



An Overview of Development Education

Deirdre Hogan, Ubuntu Network Coordinator
Email: deirdre.hogan@ul.ie **Telephone:** 061 233289
Web: www.ubuntu.ie **Twitter:** @Ubuntu_Network

October 2017

What is Development Education?

It considers...



1. What is Development Education?

Development Education (DE) is an educational process that supports the learner to critically engage with local and global development issues with a view to acting for a more equal, just and sustainable world.

It explores complex, interdependent and inter-related issues such as poverty, inequality, production and consumption, climate change, population growth, migration, homelessness, sustainability, conflict and human rights.

It is about enhancing knowledge, building skills and adopting an attitude for change at personal, community, national and international levels (Irish Aid, 2006). It may also be referred to as Education for Global Citizenship, Global Education or Education for Sustainable Development.

Development Education (DE) may also be referred to as **Education for Sustainable Development (ESD)** or **Global Citizenship Education (GCE)**.

While each concept has its own unique history, they are similar in terms of content, teaching methodology, ideology and a commitment to action for positive change. All three address the interconnectedness of social, economic and environmental issues. (Hogan and Tormey, 2006)

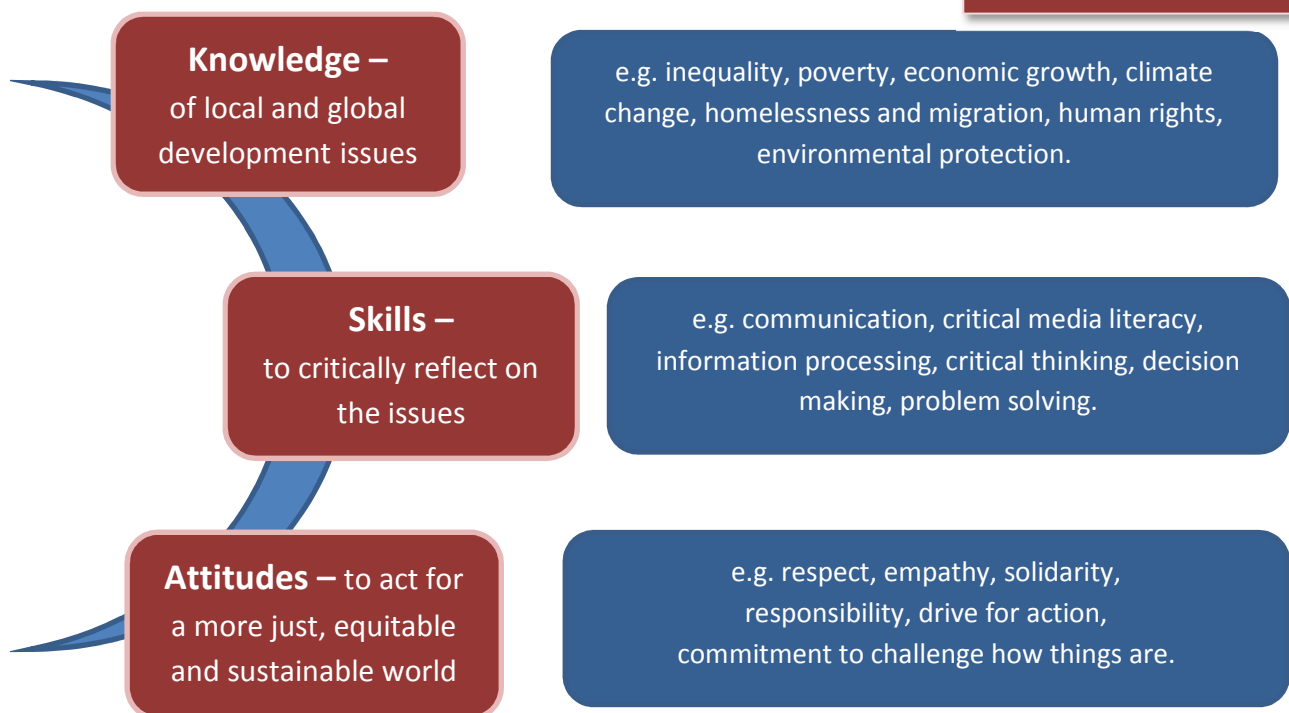


Figure 1 – Some Knowledge, Skills and Attitudes associated with Development Education

2. What are the characteristics of Development Education (in the context of this programme)?

Characteristic 1: Development Education should be integrated into subject disciplines...

While Development Education can be taught as a standalone unit (e.g. in Transition Year or CSPE), it is equally important to incorporate it into individual subject areas. This means that the teacher plans and delivers lessons with an underlying global citizenship perspective, recognising opportunities within their discipline and syllabus to explore issues relating to development and sustainability.

Finding appropriate links to your subject area is important.

Business Studies	Maths	Modern Languages	Music	Physical Education	Technology
Global Supply Chains Employee Conditions Fairness	Statistics and calculations pertaining to real world issues	Oral – discussion on the issues, building vocab.	Importance of music to cultural identity	Inequality in sport – gender, cultural	Environmentally sustainable construction
Corporate responsibilities (social and environmental)	Graphs, tables relating to the issues	Importance of literacy and being able to speak the language to be fairly treated	Songs about social issues or movements e.g. Radiohead: <i>You are all I need</i> , MTV Campaign against trafficking and child labour	Dance, movement – to represent issues	Impact of technology on society – positive and negative
Sustainable Development (see NCCA Business Studies Spec, 2016)	Understanding big numbers, indices	Colonialism – use of European languages worldwide	Student collective compositions – importance of cooperation	Human rights – the right of the child to play. Importance of play for development	Use of sustainable materials in production... impacts of use of non FSC timbers

Characteristic 2: Development Education is about teaching well, not about teaching more...



- **It promotes Active Learning.** It engages the learner in active and participatory teaching and learning methodologies. The process of engagement is as important (or sometimes more important) as the outcome. It encourages dialogue, debate and exploration of development issues. It supports the learner to develop, substantiate, communicate and defend opinions. It is not a didactic process.
- **It supports critical thinking.** It supports the learner to critique sources of information and how information is presented. It looks for biases and underlying messages in texts (e.g. news reports, publications and media productions). It supports the learner to examine or dispute the power relations that exist between readers and authors. It addresses not only the issues that arise from development and underdevelopment, but the root causes of inequality, injustices and unsustainable practices. (See 5:50:500 resource at <http://www.developmenteducation.ie/shop/5-50-500/files/5-50-500-Detailed.pdf>)
- **It links local and global issues.** Inequality, injustice and unsustainable practices are as relevant to the Irish context as to the global context. Equally the decisions we make as a nation have international consequences.

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- **It challenges stereotypes.** It challenges stereotypical representation of people and nations in media and messages. It attempts to break down the dominant 'Us' (e.g. developed world)/ 'Them' (e.g. underdeveloped world) dichotomy and discourse. The values of human dignity, respect and truthfulness must underlie all communications and educational resources developed. See the Dochas code of Conduct on the Use of Images and Messages at <http://www.dochas.ie/code-conduct-images-and-messages>.
- **It provides an environment in which controversial issues can be raised.** Issues that are likely to be sensitive or controversial are those that deeply divide society (e.g. water charges, immigration), that challenge personally held values and beliefs (e.g. racism, civil partnerships), that generate conflicting explanations (e.g. climate change), that evoke emotional responses e.g. abortion, disability) or issues that cause students to feel threatened and confused (e.g. where their families have very strong views on an issue, where peer pressure is strongly in favour of one side of an argument). See the Oxfam's guide, Teaching Controversial Issues at http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx
- **It encourages informed action** e.g. challenging, campaigning, changing consumption habits and raising awareness.
- **It considers multiple perspectives.** It appreciates that learners come with a variety of perspectives and life experiences. It is respectful of different viewpoints and opinions and welcomes them as enriching to the process. It draws from perspectives of those from both the Global North and Global South (Bourn, 2015). In addition, Development Education encourages the learner to examine each situation through a variety of lenses. For example they may consider an issue from environmental, economic, social and political/power perspectives. The Development Compass Rose (TIDEC, 1995) is a useful tool for this purpose and can be used in association with a selection of development related images, whereby pupils are asked to consider the various implications/causes/effects of each situation represented – see Figure 3 below. For more information on the Development Compass Rose, please see <http://www.tidegloballearning.net/sites/default/files/uploads/2c.50%20Compass%20rose.pdf>.



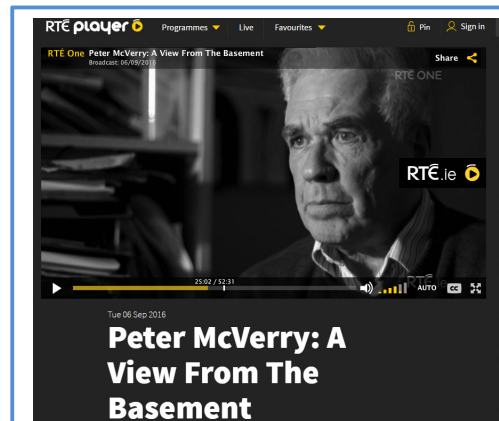
Discuss the banning of the burkini in France under each of the 4 perspectives...



Figure 3 – The Development Compass Rose



Discuss Migration from each of the 4 perspectives...



Discuss Homelessness from each of the 4 perspectives...

3. Why engage in Development Education?

- **Reason 1 – Education facilitates the learner to bring about change for the better.**

Education can be an act of liberation and freedom, empowering people to bring about change at personal, local, national and international levels. Understanding the issues and constructing well informed viewpoints allows the learner to speak out and be heard. In his text, *Pedagogy of the Oppressed*, Paulo Freire notes that education “either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” (Freire, 1972)

- **Reason 2 – The Department of Education and Skills has published a national Strategy on Education for Sustainable Development in 2014.**

The National Strategy on Education for Sustainable Development aims to ensure that education contributes to sustainable development by equipping learners with the relevant knowledge (the ‘what’), the key dispositions and skills (the ‘how’) and the values (the ‘why’) that will motivate and empower them throughout their lives to become informed active citizens who take action for a more sustainable future. It provides 44 recommendations on how education in Ireland should better address issues of equality and sustainability (DES, 2014) including a review of provision of DE in ITE and CPD for practicing teachers.

- **Reason 3 – The Teaching Council promotes the cultural and civic role of the teacher.**

‘Respect’ is one of the four ethical values that underpins the Teaching Council’s Code of Conduct for Teachers – it incorporates respect for people, justice and the environment as illustrated below. (Teaching Council, 2012)

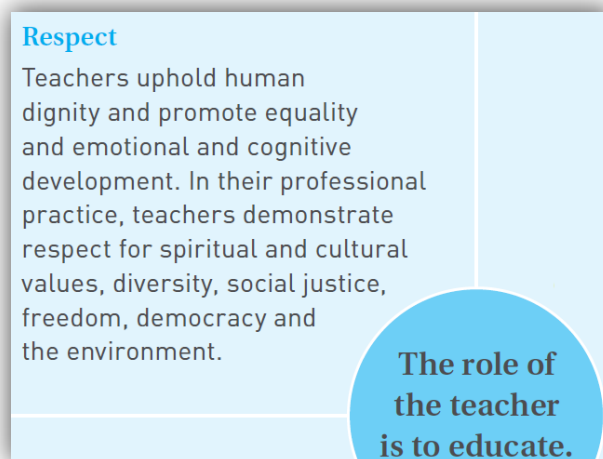


Figure 4 – ‘Respect’ as an ethical value of teaching (taken from the Teaching Council’s Code of Conduct for Teachers)

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- **Reason 4 – The NCCA, through the Framework for Junior Cycle reform, strongly reflects Development Education.**

The learning at the core of new junior cycle is described in twenty-four statements of learning. These statements describe what students should know, understand, value and be able to do at the end of junior cycle, having fully engaged with and participated in the junior cycle programme of their school.

A large number of these statements reflect the skills, knowledge and attitudes that are central to Development Education.

The student	
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
14	makes informed financial decisions and develops good consumer skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Figure 4 – Statements 1-10 of the Junior Certificate Framework, highlighted statements show the potential for Development Education (NCCA, 2014)

- **Reason 5 – Internationally there is considerable momentum towards addressing local and global development issues.**

Significant work is taking place internationally to address development issues. Each year the Irish Government, through its overseas development aid programme, supports development projects in its 9 key partner countries mainly in sub Saharan Africa. Its principle aims are to address poverty and hunger.

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Internationally, on 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015 at an historic UN Summit — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

While the SDGs build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.



Figure 5 – Some of the Sustainable Development Goals, for more information

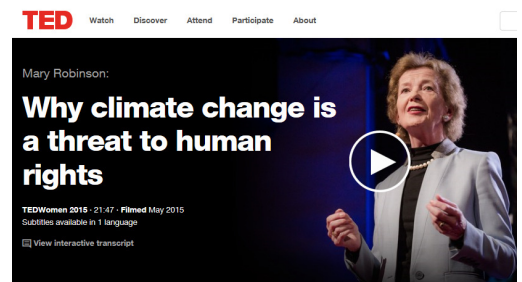
For more information on some of the key topics relating to the SDGs see, <https://sustainabledevelopment.un.org/topics>

4. How do I teach Development Education?

- **Align Development Education with your subject area and teach with a global perspective.**
Identify links between development and your subject, both in terms of the broader discipline and the syllabus – there will be opportunity to include both in your teaching. Don't be curtailed by the syllabus!

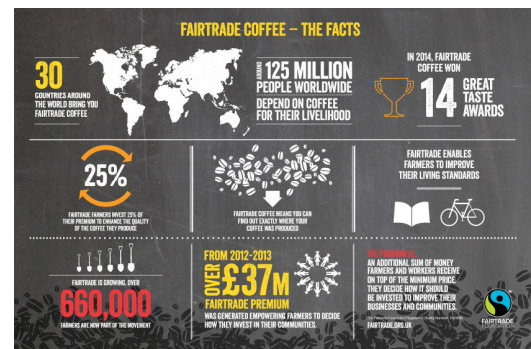
- **Use Active Learning Methodologies with high effect sizes (Petty, 2006)**

- ❖ Cooperative Learning
- ❖ Problem Based Learning
- ❖ Discussion
- ❖ Debate
- ❖ Project based work



- **Make use of media & technology**

- ❖ Online news/current affairs – e.g. www.journal.ie, www.irishtimes.com www.time.com, www.nationalgeographic.com
- ❖ Ted Talks (e.g. Mary Robinson - Sept 2015 on climate change, Yassmin Abdel-Magied – Dec 2104 on headscarves and biases, Brian Stevenson March 2012 on injustice) Michael Pritchard in 2009 on how to make filthy water drinkable)
- ❖ Online campaigns e.g. 10,000 Missing Children at <https://www.facebook.com/10000missingchildren/>, Behind the Brands (Oxfam) <https://www.behindthebrands.org/> ;
- ❖ Photographs, info graphics
- ❖ Animations, cartoons, film clips

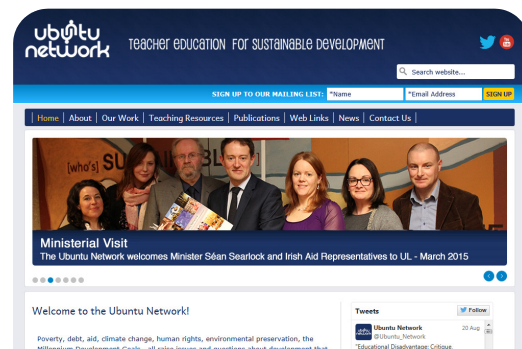


- **Use resources that are readily available at,**

- ❖ Ubuntu Network: www.ubuntu.ie
- ❖ Development Education.ie: www.developmenteducation.ie

- **Linking with organisations that work to address the issues**

- ❖ The Ubuntu Network in UL (www.ubuntu.ie)
- ❖ World Wise Global Schools (www.worldwiseschools.ie)
- ❖ NGOs e.g. Debt & Development Coalition, Trocaire, ECO-UNESCO, Just forests (<http://www.justmusic.ie/>)



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