whole Ireland DE model could be held up as an example at European level.
- A further strengthening of IDEA as the national network for DE, with programmes and working group structures furthering existing collaboration and partnership

Irish Aid contribution: to facilitate partnership and collaboration through a reorganized funding structure, while simultaneously recognising the inherent nature of some systemic challenges to partnership and collaboration in the various sub-sectors of the formal education sector.

Strategic Priority 2: Communication of Development Education

By 2020...

There will be greater understanding of, and commitment to DE amongst policy makers, educators/teachers and learners in Ireland.

Policy makers, educators/teachers and learners will have an understanding of the essential role of DE in development cooperation and in education in a globalised world. Relevant policy makers will be clear about the relationship between DE and related educational fields, have a more nuanced and informed understanding of the different approaches to DE and their effects in different education contexts, based on relevant high quality research.

Actions contributing to achieving this strategic priority include:

- Strengthen collaboration to achieve better clarity about the scope of the DE sector, to define the purpose, content and values of DE and consider how to 'make the case' for DE (building on IDEA's 'What is development education?' campaign,

www.developmenteducation.ie DE in action hub – for example, a series of seminars or conferences to situate DE in the post-2015 context, or to examine the relationship between DE and development cooperation etc)

- Raise awareness of existing DE resources, for example those available on www.developmenteducation.ie

Irish Aid contribution: to lead on DE discussions at an interdepartmental level; to support and actively seek avenues of engagement across departments with the DE sector; to participate in the discourse with the DE sector; to provide funding for initiatives to facilitate this discourse.

Strategic Priority 3: Curriculum

By 2020...

DE will be a visible, valued and supported component of curriculum at all levels of the formal education sector, from early childhood through to further and higher education.*

*The term curriculum refers to the entirety of the learning environment – including the formal curriculum (curriculum specifications, pedagogy and assessment for and of learning), cross-curricular and extra-curricular initiatives and activities, whole school approaches etc.

Actions contributing to achieving this strategic priority might include:

- Active and cooperative engagement by the sector with decision makers and stakeholders in formal education to promote and advance DE (e.g. entities within the DES particularly the Inspectorate, the curriculum and assessment policy unit, and the ESD advisory group etc, the NCCA, the State Exams Commission (SEC), the Teaching Council, Teacher Professional Networks (TPNs), academics in higher education, principals and those in leadership positions, civil society actors etc).
- Collaborative participation in consultations on policy reform and curriculum reviews (e.g. review of junior cycle subjects from 2014-2020, both in relation to background papers and draft specifications), consultation on primary Ethics, Religion and Beliefs from May 2015, implementation of Guidelines on School Placement (post-primary) issued by the Teaching Council etc.)
- Appropriate support for educators to build their capacity to engage in quality DE in their teaching, capitalising on changes and developments that arise in their area (e.g. for early years through initiatives to compliment or support the implementation of Aistear (birth – 6); at primary to support teachers in relation to the ongoing review of the primary curriculum; at junior cycle level through initiatives to compliment or support the Junior Cycle Team (JCT) in-service programme; at senior cycle in relation to the implementation of senior cycle *Politics and Society* and other relevant subjects, e.g. Economics; at initial teacher education in terms of the new 2 year Professional Masters in Education for post-primary student teachers).

- Continued support for teacher educators and teachers to integrate DE into all subject areas and educational experiences across formal education.

Irish Aid contribution: building of further relevant links with the Department of Education and Skills and related entities, e.g. through agenda items on interdepartmental meetings; funding for initiatives to facilitate strengthened DE sector engagement with educational organizations and key individuals in terms of policy development, in relevant curriculum consultation and implementation processes, and in terms of initiating or enriching relevant initial teacher education programmes and teacher professional development initiatives.

Strategic Priority 4: Policy

By 2020...

Increased coordination and coherence amongst policy makers will be evident at a national level, with the result that a clear progression and scaffolding of learning vis a vis DE is a feature from early childhood to further and higher education, and across the professional development continuum for educators and teachers.

Policy makers will draw on national and international policy, good practice and research in formulating policy and plans.

In this case policy makers would include the likes of Irish Aid, DES, NCCA, Teaching Council, State Examinations Commission, the Professional Development Service for Teachers and Junior Cycle for Teachers, and the Higher Education Authority. However, it is important to note that civil society organizations and DE educators/teachers represent both a crucial resource and critical 'friend' for policy makers in terms of the knowledge, experiences and 'voice' they bring to bear in the making of policy.

Actions contributing to achieving this strategic priority might include:

- Responding to opportunities to influence teacher education policy (e.g. the Teaching Councils review of criteria for Accreditation of ITE programmes, and the production of the Teacher Continuing Professional Development framework).
- Contributing and responding to the implementation of National Strategy on ESD.
- Encouraging cross-fertilization and adaption of quality DE practice within and between sub-sectors in the education system, e.g., learn from higher education initiatives to embed DE themes in specific subject areas, such as Business, and adapt successful practice to suit second level subjects such as junior cycle Business Studies, or senior cycle Economics.
- Capitalising on the inclusion of global citizenship education (GCE)/ education for sustainable development (ESD) as a priority within the post-2015 framework and the requirement on the Irish government to ensure provision is in place for quality education on GCE and ESD.

Irish Aid contribution: to contribute to the public consultations on teacher education policy and facilitate the DE sector to also contribute through the provision of appropriate funding;

to use representation on the Advisory Panel for the National Strategy on ESD to encourage government to realize its commitments; to create opportunities for the sharing of information with the DE sector about the development and implementation of the post-2015 framework from a governmental perspective; championing the role of DE in Ireland's commitments under the SDGs; partnering with relevant government departments to ensure investment in DE to deliver these commitments.

Strategic Priority 5: Professional Development

By 2020...

The capacity and confidence of educators and teachers will be improved as a result of engagement in coherent, quality, research-based DE professional development.

A vibrant community of educators and teachers will be participating in DE professional development opportunities.

Actions contributing to achieving this strategic priority could include:

- A strengthening of engagement with DE by new and existing school networks through the provision of expert support, training and funding, involving input from civil society organizations.
- Continued support for frequent and integrated DE inputs in initial teacher education (e.g. DICE, Ubuntu Network and civil society inputs in Bachelors Education (BEd) and Professional Masters in Education (PME) DE modules).
- Connecting with and supporting newly qualified teachers (NQTs) to engage in DE (e.g. through the National Induction programme or with school based programmes).
- Input into phase 2 of the Teaching Council's consultation on developing a Teacher Continuing Professional Development framework and subsequent support for the roll out of the framework.
- Continued encouragement for the menu of DE projects and initiatives contributing to a whole school approach to DE.

Irish Aid contribution: to strengthen support for key strategic partners like DICE, Ubuntu, Suas, WWGS and IDEA, and other civil society actors strategically positioned to initiate or enrich professional development policies and practice.

Strategic Priority 6: Research

By 2020...

The 'value', 'impact' and 'practice' of DE in Ireland will be underpinned by diverse high-quality research that informs policies, programmes and practices of stakeholders in development, education and non-profit sectors.

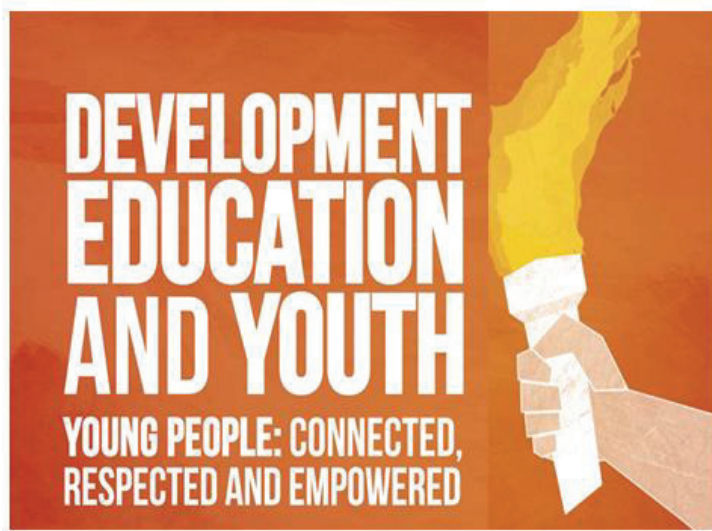
Actions contributing to achieving this strategic priority might include:

- Use existing quality research as basis of DE programmes (e.g. research by Trócaire/St Patrick's College Drumcondra on DE with young children as the basis for DE in early years' settings).
- Capitalise on international research initiatives (e.g. next PISA survey (2015) will focus on collaborative problem solving, and the 2018 survey will examine students' global awareness of the interconnected world we live and work in).
- Engage in relevant longitudinal studies (e.g. tracking teachers through their careers through DICE & the Ubuntu Network).
- Audit the full extent of DE in further and higher education (i.e. Programmes and extra-curricular initiatives).
- Further the research into DE resource development initiated with Audit of Irish Development Education Resources (2013)
- Carry out research into DE methodologies (i.e. impact of methodologies on pedagogy, how specific tools impact on learner skills base and values for global citizenship etc).
- Strengthen the ability of the DE sector to design, administer, collate and analyse research data through a capacity building programmes.
- Integrate sector's research developments into ongoing DE strategy.

Irish Aid contribution: to reinstate funding for quality DE research; to enable collaboration and partnership across and between stakeholders; to adopt a flexible research agenda that can respond to short, medium and longitudinal work; to support and build a strong research community in DE.

Appendix 1: Members of IDEA's Formal Education Task Group who contributed to this written proposal

| Name | Organization |
|------------------|---|
| Tony Daly | 80:20 Educating and Acting for a Better World/developmenteducation.ie |
| Ciara Regan | World/developmenteducation.ie |
| Mella Cusack | A Partnership with Africa (APA) |
| Aoife Titley | Amnesty |
| Moira Leydon | ASTI |
| Aidan Clifford | Curriculum Development Unit of the City of Dublin Education and Training Board |
| Pam McHugh | Childfund |
| Brian MacNeill | |
| Donna McFeely | Children in Crossfire |
| Evanna Craig | Concern |
| Michael Doorly | |
| Siobhan Sleeman | DICE |
| Katherine Byrne | |
| Elaine Nevin | ECO-UNESCO |
| Aida Gebremeskel | Friends of Londiani |
| Brian Tubbert | Froebel, NUIM |
| Vicky Donnelly | Galway One World Centre |
| Louise Merrigan | Goal |
| Patsy Toland | Gorta - Self-Help Africa |
| Ruth McKeever | Green Schools programme |
| Eilish Dillon | Kimmage Development Studies Centre |
| Benjamin Mallon | PhD student, St Patrick's College, Drumcondra |
| Maurice Hurley | Global Citizenship Schools |
| Darran Irvine | Schools Across Borders |
| Maria Barry | Centre for Human Rights & Citizenship Education, St Patrick's College, Drumcondra |
| Joanne Malone | Suas |
| Sean Coakley | Teacher |
| Jen Murphy | Trocaire |
| Deirdre Hogan | Ubuntu Network |
| Siobhan McGee | Value Added in Africa/UCD School of Business |
| Mary McCarthy | Worldwise Global Schools (WWGS) |
| Aishling McGrath | |
| Lizzy Noone | |
| Barry Peak | Young Social Innovators |
| Rachel Collier | |



Written Proposal
From IDEA'S Youth Task Group
To inform the

GENE REVIEW

&

IRISH AID'S DEVELOPMENT EDUCATION STRATEGY

June 2015

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*Young people will be the torchbearers of the next world development agenda through 2030.
We must ensure that, while protecting the planet, we leave no one behind.*
– UN Synthesis Report for the SDGS, December 2014

Summary

The Youth Task Group of the Irish Development Education Association welcomes the opportunity to provide a written submission to Irish Aid for consideration in the development of the next Development Education Strategy.

The Youth Taskgroup was established in February 2015 for the purpose of feeding into the Global Education Network Europe (GENE) Peer Review process for the Irish Aid Development Education Programme in Ireland together with the proposed new Irish Aid Development Education strategy to be published in 2016. The Youth Taskgroup and its subgroup met on four occasions from February to April 2015, working on and offline to deliver its work. Those involved in the Youth Taskgroup and its subgroup included youth workers, youth organisations, youth facilitators/trainers, development and development education NGOs, higher education lecturers and policy makers. The work of the Taskgroup was also informed by an NYCI Roundtable on Development Education involving young people, youth workers, youth organisations, youth work students, academics, and policy makers which took place in October 2014.

*There are a number of different terminologies used to describe the work undertaken by the youth sector in this area including Development Education, Education for Sustainable Development (ESD), Human Rights Education, and Human Development.

This written submission outlines the benefits of quality Development Education in the youth sector. It goes on to identify some of the key successes of Development Education in the youth sector. It contains a summary of the main challenges experienced by the youth sector and finally, offers key ideas and strategic priorities which if achieved by 2020, would have a transformative effect for development education in the youth sector, engaging and educating the public on the work undertaken by Irish Aid and its partners throughout the world.

The overarching vision that the youth sector has for Development Education is that:
Young people are socially included, environmentally aware, their equality and rights upheld, their diversity celebrated and are empowered to be active global citizens

Young people's autonomy is supported, their active citizenship fostered, and have a strong voice through political, social and civic engagement

(National Youth Strategy – forthcoming 2015)

The youth sector has developed a number of strategic priorities which are explored further in the document. In brief, these are:

- **Young People** - Young people recognise themselves as agents for change nationally and internationally
- **Policy** – Policy makers recognise the value of youth work practice and are well informed about development education in youth work
- **Practice** – Best practice in development education in youth work is mainstreamed, standardised and sustained
- **Youth sector workforce** – Staff & volunteers have improved competence and confidence to act

The supporting themes for this submission are:

1. Quality
2. Co-ordination and collaboration
3. Support and development of the workforce- staff and volunteers
4. Access to information and informal supports

Amongst the key actions and enablers necessary to support these priorities will be:

- **Root DE youth sector practices in quality research**
A dedicated research agenda will drive quality in the youth sector and inform results-based frameworks, developing baseline data, learning and project design;
- Establish a baseline of Education for Sustainable Development and Development Education programmes that are currently available in the youth sector;
- Implement and promote the Development Education Programme and Education for Sustainable Development programmes in the youth sector through cross-sectoral collaboration;
- Create a forum of interests to support the implementation in the youth sector of the new *Sustainable Development Goals (2015)*, the *National Strategy on Education for Sustainable Development (2014)*, *National Youth Strategy* (forthcoming) and the *Irish Aid Development Education Strategy* (forthcoming);
- **Invest in a flexible, strategic and innovative funding model**
There is sufficient resourcing and flexible funding arrangements to ensure the delivery of quality DE programmes across the youth sector.

Introduction

Development education has been making significant contributions to Irish society for more than thirty years and the youth sector has had a central role to play in this. The youth sector has welcomed the working relationships with Irish Aid and with development NGOs who have recognised their responsibility and duty to engage the public (beyond fundraising) in working for long lasting and sustainable change through policy, practice and behaviour, at home and abroad. Through our Development Education engagement, the youth sector has had the opportunity to hear the voices from the South through stories, writings, drama, analysis, reciprocal visits, as well as sharing knowledge, values, and expertise, on and offline, and through various media.

Young people have been supported to see themselves as agents of change, empowered to be active global citizens with Development Education delivering on the seven key competences recognised in the Department of Children and Youth Affairs (DCYA) Value for Money Review (2014) - Communication skills; Confidence and agency; Planning and problem-solving; Relationships; Creativity and imagination; Resilience and determination; and Emotional intelligence. For young people involved in Development Education, their enhanced attitudes, knowledge and skills contribute towards building a world of justice, equity and dignity.

We welcome this opportunity to engage with GENE and Irish Aid on planning for the future. We are ambitious for the future – for our collective future.

The Youth Sector in Ireland

There are almost 400,000 young people involved in a variety of different ways in youth work and half of these come from disadvantaged backgrounds. 2 in 5 young people are involved in a club or society.

Supporting the youth work sector are 40,000 adult volunteers with 1,400 professional youth workers. The level of participation from young people and the volunteering of adults is part of our culture in Ireland. It is a real strength of the youth sector. This in turn, creates a different DE/youth work context to our European neighbours.

There are a broad range of actors working/partnering on DE/ESD/human rights education in the youth sector, including youth, development, development education and formal education organisations – nationally and internationally.



The graphic above highlights the diversity of the youth sector, the diversity of provision with diverse groups of young people. Each actor has their own valuable role to play.

Young people may be involved in Development Education through uniform organisations, faith-based, environmental, outdoor education, international volunteering, welfare and health, travelling community, equality, Irish language, rural youth, independent/local/regional youth services, civic organisations, and multi-service organisations. Non-formal/youth sector Development Education also takes place at university level and formal education courses support youth workers at third level and community level. Through their engagement with the youth sector, young people develop the confidence, resilience, capacity and critical thinking skills they need to be involved in society, to reach their potential and to become change makers – locally and globally.

The youth sector is different from the formal sector in that that young people participate on a voluntary basis, largely outside of school, and are active partners in making decisions, planning programmes, and setting priorities for action through interactive methodologies and particularly experiential learning. Much of the work undertaken is influenced by Freirean ideas of consciousness-raising and John Dewey’s idea of education being a search for meaning and about the making sense of things.

The methods and approaches allow young people and particularly marginalised young people to access Development Education and to have their voices heard.

Organisations within the sector are experts in both DE and Youth work and who work together in Ireland and with European/global partners to support equality, social inclusion and solidarity.

The benefits of quality Development Education in the Youth Sector

A new Development Education Strategy has the potential to bring about great success by 2020. It must be recognised that underlying any new strategy must be the demand and support for quality - quality DE experiences, policy, practice, educational materials and information, educational delivery at all levels of society (primary, secondary, and tertiary levels) as well as sustained opportunities for young people and those who work with young people to be actively engaged and empowered. Quality DE for the youth sector in a new Irish Aid DE Strategy will set about:

- Creating opportunities where the knowledge, values, attitudes and skills related to DE are explored in a holistic and engaging process
- Providing educational opportunities to empower young people to take action on DE issues by building self-confidence and developing skills such as critical thinking, systems analysis, futures thinking
- Building young people's capacity to consider risks and consequences and make informed decisions and take responsibility, globally and locally
- Supporting young people to develop social, environmental and global awareness and a sense of solidarity
- Giving young people a voice in decision-making which affect their lives
- Enhancing young people's role as active global citizens
- Working collaboratively within the youth sector and across sectors to achieve better outcomes for young people
- Building capacity of educators to deliver DE and to become active global citizens aware of their roles and responsibilities as educators
- Building competency of educators and those working with young people through research, educational materials, training, and opportunities
- Building on key DE activities, innovation, programmes, and events in the youth sector including NYCI's One World Week, ECO-UNESCO Youth for Sustainable Development Programme, Film/arts-based work, Partnerships, etc

Through the DE work of the youth sector currently, the youth sector/young people are empowered and supported to:

- Take action locally on DE issues
- Understand the global context of their local lives and present different viewpoints
- Make personal, local, national, and global links between their lives and the different dimensions of their lives - Food they eat, clothes they wear, air they breathe, gadgets they use, political systems in which they live, and people's interconnectedness to the world
- Appreciate the similarities and differences between people – locally, nationally, globally
- Critically examine values and attitudes
- Accept and value diversity
- Learn about the work of Irish Aid and NGOs working in the development, environment and other fields

- Develop the skills and methodologies that will enable them to take action to combat injustice, prejudice and discrimination
- Challenge key development issues and promote and support social justice, consciousness, action, questions and education

By 2020, the youth sector would hope that to have built on these and past successes to reach a greater number of young people and those who work with and for young people, where DE is centrally recognised in youth and development policy as having a key role to play in the development of their own and global communities/societies.

Some of the issues explored within the DE and youth sector vary from Fairtrade Coffee right through to climate justice, education, gender, aid, human rights, and the sustainable development goals and many of these issues are pictured below. The diversity of themes and issues reflect the world in which we live and the diversity of actors with whom we work.



The successes of quality Development Education in the Youth Sector

Amongst the key successes achieved by the youth sector with the support of funders and partners within and across sectors at national and international levels are:

- The youth sector empowers young people to be agents of change locally and globally
- Over 30 years of sustained quality DE work supporting public knowledge, education, diverse range of activity, provision and engagement by organisations including the National Youth Council of Ireland, ECO-UNESCO, Voluntary Service Ireland, YMCA, Scouting Ireland, Girl Guides, Youth Work Ireland, Suas, IDEA, Universities/Colleges, local youth projects and organisations, etc

- Continued commitment of and demand by organisations in the youth sector to provide quality DE in a sector that has experienced many challenges as a result of the challenging economic context in which it works
- International recognition of good practice DE programmes being delivered within Ireland and by Irish youth organisations abroad where there is an emphasis on building awareness of interconnectedness of the world and global/local issues
- Key activities have supported public knowledge, participation and engagement – NYCI’s One World Week, ECO-UNESCO Youth for Sustainable Development Programme and other youth sector programmes
- Linkages at European and global level with other youth sector actors have supported greater and deeper engagement by and for young people including membership of the European Youth Forum (99 national youth councils and international youth organisations), the NYCI/Irish Aid UN Youth Delegate Programme and ECO-UNESCO partnership with UNESCO for delivery of the Global Action Programme
- The opportunities that the new Youth Strategy (Department of Children and Youth Affairs) will provide in terms of supporting the work of DE providers and practitioners across all government departments and the publication of a new National Strategy on ESD (Department of Education and Skills)
- Complimentary approach to what is happening in other sectors
- Quality resources and materials for specific target groups
- In-service training and Continuous Professional Development opportunities
- High level of Volunteering and quality volunteering opportunities
- Research – Standpoints (NYCI), Dochas, Suas
- Dedicated funding which has supported the work undertaken by the youth sector – specifically that provided by Irish Aid

As a result, we in Ireland are a strong leader/example for our European neighbours and global partners of how effective DE can be in the youth sector.

Youth Sector challenges

A number of challenges have been identified by the youth sector despite the successes and achievements over many years.

One of the key challenges is that there are new young people, youth workers, volunteers, organisations and methodologies coming on stream all of the time. So our work is never done.

The economic crisis, which has brought about youth unemployment and high levels of emigration, has hugely challenged the youth sector in terms of staff allocation, child protection, time, resources, ability to travel and participate, collaboration, etc.

There is no strategic partnership between Irish Aid and the youth sector and this is a major gap identified by the youth sector which has inhibited the potential for success for DE in the youth sector. It would be of key importance to the youth sector that this issue be addressed in consultation with the youth sector to ensure successful outcomes for the youth sector in 2020.

There is a need to be mindful that we continue to include, support and encourage the involvement of smaller youth groups around the country to be part of DE in the youth sector. This would enhance the geographical spread and reach of DE throughout Ireland. This can be done via the national youth organisations and in collaboration with other structures at local and regional levels including the Education and Training Boards (ETBs), arts officers, county councils and other youth structures.

The availability of annual funding only to the youth sector by Irish Aid is problematic in terms of long term planning and delivery of quality DE and this has led to many challenges for the youth sector. There is a great opportunity now to relook and revisit this issue and provide a variety of funding opportunities for the youth sector as well as the re-introduction of multi-annual funding to support the work of the youth sector and to deliver on the Irish Aid strategy.

Enhanced Continuous Professional Development opportunities as well as courses and DE trainings will support the successful delivery of the Irish Aid DE Strategy in 2020. There have been major challenges to date to meet the needs and requests of the public to deliver on this aspect, to skills educators and volunteers up so they can ensure DE becomes more embedded in the youth work sector.

The youth sector has also been challenged through the mandatory segregation of the non-formal and formal sectors. As young people can be found in both, and that learning by educators could mutually support work undertaken, it would be important that any new strategy would take cognisance of this issue.

Over the next 15 years, the new Sustainable Development Goals will, when agreed in September 2015, potentially transform the delivery and demand for development education in Ireland. The universality of the goals and the potential for new synergies at local, national, European and global levels are already becoming obvious and placing increased demands on organisations in the youth sector. Amongst these demands are the involvement of young people in terms of monitoring and accountability of the new goals (so Irish young people don't get left behind in the process), communication and partnerships at global level, policy making, and innovative methods to ensure greater public awareness of the goals and the role and responsibility of us all to leave no one behind. Greater cooperation will be required and the youth sector wants to be part of this process. The youth sector envisage a greater role for the youth sector to work across government departments supporting government

(national and global) to ensure the SDGs are successfully implemented – locally, nationally, and globally.

Strategic Priorities

The youth sector has identified **four** key areas for attention in any new Irish Aid Strategy. These areas are young people, policy, practice, and youth sector work force (staff and volunteers).

1. Young People

By 2020...

Young people recognise themselves as agents of change and are empowered to be global actors for sustainable development and active global citizens

Young people recognise Irelands' role and responsibilities as part of the global community

Young people have enhanced attitudes, knowledge and skills that contribute to building a world of justice, equity, and dignity

To achieve these outcomes we will need to:

- Strengthen and deepen delivery of development education with a quality and impact agenda at the heart of delivery
- Prioritise direct engagement with young people that enables them to be multipliers and agents of change
- Prioritise and enable capacity development through peer learning
- Facilitate young people interested in DE to come together and identify ways to extend the reach and quality of DE in the youth sector
- Conduct research on young people's attitudes to development and the impact of development education programmes

2. Policy

By 2020...

Policy makers are well informed about development education in youth work and recognise the value of non-formal education/youth work in enabling and empowering young people to be connected, respected and contributing to the world (Youth Strategy, 2015 & BOBF, 2014)

To achieve these outcomes we will need to:

- Ensure DE remains an integral part of the Irish Aid programme supported by the Department of Foreign Affairs and Trade
- Create a forum of interests to support the implementation in the youth sector of the new *Sustainable Development Goals (2015)*, the *National Strategy on Education for Sustainable Development (2014)*, the *National Youth Strategy (forthcoming)* and the *Irish Aid Development Education Strategy (forthcoming)*;
- Ensure policy decisions reflect a coherent approach to DE and provide opportunities for policy support and funding for delivery of DE in the youth sector with Irish Aid playing an active role
- Ensure National Quality Standards Framework for youth organisations/volunteer-led groups includes principle/guidance on DE
- Support more strategic partnership opportunities for organisations/consortia to improve coordination and reach of DE in the youth sector

3. Practice

By 2020...

Youth organisations are aware of the value of development education as a way of developing young people's competences (*as per the 7 key competences (Value for Money Review)* - Communication skills; Confidence and agency; Planning and problem-solving; Relationships; Creativity and imagination; Resilience and determination; and Emotional intelligence)

Collaboration and partnerships are created between organisations nationally and internationally to share best innovative practice and maximise the impact of development education for young people and for the youth sector

Practice is based on supporting high quality research that shares examples of good practice, critically reflecting on DE youth programmes and builds a strong evidence-based DE community

To achieve these outcomes we will need to:

- Target and support a diverse range of actors and organisations in the delivery of development education in the youth sector
- Actively support collaboration and partnerships between youth, development education, development and education organisations (e.g. strategic partnership opportunities for consortia)
- Strengthen and deepen delivery of development education with a quality and impact agenda

- Develop a voluntary Code of Conduct for DE Practitioners (similar to Dochas and Comhlámh Codes of Conduct) and best practice supports for the youth sector (NYCI Good Practice Guidelines and IDEA Good Practice Guidelines)
- Prioritise capacity development for organisations and the youth sector to ensure quality DE with an effective and sustainable programme of delivery
- Prioritise and enable capacity development through peer learning
- Encourage partnership programmes between the Youth Sector, development and DE sectors focussing on delivery of high quality, innovative, and sustainable DE
- Enable networking, collaboration, cohesion, and partnership approaches
- Prioritise North/South approaches to DE using the North/South ETS – professional youth work
- Ensure the National Quality Standards Framework for youth organisations/volunteer-led groups includes principle/guidance on DE
- Ensure development cooperation and international cooperation debates, ideas and practices are subject to public debate and are rooted in a diverse range of development education programmes including the youth sector
- Recognise the diversity of actors and diversity of approaches as a strength to support this

4. Youth Sector Work Force

By 2020...

Youth sector work force (staff and volunteers) have enhanced knowledge and skills and improved competence and confidence to act

Youth sector work force has access to best practice materials

To achieve these outcomes we will need to:

- Facilitate a range of approaches including capacity building for the youth sector to support and promote development education (pre-service and in-service and for practitioners)
- Develop a voluntary Code of Conduct for DE Practitioners (similar to Dochas and Comhlámh Codes of Conduct) and best practice supports for the youth sector (NYCI Good Practice Guidelines and IDEA Good Practice Guidelines)
- Increase initial training and CPD opportunities for people engaging in delivery of DE in the youth sector. CPD targeted and accredited training should be available to all youth workers, educators, leaders, students and volunteers in the youth sector to ensure young people and those working with young people have the opportunity to up-skill and enhance their DE knowledge and understanding, to maximise impact and the multiplier effect

- Prioritise and enable capacity development through peer learning
- Support for enabling collaboration and coherence in the youth sector

Enablers to support the strategic priorities of the youth sector to ensure success by 2020

Invest in a flexible, strategic and innovative funding model

There is sufficient resourcing and flexible funding arrangements to ensure the delivery of quality DE programmes across the youth sector

Root DE youth sector practices in quality research

A dedicated research agenda will drive quality in the youth sector and inform results-based frameworks, developing baseline data, learning and project design

To achieve these outcomes we will need to:

- Increase investment in the delivery of quality DE in the youth sector in youth work and non-formal education contexts supported by national youth structures, building on existing champions/successful programmes, ensuring quality opportunities for young people and other sectoral actors
- Restore multi-annual funding for DE in the Youth sector enabling strategic programme planning and medium-long term sustainable impact
- Provide 'Seed funding' for pioneering new DE work in the youth sector and piloting new methodologies, new audiences and new contexts for DE enabling innovation and strategic development of DE programmes
- Incentivise collaboration, co-ordination and shared learning through a mixed funding model for civil society organisations, third level and youth sector partnerships to collaborate with one another on multi-annual programmes (similar to EC-funded programmes), as well as running own programmes
- Increase support to organisations to develop systems, processes and procedures to engage in the delivery of quality DE programmes on a sustainable basis
- Conduct peer-supported research on young people attitudes to development and the impact of development education programmes
- Map DE and youth work training/education provision in 5 colleges at third level, linking this research with NSET
- Build on the commitment in the National Strategy on ESD and previous Irish Aid DE strategies and Irish Aid policies (One World, Our Future 2013) and the White Paper on Development 2006, and undertake mapping exercises of DE in the youth sector to build a broader picture and to enable targeted, coordinated strategic work
- Prioritise civil society space as a place for innovation and international linking
- Support international and cross-sectoral collaboration and exchange

- Ensure policy decisions reflect a coherent approach to DE and provide opportunities for policy support and funding for delivery of DE in the youth sector

In conclusion

This is an exciting time in history and the youth sector through the new Sustainable Development Goals and other global, national and local opportunities believe that they are rightly positioned to make a difference and potentially transform how development education can be used and seen to engage young people and those who work with young people in Ireland and globally.

The youth sector has no doubt that young people want to be involved, they want their voices heard, they want to take action and are passionate about issues they have an interest in. It is up to all of us, educators, funders, organisations, researchers and policy makers to work together to develop pathways through which young people, those who work with young people, those who educate the educators, and others can engage.

It is also necessary to remember that there are different groups of young people newly engaging with DE all the time and, youth organisations provide various innovative opportunities for them to engage especially in terms of technology. Policy developments at national (Youth Strategy; ESD); European (EU Youth Policy); and Global levels (UNESCO GAP, UN World Programme for Youth, SDGs, etc) provide for exciting possibilities to work with others to achieve our goals.

In making this submission to Irish Aid, we are setting out to write the next chapter for development education in Ireland. We want young people and the youth sector to be at the heart of the plot. We hope that when we all look back in 5, 10, 15 years' time, that we will be able to say that it was a job well done.

In a special address to young people, United Nations Secretary General Ban Ki-moon made three calls to action to the world's young people:

- Help us drive sustainable development that is people-centred and planet-sensitive
- Fight injustice and inequality with solidarity so no one is left behind
- Be an active global citizen

This is what DE in the Youth sector is about.
And this is what we want to do.

Members of IDEA's Youth Task Group

| | |
|---------------------|--|
| Mary Cunningham | National Youth Council of Ireland |
| Hilary Tierney | Maynooth University |
| Jen Murphy | Trócaire |
| Michael Doorly | Concern |
| Elaine Nevin | ECO-UNESCO |
| Chris O'Donoghue | Serve |
| Feidhlim O'Seasnain | ECO-UNESCO |
| Tony Daly | 80:20 Educating and Acting for a Better World/developmenteducation.ie |
| Grace Walsh | VSI |
| Valerie Duffy | National Youth Council of Ireland |
| Alan Hayes | Youth worker |
| Joanne Malone | Suas |
| TJ Hourihan | YMCA |
| Karol Quinn | Scouting Ireland |
| Elaine Mahon | Challenging the Crisis |
| Bobby McCormack | Development Perspectives |
| Mary Mooney | CDYSB |
| Jessica Farnan | CDU |
| Claire O'Carroll | Concern |
| Ciara Regan | 80:20 Educating and Acting for a Better World/developmenteducation.ie |
| Aidan Clifford | Curriculum Development Unit of the City of Dublin Education and Training Board |
| Hazel Hill | The Community Foundation for Ireland |

This written submission was also informed by a Roundtable on Development Education and Young People held by the National Youth Council of Ireland (member organisations/partners) in October 2014. More information here: <http://www.youthdeved.ie/roundtable14> and a Roundtable on Young People, 2015 & Beyond in February 2015. More information here: <http://www.youthdeved.ie/roundtable15>

Submission by the Adult and Community Education Task Group to GENE, June 2015.

Background and Summary

The Adult and Community Education¹ Task Group of the Irish Development Education Association (IDEA) welcomes Irish Aid's invitation to present a written proposal about the future of Development Education (DE) in Ireland. The Adult and Community Education Task Group (ACETG) was established in January 2015 for the express purpose of responding to the Global Education Network Europe (GENE) peer review of DE in Ireland and also as a way of bringing stakeholders together to feed into the new Irish Aid DE strategy covering the period 2017-2020. Membership of the ACETG was drawn primarily, but not exclusively, from IDEA's Community Sector Working Group (CSWG) which has been active since 2011 and has produced a number of documents, including a *Draft Strategy for the Integration of Development Education into the Adult and Community Sector* and *Good Practice Guidelines for Development Education in Adult and Community Settings*. Members of the ACETG included community group leaders, adult education tutors, community development activists, and staff members of civil society organisations. Representatives of 19 organisations participated in the task group (see Appendix 1 for ACETG membership).

This proposal begins with a rationale for the integration of DE into adult and community education (ACE) and then notes some of key successes (Section 2). Section 3 outlines the main challenges to the integration of DE across adult and community settings. The final section (Section 4) includes a set of four strategic priorities for the year 2020, agreed by ACETG members, and relevant to Irish Aid in terms of their forthcoming strategic plan. Each of these strategic priorities is underpinned by an overarching aim:

Development Education will be more fully integrated into policies and practices of adult and community education in Ireland.

The four strategic priorities proposed by the ACETG build on the existing successes and strengths of the DE sector. Actions in relation to these strategic priorities would, we believe, lead to a stronger and more effective DE sector in Ireland by the year 2020. The document concludes with a list of critical factors for success (Section 5).

1. Rationale for the integration of DE into Adult and Community Education

There are enormous potential synergies between DE and ACE. DE has historic links and much in common with approaches widely adopted in the adult and community education sectors. A number of common and complementary core principles are shared, such as social cohesion, inclusiveness, equality, justice, empowerment, participation and active citizenship. There are many similarities in ethos, in pedagogy and in practice.

¹ In this document, the ACETG defines 'Adult and Community Education' as any education which occurs after second level schooling, but outside the third level system. In taking on this very broad definition of adult and community education, the ACETG does not seek to blur the distinctions between the different types of adult and community education, and is mindful that definitions can be important in deciding the parameters of policy, practice and priorities.

The emphasis on participatory learning, learner-led education and active citizenship, and an increasing interest in notions of sustainability and interdependency, make the adult and community sectors fertile ground for DE. DE reinforces the goals of adult and community education for individual learners by presenting perspectives, methodologies, and topics through a fresh lens. This lens allows adult learners to critically explore the global dimension of local challenges. Furthermore, DE holds that solutions to global problems can begin at the local community level, creating active and informed citizens working in solidarity at local and global levels.

DE adds value to ACE through:

- Bringing a global dimension to existing ACE programmes;
- Developing skills for making sense of today's rapidly changing and unequal world;
- Strengthening the values base of adult and community education programmes;
- Encouraging active citizenship and empowering learners to take action for a more just and sustainable world;
- Building a sense of solidarity, inclusiveness and resilience in local communities.

In turn, ACE can strengthen the DE sector through:

- Increasing significantly the number and range of people in Ireland who have access to quality DE, thereby filling one of the last major gaps in DE provision;
- Broadening the scope of the constituency of DE participants, and creating wider support for Irish Aid and its work overseas;
- Providing legitimacy for governments and NGOs to take well informed, wise and decisive political action on poverty and global justice;
- Supplementing and supporting the excellent DE work which is currently taking place in formal education, thus ensuring a life-long spectrum of DE learning.

2. Successes to build upon

Thanks to the dedication of many organisations and individuals, with the support of Irish Aid funding, there are a number of significant achievements to date in DE in ACE:

- *DE is taking place across wide range of ACE settings*, such as community development projects, community education centres, further education centres, NGOs, women's groups, family resource centres, community gardens.
- *DE is reaching many target groups*, including second chance learners, unemployed people, disadvantaged young people, adult basic education learners, older people, migrants, Travellers, trade unionists.
- *DE is being integrated into existing ACE programmes*, including literacy, horticulture, cookery, IT, social studies, creative arts, youth and community work training, Back to Education and work-related learning.
- *DE is providing practical support for the adult and community sector*, including accredited (QQI) training, resources, good practice guidelines and on-request workshops.

3. Challenges to overcome

Despite the successes outlined above, there are clear challenges that must be surmounted if DE is to be fully integrated into ACE. These include:

- *Lack of cohesion and coordination across the adult and community sector.* The adult and community sector is extremely diverse, covering an enormous breadth of activity. It is subject to a wide range of policies that are formulated by diverse actors and are implemented by multiple bodies who do not always act in coordination. Integrating DE into this type of environment poses far more challenges than working within the more clearly defined and streamlined formal education system.
- *Low level, short-term funding.* The DE sector and the ACE sector have both been debilitated by funding cuts in recent years. Much good work, and the very capacity needed to grow this work, is being lost. Furthermore, nearly all DE in the ACE sector is funded via short-term (12 month) grants, which severely inhibits long-term planning, implementation and impact measurement.
- *Limited understanding of the term 'Development Education'.* Many educators, learners and policy makers in the adult and community sector are unclear about what 'DE' means and why it is relevant to their work. It is difficult to build commitment to a term that is not readily understood.
- *Low levels of DE capacity amongst the adult and community educators.* While some ACE tutors have eagerly availed of DE training, many more have not yet had opportunities to access it. With the increasing orientation of adult and community education to the labour market, training in DE is currently not being prioritised by Education Training Boards (ETBs) and other providers.

4. Strategic Priorities

The table below outlines 4 strategic priorities for and attendant actions required to capitalize on the potential, enhance the impact of, and ensure greater integration of DE into the ACE sector by 2020.

The 4 strategic priorities are

1. To **integrate** development education within adult and community education institutions and policies;
2. To develop more **coherent** delivery/provision of development education in the adult and community sector;
3. To **enhance** the impact and innovation of development education in adult & community education
4. To **multiply** the opportunities for participation in development education

| Strategic Priorities | Objectives | Year 1 | Year 2 | Year 3 |
|---|--|----------------------|---|--|
| 1 To integrate DE within adult and community education institutions and policies | Build institutional commitment to development education across the adult sector, and corresponding support structures within institutions Ensure a coherent policy framework for DE in the adult and community sector across national and local government and coordinating | Strategic networking | Strategic networking | Strategic networking |
| | | | Establish a national DE liaison group including ETB representatives | Maintain and develop national DE liaison group including ETB representatives Ongoing policy submissions as appropriate. |

| | | | | | |
|---|---|---|--|--|---|
| 2. To develop more coherent delivery/provision of DE in the Adult and Community Education Sector | structures | | | Establish interdepartmental, institutional and local liaison groups on global citizenship education / development education in the adult and community sector. | Develop interdepartmental, institutional and local liaison groups on development education in the adult and community sector. |
| | Articulate and promote development education, its added value and impact in the sector to adult and community educators and institutions. | Targeted communications and 'making the case' programme | Targeted communications and 'making the case' programme | Targeted communications and 'making the case' programme | Targeted communications and 'making the case' programme |
| | | Establish online resource on IDEA website, linked a to good practice hub. | | Ongoing collection and promotion of resources and examples of good practice | Ongoing collection and promotion of resources and examples of good practice |
| | | | | Commissioning and dissemination of studies of DE in ACE practice | Commissioning and dissemination of studies of DE in ACE practice |
| | Enhance DE networking structures | Networking/collaboration space for DE in ACE practitioners | Networking/collaboration space for DE in ACE practitioners | Networking/collaboration space for DE in ACE practitioners | Networking/collaboration space for DE in ACE practitioners |
| | Identify gaps in coverage and establish pilot projects for selected 'gap' areas | | | Research and mapping of DE in ACE | Delivery of pilot projects |

| | | | | |
|--|---|---|---|---|
| 3. To enhance the impact and innovation of DE in the Adult and Community Education Sector | Create a shared good practice framework | Establish Good practice hub and collect and disseminate examples of good practice and Development Education resources | Continued development of good practice hub | Continued development of good practice hub |
| | | Develop and publish Good Practice guidelines | Promote and disseminate Good Practice guidelines | Promote and disseminate Good Practice guidelines |
| 4 To multiply the opportunities for participation in DE | Support quality and impact work | Identify curriculum opportunities and cross curricular opportunities for development education in the adult and community education | Identify curriculum opportunities and cross curricular opportunities for development education in the adult and community education | Identify curriculum opportunities and cross curricular opportunities for development education in the adult and community education |
| | | Capacity Development in Monitoring and Evaluation for development education in the adult and community education | Capacity Development in Monitoring and Evaluation for development education in the adult and community education | Capacity Development in Monitoring and Evaluation for development education in the adult and community education |
| | Ensure high quality and appropriate DE training and resources | Audit training resources and activities (including Continuing Professional Development (CPD) interventions) identifying best practice, any gaps in provision and any duplication. | Develop CPD interventions to fill any gaps, including experiential learning and multiplying opportunities for participation in Development Education programmes | Roll out CPD programme to the adult and community sector and accreditation scheme put in place for DE training courses for adult and community educators. |

| | | | | |
|--|--|---|---|---|
| | Support the inclusion of a DE element in Third Level Community Development and Adult Education courses | Promote existing programmes that integrate development education in Third Level and Adult Education courses | Promote existing programmes that integrate development education in Third Level and Adult Education courses | Promote existing programmes that integrate development education in Third Level and Adult Education courses Communicate with course providers and support development of pilot programme |
|--|--|---|---|---|

The existing expertise in Development Education in the ACE sector is largely (though not entirely) located in grassroots community organisations and solidarity and campaigning NGOs. The diverse and vibrant work carried out by these organisations provide a strong foundation on which further integration can be built and the expertise and commitment will be crucial of these actors will be crucial to the successful delivery of any strategy which has further integration as its goal

The following table sets actions for different settings in the ACE sector arising from the strategic priorities described above. The four settings incorporate most, though not all, adult education, further education, community education and community development currently taking place in Ireland. As such, they are potential sites for advancing and promoting Development Education. Development Education practitioners with appropriate expertise should be encouraged to carry out priority actions in all four settings.

Please note the following acronyms that you will find in the table:

- DE Development Education
- FET Further Education and Training
- ESD Education for Sustainable Development
- ICE Intercultural Education
- ETB Education and Training Boards
- ICE Intercultural Education
- ESOL English as a Second or Other Language
- LDC Local Development Company

| ACE Settings | Priority Actions and Relevant Aim | ACE Settings | Priority Actions and Relevant Aim |
|--|---|---|---|
| Grassroots Community Organisations / NGOs (including DE and other civil society organisations) | <ul style="list-style-type: none"> Awareness-raising / hosting public events to promote understanding of DE issues (2) Development of unaccredited / informal curriculum (2) and (3) Development of adult appropriate resources (4) Development of learning pathways: informal to formal(3) Delivery of accredited and non accredited courses and workshops to publics engaged with community organisations (2) Work with community organisations on DE-related actions (2) Delivery of Professional Development for community workers and educators wishing to practice DE (2) and (4) Incorporation of DE into training for community workers and community educators (degree and diploma courses) (4) Support Good Practice through guidelines and case studies (3) | ETB Adult Education Services (Formal) | <ul style="list-style-type: none"> Linking of DE outcomes to key policies and strategies (e.g FET Strategy, ESD Strategy, Labour Market Activation Agenda, etc (1) Submission to ETB Educational Strategies and Policies(1) Awareness raising with ETB senior management and tutors(1) Development and promotion of DE/ESD/ICE policy for Adult Education Services (1) Audit of QQI modules with DE content (i.e. which ETBs have DE-related modules validated for delivery) (3) Validation and sharing of QQI modules with DE-related content (1) Development of DE resources linked to QQI Learning Outcomes in compulsory modules (e.g. Communications, Numeracy, I.T.) (4) |
| Local Development Companies | <ul style="list-style-type: none"> Submission to Local and Economic Community Plan (1) Representation on LCDC Boards (1) Representation on Public Participation Networks (1) Representation on tutor panels (1) Delivery of courses/workshops to staff (2) Delivery of courses/workshops to local groups/publics (2) | ETB Adult Education Services (Informal) | <ul style="list-style-type: none"> Awareness raising with Community Education Facilitators, Adult Literacy Officers and ESOL Programme Managers; (1) Professional Development for tutors on integrating/teaching DE content (4) Delivery of non accredited and accredited DE courses to community education settings via ETB tutors (2) |

5. Critical Success Factors

Leadership: The achievement of genuine integration of DE in the ACE Sector will require a leadership drawn from stakeholders in both sectors – particularly those with experience and expertise and those with a commitment and the capacity to ‘champion’ DE, as well as Irish Aid.

Partnership and representation: An atmosphere of genuine partnership and a commitment to representation for the two sectors involved will enable this leadership to succeed.

Collaboration: Collaboration is already at the heart of much practice in the ACE sector, but to be meaningful and sustainable over time it must be resourced.

Supporting what’s working and encouraging further growth: Understanding the existing work as the foundation on which future work can be built.

The development of cohesion at policy and practitioner level: Including policies, learning pathways, accreditation and continuing professional development opportunities.

Supporting Innovation: Innovation is at the heart of much of this work. The ACE sector works directly with adults attempting to respond to and thrive in a constantly changing world. DE in ACE must be responsive to their changing needs if it is to be relevant.

Ensuring that marginalised groups are reached: Reflecting the value base of both DE and Adult and Community Education and Irish Aid’s commitment to provide DE opportunities to all adults in Ireland.

Ensuring multiple spaces for people to engage in DE: The great diversity of DE in Ireland is a great strength. The CSWG has taken an inclusive approach to what constitutes ACE in Ireland. However there may be other learning opportunities for adults (such as online learning communities) which cannot be so defined and which nonetheless require a place in any overall strategy.

Preserving critical practice: DE is education for change – towards a more just, equitable and sustainable world. A critical practice is required for the development of a critically engaged populace who have the capacity to create change

Resourcing that supports the work and facilitates growth and development: The aim of integration cannot be achieved without sufficient resources. Funding in both sectors is at crisis levels and that there is so much innovative, collaborative and effective practice continuing is largely down to the level of expertise and commitment in these sectors. Considerable expertise has already been lost and the sustainability of DE is a real issue for many organizations at this time. Realistic, longer term and consistent funding is required.

Appendix One: Adult and Community Education Task Group members

Ámal Abordan (Latin America Solidarity Centre)
Adrienne Boyle (Individual member)
Meliosa Bracken (DEBATE Project, Dublin Dun Laoghaire Education Training Board)
Suzie Cahn (Carraig Dulra)
Jessica Carson (Creativity and Change, CIT Crawford College of Art & Design)
Una Deasy (Experiment in International Living)
Ger Doherty (Lourdes Youth & Community Services)
Vicky Donnelly (Galway One World Centre)
Fiona Dunne (Global Solidarity Programme, Irish Congress of Trade Unions)
Dorothy Jacob (Gorta Self Help Africa)
Bobby McCormack (Development Perspectives)
Mary McGillicuddy (Kerry One World Centre)
Helena McNeill (Lourdes Youth & Community Services)
Lianne Murphy (Age Action)
Gráinne O'Neill (Comhlámh)
Feidhlim Ó Seasnáin (Eco Unesco)
Lisa Patten (Afri)
Tom Roche (Just Forests)
Patsy Toland (Donegal Change Makers)
Lucy Whittle (Waterford One World Centre)
Kate Wilkinson (Donegal Change Makers)

APPENDIX III MAASTRICHT GLOBAL EDUCATION DECLARATION

A European Strategy Framework

For Improving and Increasing Global Education in Europe to the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations’ Decade for Education for Sustainable Development.

1. Recalling:

- ‘International commitments to global sustainable development made at the recent World Summit on Sustainable Development, and to the development of a global partnership for the reduction of global poverty as outlined in the UN Millennium Development Goals.
- ‘International, regional and national commitments to increase and improve support for Global Education, as education that supports peoples’ search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix I).
- ‘**The Council of Europe’s North-South Centre definitions of Global Education (2002)**
 - Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.
 - Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

2. Profoundly aware of the fact that:

- ‘Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- ‘Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;

- ‘The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- ‘Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that:

- ‘Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- ‘We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- ‘Challenges to international solidarity must be met with firm resolve.
- ‘Global Education is essential for strengthening public support for spending on development co-operation.
- ‘All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- ‘There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- ‘The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that...

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- ‘Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- ‘The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- ‘Significantly increased additional funding, on national and international levels.
- ‘Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- ‘International, national, regional and local support and co-ordination mechanisms;
- ‘Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women’s perspectives) is included at every stage.
- 5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3 Increase funding for Global Education.

- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

APPENDIX IV

THE ESPOO FINLAND CONCLUSIONS ON GLOBAL EDUCATION IN CURRICULUM CHANGE (2011)

Meeting in the Hanasaari Centre, at Espoo, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE).

*The Symposium “Becoming a Global Citizen” led to the **Espoo (Hanasaari) Finland Conclusions:***

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies, and drawing on Finnish and other national experiences:

1. Education must put Global Education at the heart of learning, if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade, and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.
6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. These approaches are shared effectively at European level through coordination and cooperating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.

7. GENE and Finnish partners – FNBE, MFA and MoE - along with other participating national Ministries and Agencies will take these conclusions to its Roundtables, and to its Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.

APPENDIX V

THE HAGUE CONCLUSIONS ON GLOBAL EDUCATION TO 2020

We, the participants of The Hague International Symposium on Global Education in Europe, being representatives of Ministries and Agencies responsible for the support, funding and coordination of Global Education at national level in European countries, gathering in The Hague in November 2012, 10 years after the Maastricht Congress, under the auspices of Global Education Network Europe (GENE), at the invitation of the NCDO, and with the logistical support of the European Commission.

I. Recalling

- The Maastricht Declaration and the outcomes of the Maastricht Congress in 2002;
- Further European commitments and processes in Global Education since Maastricht including: the Brussels Conference Conclusions 2005, the Helsinki Conference Conclusions 2006, the European Consensus document on Development Education and Awareness Raising 2007, various European Commission evaluative initiatives 2008-2012, the Espoo Finland 2011 Conclusions on Competences for Global Citizens in Curriculum Development, the European Parliament written declaration on development education and global active citizenship in 2012 and the Lisbon Global Education Congress in 2012;
- Policy learning from twenty seven GENE roundtables, peer review mechanism reports etc.;
- The Millennium Declaration;
- Commitment to Global Education, and development education within development cooperation commitments and frameworks;
- Vast global inequalities persist and basic human needs are not yet met for all people.

II. Recognising

That Global Education is a shared responsibility and

Inspired by the Maastricht declaration, which provided a framework for the development of many streams now constituting Global Education, while providing a vision, a reference point and clear goals, we have made progress over a decade in:

- Conception: with clarity and increased refinement of the concept;
- Awareness: that global education is an urgent necessity for democratic, sustainable societies.
- Policy commitments: both at national level, with increased quality national strategies, and at European level, with the European Commission more involved in policy dialogue and more committed;
- Funding: both government and civil society funding, including new funding lines;

- Structures: new agencies and the stronger involvement of civil society, local authorities and institutional support;
- Coordination of Ministries and Agencies; in the involvement of civil society, and in the sharing of international experience;
- Sectoral spread: in formal education, non-formal education and informal learning;
- Reach: in the number and type of schools and other learning settings, various curricula involved, more involvement of regional and local level (federal states, municipalities), included in teacher education and training;
- Quality: with enhanced support, evaluation, definition of quality criteria, and dissemination of learning;
- Research and academic practice, and the growth of academic centres and networks in the field;
- Paradigms: with shifts from target to partnership approaches, from top-down to more participatory and mixed strategies; and with the move from issue-knowledge to a focus on competencies.

Also recognizing the importance of engaging the public towards increased understanding of persisting global inequalities, and understanding of and participation in Global Education.

III. Aware of

- The changed political, economic and social context due to the multiple crises of today;
- The changed and changing education context;
- Changes in Global Education;
- Growing recognition of the importance of Global Education;
- Emerging questions in education theory, practice and reform that recognize the convergence of education and Global Education and call for the centrality of Global Education within education.

IV. Interested to pursue greater complementarity, cooperation, cohesion, coherence and subsidiarity in the field of global education through the following:

- Enhancing support for experimentation, innovation, flexibility and creativity for new projects, new features, social media where relevant - including within European partnerships;
- Supporting the development, implementation, monitoring and evaluation of global education strategies or other strategic approaches, based on transparent and participatory processes, political commitment, sufficient time and other resources allocated;
- Developing seed-funding mechanisms to initiate Global Education activities;
- Continued support for bilateral and plurilateral policy learning in Global Education, including through GENE;

- Continued importance of quality processes and procedures (including continued definition of quality criteria, quantitative, qualitative and mixed evaluative processes);
- Greater complementarity in Global Education funding, policy, support and provision between EU and national levels and between different types of actors;
- Greater cohesion across EU Member States in the field of Global Education;
- Increased coordination between European Commission and Member States provision while recognizing subsidiarity.

V. Reaffirming, agreeing and looking forward to

- Strengthened support for Global Education by all appropriate actors at various levels;
- Strengthened structures at various levels to increase policy learning across Europe and beyond;
- Depending on national context, to sustain, strengthen and increase support for Global Education;
- Enhanced synergies regarding funding from all relevant Ministries;
- Funding guided by quality strategies and evaluation mechanisms, well-targeted and clearly appropriately communicated;
- Within funding support mechanisms increased opportunity for experimentation, innovation and research;
- Intensified policy learning among GENE participants;
- Cooperation between various actors at local, regional, national and international level is key to enhance Global Education;
- Enhanced cooperation between Ministries and their related Agencies and regular inter-ministerial mechanisms, including support of the Ministries of Finance;
- Stimulate single-stakeholder approaches and multi-stakeholder dialogue involving government, parliamentarians, civil society, local authorities, private sector, academia and education sectors.

VI. Wish to commit to

- Enhanced sharing of knowledge, analysis and policy learning in Global Education among the GENE members and beyond;
- Continued development of the GENE peer review process, including new country reviews;
- Broadening understanding and deepening cooperation between actors in Global Education at local, national and international level;
- Exploring the possibilities of replicating successful approaches to funding and other support mechanisms, such as seed-funding mechanisms;
- Contributing to international coherence in the field of Global Education through moving forward this agenda within international policy processes (under auspices of the OECD, European Commission, Council of Europe, UN system etc.);

- Continued focus on the quality of Global Education;
- Openness to enlarging the scope and reach of networking for policy learning in Global Education;
- Continued work in the spirit of the conclusions.

The Hague, the Netherlands, 17 November 2012

APPENDIX VI

The ESPOO Finland 2014 Conclusions on the Education of Global Citizens

Meeting in the Hanasaari Swedish-Finnish Cultural Centre, outside Helsinki, Finland, in May 2014, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE), led to the following Conclusions.

Inspired by the current curriculum reform in Finland, where Global Education and the competencies of global citizens are among the key issues; and learning from other national and international initiatives in the field;

Keeping in mind forthcoming possibilities to further strengthen and promote Global Education policy learning, in the context of the **European Year for Development 2015, the post-2015 Agenda**, etc.;

We, the participants of the Espoo, Finland International Symposium 2014:

1. **Restate the** 1st of the *Espoo, Finland 2011 Conclusions*, that Education must put Global Education at the heart of learning, if it is to be considered quality education; and recognise the ways in which Finland and other countries are doing this;
2. **Commit ourselves** to further deepening the theoretical, conceptual and critical foundations of our work in the field, and to sharing the policy learning that emerges;
3. **Recognise** the need to critically reflect on an ethical stance in policy and practice, to develop a reflexive ethics, and to acknowledge complicity, complexity and uncertainty, in the journey towards a more critical Global Education;
4. **Commit ourselves to recognise, accredit and share** best practices and innovation of Global Education as these are introduced and implemented in schools and school partnerships;
5. **Returning** to the Maastricht definition, and recognising the strength and diversity of the varieties of Global Education, we again **affirm** that Global Education encompasses Development Education, Human Rights Education, Education for Sustainable Development, Intercultural and Multicultural Education, Peace Education, being the Global dimension of Citizenship Education. This variety as it has emerged in differing traditions and in different countries, provides us with a rich source of understanding ;
6. While recognising that Espoo participants have been primarily focused on Global Education in European countries, **we recognise** the need to promote equality, reciprocity and mutuality more universally and hence, become more global in reach, to take greater understanding of interdependence and solidarity within the policy learning

- conversation; to continue to develop strategies for including Southern and Global voices; as well as to include Diaspora communities more strongly in the conversation;
7. **Acknowledging** the emerging dialogue on narrative approaches within the current curriculum reform in Finland, **we hope** to explore ways in which this narrative approach might provide a window to Global Education in other countries;
 8. **Focusing** on the ethical aspect of all competencies of Global Citizens, we **emphasise** the need to put justice, equity and sustainability at the core of all that we do in Global Education; while we recognise the existence of conflicting power relations and the challenge of empowerment;
 9. **Focusing** on the dimensions of civic competence, **we recognise** that within the process of Global Education and Global Citizenship Education there is a need to build on understandings of the multiple perspectives present in local, national and global communities; and to give access to knowledge and practice in order to facilitate participation in decision-making and to encourage civil-society action.
 10. **Focusing** on the intercultural competence of Global Citizens, **we recognise** that linguistic and cultural awareness, pluri-lingualism and valuing diversity are key learning goals in enabling sustainable identity-building, communication and actions at both individual, local and global levels;
 11. **Reaffirm** that schools should be developed as learning communities where the global interrelations are acknowledged and learning experiences are constructed, so as to contribute to global learning;
 12. **Recall** the Maastricht declaration commitment to access to quality Global Education for all people in Europe, *we recognise that there are manifold strategies for ensuring quality Global Education at all levels of education, formal non-formal and informal.* From the many strategies available, partnership and exchange programmes provide a strategy that can open up possibilities for better understanding of the world, if they are based on mutuality and form part of a broader learning process.
 13. **Recall** that, in schools and other sites of global learning, we are “learning for our lives”; and at the heart of our endeavor is the hope of a decent life for all on our shared planet.

*Select List of Web Sources*⁴⁷

Department of Foreign Affairs and Trade – Irish Aid
www.irishaid.ie

Department of Education and Skills
www.education.ie

IDEA
www.ideaonline.ie

Dóchas DE Working Group
www.dochas.ie/our-work/working-groups/development-education-working-group

Developmenteducation.ie - one-stop-shop to DE in Ireland
www.developmenteducation.ie

⁴⁷ Note most of the organisations referred to in the text of the report, have their website address listed for further information at the end of their particular section or overview.

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