

Irish Aid and Development Education
describing... understanding... challenging...

the story of human development
in today's world

If the world contained 1000 people...

It would include:

- 584 Asians
- 124 Africans
- 95 Europeans
- 84 Latin Americans
- 55 Russians and people from former Soviet republics
- 52 North Americans
- 6 People of the Pacific

There would be approximately:

- 329 Christians (among them 187 Catholics, 84 Protestants, 31 Orthodox)
- 178 Muslims
- 167 “Non religious”
- 60 Buddhists
- 145 Atheists
- 32 Hindus
- 3 Jews
- 86 Other religions

and some would speak:

- 165 Mandarin
- 86 English
- 83 Hindu/Urdu
- 64 Spanish
- 58 Russian
- 37 Arabic

**Development education describes
and explores this world**

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The 'Balance Sheet' of Human Development - the story for a new millennium

Progress in Development	Development Challenges	Progress in Development	Development Challenges
<p>Health:</p> <ul style="list-style-type: none"> Life expectancy in developing countries increased by over a third from 46 to 65 years between 1960 and 1999. In 1999, 71 countries enjoyed a life expectancy at birth of more than 70 years, up from 55 countries in 1990; the number of developing countries in this group has increased by a third, from 22 to 32. Around 80% of people in the developing world now have access to improved water supplies. 	<ul style="list-style-type: none"> During 1990-2000 the number of people infected with HIV/AIDS more than doubled, from under 15 million to more than 34 million. Around 1.5 billion people are not expected to survive to age 60. Over one billion people still lack access to improved water sources, and 2.4 billion lack access to basic sanitation. 11 million children under five die each year from preventable diseases. 	<p>Food and Nutrition:</p> <ul style="list-style-type: none"> Despite rapid population growth, food production per capita increased at an average annual rate of more than 1%. The per capita daily supply of calories rose from less than 2,500 to 2,750, and that of protein from 71 grams to 76. 	<ul style="list-style-type: none"> The world still has 840 million malnourished people. The overall consumption of the richest fifth of the world's people is 16 times that of the poorest fifth.
<p>Education:</p> <ul style="list-style-type: none"> Between 1970 and 1999 the adult literacy rate in developing countries rose from 48% to 73%. Between 1990 and 1997 alone, the gross primary and second enrolment ratio increased from 74% to 81%. 	<ul style="list-style-type: none"> In 2000 more than 850 million adults were illiterate, over 60% of them women. In industrial countries more than 100 million were functionally illiterate. More than 325 million children are out of school at primary and second levels. 	<p>Income and Poverty:</p> <ul style="list-style-type: none"> The average GDP per capita for all developing countries rose from \$330 to \$1264 between 1960 and 1999. During 1990-97 real per capita GDP increased at an annual average rate of more than 1%. Real per capita consumption increased at an annual rate of 2.4% during the same period. Between 1990 and 2000 the proportion of people in developing countries living on under \$1 a day fell from 29% to 20%. 	<ul style="list-style-type: none"> 1.2 billion people live on less than one dollar a day, and close to 1 billion cannot meet their basic consumption requirements. The share of global income of the richest fifth of the world's people is 74 times that of the poorest fifth. 130 million in the industrialised countries live in income poverty.

Progress in Development	Development Challenges	Progress in Development	Development Challenges
<p>Women:</p> <ul style="list-style-type: none"> ■ During the period 1990 to 1997 the net secondary enrolment ratio for girls increased from 36% to 61%. ■ In 1997 the female enrolment ratio in developing countries had reached 89% of the male ratio at primary level, and 82% at second level. 	<p>Women:</p> <ul style="list-style-type: none"> ■ Nearly 340 million women are not expected to survive to age 40. ■ A quarter to a half of all women have suffered physical abuse by an intimate partner. ■ 6-8 hours a day are spent collecting fuelwood and water by millions of rural women in the Third World. 	<p>Environment:</p> <ul style="list-style-type: none"> ■ Between 1990 and 1997 the share of heavily polluting traditional fuels used in energy was reduced by more than two-fifths. ■ The number of countries adopting sustainable development strategies rose from fewer than 25 in 1990 to more than 50 in 1997. 	<p>Environment:</p> <ul style="list-style-type: none"> ■ Every year nearly 3 million people die from air pollution—more than 80% of them from indoor air pollution. ■ Implementation of sustainable development policies remains minimal.
<p>Children:</p> <ul style="list-style-type: none"> ■ World infant mortality rate more than halved between 1960 and 1999, from 129 to 56 per thousand live births. ■ Between 1990 and 1997, the proportion of one-year-olds immunised increased from 70% to 89%. 	<p>Children:</p> <ul style="list-style-type: none"> ■ 160 million children are malnourished. ■ more than 250 million children are working as child labourers. 	<p>Human Security:</p> <ul style="list-style-type: none"> ■ In the 1990s more than 100 developing and transitional countries ended military or one-party rule. ■ Between two-thirds and three-quarters of people in developing countries live under relatively pluralist and democratic regimes. 	<p>Human Security:</p> <ul style="list-style-type: none"> ■ At the end of 1999, there were nearly 12 million refugees in the world. <p>(Based on the various Human Development Reports published by the United Nations Development Programme between 1998-2003)</p>

Development education engages with this human reality...

Introduction

This booklet is published by Irish Aid to share its understanding of, and support for, development education.

Irish Aid is the Development Cooperation Directorate of the Department of Foreign Affairs with responsibility for Ireland's overseas aid programme. For more information on Irish Aid, see page 22.

This booklet has been written by Colm Regan on behalf of Irish Aid. Colm Regan is Co-ordinator of 80:20 Educating and Acting for a Better World, Bray, Co.Wicklow.

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This booklet:

- describes the character, the content and the various approaches used within development education
- outlines its core values and perspectives
- highlights the shape of today's world, good and bad
- gives a flavour of the work being done by development educators
- describes how development education is a key element in education for international citizenship in the twenty-first century
- provides some references to other sources of analysis and information on development education.

Development education highlights three key challenges

Challenge 1: world development

‘The world today has more opportunities for people than 20, 50 or 100 years ago. Child death rates have fallen by half since 1965 and a child born today can expect to live a decade longer than a child born then. In developing countries, the combined primary and secondary (school) enrolment ratio has more than doubled...adult literacy rates have also risen from 48% in 1970 to 72% in 1997. Most states are now independent and more than 70% of the world’s people live under fairly pluralist democratic regimes... The world is more prosperous, with average per capita incomes having more than tripled as global GDP increased nine fold...

But these trends mask great unevenness...poverty is everywhere...nearly 1.3 billion people do not have access to clean water, one in seven children of primary school age is out of school, about 840 million are malnourished and an estimated 1.3 billion people live on incomes of less than \$1 a day...’

United Nations Development Programme 1999

Development education describes and explores such realities in today’s world

Challenge 2: education for world citizenship

‘These difficult questions (of inequality and injustice internationally) lie at the heart of the work that is now needed...education for world democracy, for human rights and for sustainable human development is no longer an option. Education has a central role to play, especially if we are to build a widespread understanding and ownership of this (development) agenda...there is also an imperative to develop and describe a ‘new story’ of the human condition and of where we are going in the future. Education around such a new story is not simply about what we teach but also about how and whom we teach.’

The Development Education Commission 1999

Development education promotes and supports education for world citizenship.

Challenge 3: listening to other world views

‘My major concern about the way Third World issues and countries are portrayed in the European media is that most often our people appear as victims of hunger, disease, poverty, corruption. There is little effort made to portray the people as active participants and subjects in their society, despite their poor conditions.’

Luis Hernandez, Centro de Estudios para el Cambio en el Campo Mexicano, Mexico City

Development education encourages people to consider the world through the eyes and ears of others.

In summary then, development education...

- is an educational response to issues of development, human rights, justice and world citizenship
- presents an international development and human rights perspective within education here in Ireland and elsewhere
- promotes the voices and viewpoints of those who are excluded from an equal share in the benefits of human development internationally
- is an opportunity to link and compare development issues and challenges in Ireland with those elsewhere throughout the world
- provides a chance for Irish people to reflect on our international roles and responsibilities with regard to issues of equality and justice in human development
- is an opportunity to be active in writing a new story for human development

The page opposite illustrates many of the issues and challenges as well as perspectives addressed by development education.

8,000 a day die from the scourge of aids

Irish Independent 1 December 2003

**Young people the
key to reconciliation**

4ni News 17 November 2003

**huge support for
more wind farms**

Irish Independent 2 December 2003

**un says war in
congo is fuelled by
foreign firms**

Irish Independent 31 October 2003

**child victims
of coffee
trade wars**

BBC Online 10 February 2003

taking on globalization

Washington Post 17 November 2003

Development education tells a story of rights and entitlements

The right to development

In December 1986, the General Assembly of the United Nations adopted a Declaration on the Right to Development. In its 10 Articles, the Declaration attempts to provide a human rights framework for the realisation of full human development for all citizens throughout the world. The introduction to the Declaration asserts that

‘...the right to development is an inalienable human right and that equality of opportunity for development is a prerogative both of nations and of individuals who make up nations.’

Article 8 declares that all States should encourage popular participation in all dimensions of international human development and human rights.

Development education is a key element in encouraging and supporting such popular participation in Ireland.

The right to an education in development

In its current Development Education Strategy Plan, Irish Aid states part of its mission is to ensure that:

‘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.’

Development education has increasingly become a vibrant and positive strand of education for effective citizenship in Ireland.



Hard work at Irish Aid Supported school

For Irish Aid, development education is:

“...an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live...It seeks to engage people in analysis, reflection and action for local and global citizenship and participation...It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels”

Development education has 4 key components:

- **Knowledge, Ideas and Understanding**—factual information about the shape of our world, ideas about why it is shaped the way it is, about connections between wealth and poverty, progress and inequality, about relationships internationally.
- **Attitudes and values**—about oneself and others, about social responsibilities, about learning, behaviour, beliefs, subject knowledge and about society here in Ireland and internationally
- **Skills and Capabilities**—skills that help us understand and engage with our world—analytical and communication skills, interpersonal and social skills, the ability to link knowledge and understanding with action etc.
- **Behaviour, Experiences and Action**—social relationships, personal behaviour, opportunities to participate meaningfully, competence at carrying out tasks, fulfilling potential, linking ideas, action and behaviour.

Development education offers Irish people the opportunity to participate in learning about, discussing and debating as well as engaging with our right to full human development as well as our responsibility to ensure the human development of others especially those who are ‘at risk’ or excluded.

Development education focuses on development issues here in Ireland and puts them in the context of development issues throughout the world.

Development Education...in more detail

Development education seeks to work at four different, but clearly interrelated levels. These are described, with some examples, below.

Development education is a process by which people, through personal experience and shared knowledge:

- gain experience of, develop and practice dispositions and values which are crucial to a just and democratic society internationally and a sustainable world
- engage with, develop and apply ideas and understanding which help explain the origins, diversity and dynamic nature of society, including the interactions between and among societies, cultures, individuals and environments
- engage with, develop and practice capabilities and skills which enable investigation of society, discussion of issues, problem-tackling, decision-making, and team making
- take actions that are inspired by these ideas, values and skills and which contribute to the achievement of a more just and caring world

The values of development education explored

...a general concern for the well-being of others and the planet...

a positive awareness of the different ways in which we each relate to the world about us–increasing understanding of how I fit in at different levels

appreciation of human interdependence–individuals, countries, communities and economies are inter-connected

appreciation of the needs and rights of others–an equal recognition of the needs and rights of others

ability to recognise and value diversity–diversity enriches us all and defines who and what we are

valuing the environmental ethic–wanting effectively to protect and appreciate the environment

valuing difference and disagreement–disagreement is positive and necessary as it makes us all think about our values and beliefs

valuing responsibility–I can make a difference...

wanting to know more at a deeper level–I want to understand better...

a strong sense of belonging–I am not just Irish but also European and a world citizen...

a sense of involvement–I am already involved, I have the chance to choose...

The skills of development education explored

...a general capacity to investigate and engage with...

Communication skills:

- ability to communicate with others by various means, listening, speaking, writing, debating
- expressing one's own views cogently and understanding those of others
- ability to understand that others have different, sometimes conflicting and even possibly irreconcilable ideas and needs

Intellectual skills:

- being able to find and interpret information and ideas
- understanding that the way we see the world is particular and specific and that other cultures and societies have different worldviews
- being able to organise ideas and thoughts as well as information. Being able to extract key ideas and concepts from a range of information
- developing language skills in specific areas and not just generally
- understanding how what we do has results for others and that this has implications for us in our actions

Social skills:

- being able to interact with others effectively
- enjoying human interaction and seeing its value
- taking responsibility, making decisions, including others, increased ability to interact across cultures

Action skills:

- developing an ability to participate with others and within groups
- developing skills in trying to influence and change things
- understanding the impact and appropriateness of different types of action
- understanding that not all action is positive

The ideas and understanding of development education explored

...a general knowledge of the basic shape of the world...

understanding of the basic geography of the world—local, national and international

understanding of the world beyond Ireland and especially the Developing World—Europe, the Americas, Africa, Asia

understanding the nature and consequences of having an ethnocentric view of the world and how this has shaped Europe's (and Ireland's) worldview knowledge and ideas about how other places and people are different in key dimensions of life and how this enriches our understanding of differences in the values base and practice of different cultures, religions and communities valuing disagreement and debate, appreciating other worldviews

understanding the common human and cultural heritage of all people in relation to development as well as those dimensions that are different

knowledge of our international economic links (trade, investment, jobs.), culture (music, literature, dress, language, beliefs.), politics (UN, instruments and documents, courts.), environment (climate, emissions, pollution.)

understanding of and familiarity with the principles of human rights as well as with specific aspects relating to development

understanding of and familiarity with the overall importance and role of the environment in

development as well as detailed understanding of some key issues such as climate change, water issues, deforestation

knowledge of the nature, causes and consequences of international inequality, of its human dimensions and of how it is sustained

Experiences and actions within development education

...a set of experiences that create interest and engagement...

Opportunities to:

- work with others
- work independently
- give my views
- hear others' views

- participate in making decisions
- feel valued as an individual and group member
- have a sense of achievement
- make links and connections with others

Using different methods to develop skills:

- in IT
- in art
- in writing
- in team-working
- in leading
- in interviewing
- in recording
- in speaking in public

Having different educational experiences e.g.

- in the community
- in youth organisations
- in women's and community organisations
- in classrooms and schools
- in third level colleges
- in sporting organisations
- experiencing change



Wall mural, Dili, Timor Leste

Development education in practice – some case studies

(all of these projects have been supported by Irish Aid)

Inner City Dublin – the Lourdes Youth and Community Services

Lourdes Youth and Community Services (LYCS) is a community development project that was established in 1984, as part of a broader based community development movement in Dublin's north inner city in the late 1970's and 1980's. LYCS supports community based education, training, recreational and development projects concerned with giving participants of all ages the opportunity to become involved in their own development and the development of their community. In addition LYCS have introduced a global development perspective to their work and development education now makes up one important strand in the agenda of the organisation.

LYCS began using development education as a tool to bring a global perspective to its work over ten years ago, especially in the context of increasing understanding and knowledge of issues and regions in the developing world and the value of seeing and understanding the connections between the local and the global.

Development education was introduced initially through adult education work when exploring issues such as poverty, drugs and domestic violence with women's groups. The interest developed among staff and participants through sessions and later through courses that looked at issues arising for women in the community internationally and locally. In addition, LYCS has also seen the value to local groups of using development education as an educational tool in itself.

Now the development education activities carried out by LYCS include:

- outreach work with local organisations- promoting and facilitating the use of a global perspective in their work;
- delivery of training and education to staff and participants of LYCS and other local organisations;
- hosting events and supporting others in hosting and/or participating in events;
- providing information, resources, networking opportunities and policy advice.

Many of these activities are delivered in partnership with other organisations such as Comhlámh (the association for returned volunteers), Banúlacht (focusing on women's issues in development) and the Kimmage Manor Development Studies Programme. Some of the issues dealt with have included trade and wealth distribution, food, poverty, education, health, human rights, drugs, women's rights, violence against women, culture, refugees and anti-racism.

Exploring Debt - local and global

Participants in the LYCS adult education programme had raised the issue of debt in discussions concerning poverty and wealth distribution. A significant number of the participants were faced with pressured personal financial situations and money lending organisations feature in the community and people are often in a position where they need to borrow to meet basic needs.

A workshop was organised to examine the issue of debt in partnership with the Debt and Development Coalition to plan the session and made use of

resource material from Banúlacht. The aim of the half-day session was to give people an opportunity to explore the causes and consequences of debt and to introduce people to debt as a global phenomenon.

Participants explored their first memory of money and their thoughts on words associated with money, the causes and consequences of debt, two case studies of the cycle of debt, one from Dublin's inner city and the other from the Philippines before looking at the lessons of the day.

In 2005 LYCS published "Connecting Communities – A Practical Guide to Using Development Education in Community Settings". Copies are available from LYCS.

For more information:

Lourdes Youth & Community Services
c/o Lourdes Day Care Centre
Lower Sean McDermott St.
Dublin 1
Tel: +353 1 836 34 16

FAIRTRADE

Having doubts about the world we live in helps us to realise that we also have choices. Having choices allows us to take more responsibility for how our actions affect other people's lives. One area in which development education encourages people to explore and question is that of fair-trade –the possibility of challenging the fundamental inequalities behind world trade. Fairtrade not only offers us choice—it also challenges the lie that we are powerless to change things.

In this context development education is as simple as a half-decent conversation, it can engage us and challenge some of our comfortable pre-conceptions. Fairtrade is about creating links between producers in developing countries and the businesses and consumers who buy their goods in our part of the world. Development education is nothing more than the conversations we have, the stories that are told, and that help us to do something about the needless waste of millions of peoples lives in developing countries.

What price a cup of coffee?

Coffee is a boom and bust business. The second most valuable traded commodity after oil, it nevertheless beggars millions of small-farmers in developing countries. In 2001 a 69 kilo sack of coffee could be bought for US\$50– the cost of producing that sack in Guatemala is US\$70. In coffee shops in Dublin the same sack can sell for the equivalent of US\$20,000. In Guatemala alone there are 50,000 small coffee farmers who depend on coffee as their only source of a cash income. The current collapse in prices paid to producers means that small farmers in Guatemala have seen their earnings fall from US\$1,000 to US\$500 a year. The Fairtrade minimum price is set at US\$1.26 or more than two and a half times the current world market price.

Gerardo de Leon, who works with 20,000 small coffee farmers in Guatemala, and who visited Dublin in March 2002 said:

'Fairtrade is a seed in the ground—and we hope for more in the future... right now the small coffee farmers need to get the money in their pocket to survive...But it's not just about the money—the

small coffee farmers in Guatemala are now part of the National Coffee Association, ANACAFE. Before this would have been impossible. Now we are respected by the Government.'

For Fairtrade, the challenge is not only to question the ideology of current trade practices but also to offer an alternative, one where both people and profit can respectfully co-exist. The global marketplace isn't only about products, it is also about ideas and more importantly about people. About the people behind the products, and their ideas and dreams of a better standard of living. The Fairtrade Mark is the only independent guarantee of a better deal for Third World producers.

For more information contact:

Fairtrade Mark Ireland
Carmichael House
North Brunswick Street
Dublin 7
Tel/Fax: +353 1 475 3515
Email: info@fairtrade.ie
Website: www.fairtrade.ie



80:20 Development in an Unequal World - exploring the debates and the arguments...

The study of development issues internationally and locally is at the heart of development education. One of the main demands from teachers, youth workers, community educators and students is for accessible and comprehensive introductions to many key development and human rights issues from poverty and wealth to human rights and development to the situation of women.

80:20 Development in an Unequal World is a resource designed to support exploration and enquiry around these issues. 80:20 is produced by a development education organisation—80:20 Educating and Acting for a Better World, based in Bray, Co. Wicklow. Irish Aid has supported its development and production alongside many other organisations.

Many other resources have been produced on a variety of issues.

For more information contact:

80:20 Educating & Acting for a Better World
St. Cronans BNS
Vevay Rd.
Bray
Co Wicklow
Tel: +353 1 2860487
Email: info@8020.ie
Website: www.8020.ie

Ireland to Gambia and back

Linking schools together throughout the world is one typical way in which development education works. Recently Irish Aid funded a project involving 32 schools in Northern Ireland and the Republic organised by a Derry based organisation Children in Crossfire. The focus of the schools links was on sustainable development and included students exchanging project work, speakers visiting schools as well as schools coming together for focus days. Schools in Ireland, North and South were linked with schools in Malawi and Colombia.

Six teachers involved in the project also travelled on a study visit to the Gambia to get a better and more defined understanding of development and underdevelopment issues.

One teacher from Derry, Kerry Galvan, of St Peter's High School commented:

'The trip has given me an invaluable insight into both the problems and the hope that is present. This far exceeded my expectations. To be so close to people with so little was a humbling experience, but the projects and work being done was so uplifting and inspiring.'

For more information contact:

Children in Crosstire
2 St Joseph's Avenue
Derry
BT 48 6TH
Tel: +44 712 69898



Development Education workshop with young people, © Sean Daly 80:20

ONE WORLD WEEK

One World Week is a youth focused series of events awareness raising, education and action event that takes place throughout Ireland during the third week in November every year. During One World Week youth leaders, community workers, teachers, development workers, students and young people learn about local and international development and justice issues and engage in action to bring about change.

One World Week is co-ordinated by the National Youth Council of Ireland (NYCI) and is funded by Irish Aid, Trócaire and Concern Worldwide. Each year One World Week has a particular thematic focus. The National Youth Council of Ireland also operates the National Youth Development Education Programme supporting youth organisations in the mainstreaming of development education across their work

For more information contact:

National Youth Council of Ireland
3 Montague Street
Dublin 2
Tel: +353 1 478 41 22
Email: info@nyci.ie
Web: www.youth.ie

Valuing Development Education - different perspectives on what development education has to offer

‘Development education is integrated into the primary school curriculum as a module in the geography programme for senior classes. However, if we accept that at its core is the message of fairness, consideration of another point of view and respect for the diverse ways people have sought to better themselves, then its principles permeate the work of all age levels. Its value is contained not only in the content it offers but also in the dialogue, which enables the child to be enriched. It empowers pupils to contribute to making their world a better place for others to share’.

Primary School Principal Vaughan Dodd

‘For me, development education adds greatly to my own work. It provides us with a chance to learn useful and insightful lessons from others in places we don’t often look. For example, it has helped us frame our work on women and disadvantage and in practical ways it has helped us look at models of consciousness-raising as well as training.

Development education is not just about the wider world, its also about our work here in Ireland.’

*Gráinne McGettrick, Equality Officer,
Bray Partnership, Co. Wicklow*

‘Challenges present opportunities. Perhaps the great opportunity facing us is to begin the process in our schools of serving as a moral and political conscience in world affairs. We might begin by concentration on the need to stimulate continuing interest, research and appropriate action towards the elimination of disparities between people in all parts of the world, by concentrating on the fact that disparities are neither static nor remote from us, and by quickening the need to question.

Development education challenges complacency—a tolerant and emphatic Ireland demands such a challenge for its vibrant and dynamic realisation.’

*Mary Robinson, former President of Ireland
and former United Nations High Commissioner
for Human Rights*

‘Ours is a large middle class school, this work is an eye opener, it makes the students more aware’

‘The case studies on coffee were good, it helped the students make links as well as understand the problems’

‘They are now interested in real lives and real people, they are researching problems themselves’

‘The simple fact of dealing with some of these issues is good for the students—they show interest and motivation and some of them become quite involved’

‘Our students became particularly interested in the idea of fair trade—it seemed real and practical and went beyond fund-raising’

The views of a sample of teachers recently surveyed on attitudes towards development education (Research Report and Seminar Proceedings on The Extent and Effectiveness of Development Education at Primary and Second Level, Irish Aid, Dublin 2003)

‘At first glance, development education did not seem relevant to Travellers but now I know different. Its not just about knowing about issues and problems, it’s also about speaking out and knowing why this needs to happen and it’s also about having the courage and the confidence to do so’

Jim O’Brien, Bray Travellers Education and Development Network



Sidama, Ethiopia

Development Education ...and other kinds of social and political education...

As it has been described in the previous pages, development education clearly has much in common with many other forms of social and political education. Human Rights Education, Peace Education, Multicultural Education, Education on Race and Race Issues, Environmental Education and, ultimately Citizenship Education all have strong overlapping features and characteristics as well as concerns with development education.

Each has its own distinct and specific character and focus and some of these are briefly outlined below:

Human Rights Education—explicit concern with human rights, their definition, origin and implementation, exploration of economic, social, political and cultural rights, rights and responsibilities, international declarations and covenants, specific rights abuses eg. torture, unlawful imprisonment.

Environmental Education—explicit concern with issues relating to environment and to the interface between the bio-physical and social worlds, the environmental costs of much of modern economic development and its future legacy and it challenges models of growth that emphasise the human dimension only.

Peace Education—focus on issues of conflict and peace, strategies and experiences for promoting peace and reconciliation, different traditions of dealing with conflict, the spiritual dimension of peace, mediation issues.

Multicultural Education—explicit concern with issues of culture and cultural identity, comparative focus on the role of culture in society and in development, challenging ‘Eurocentric’ and ‘Ethnocentric’ constructions of the world, valuing diversity.

What these types of social and political education have in common with development education is:

- **a core set of values** (respect for self and others, a sense of social responsibility, a sense of belonging and a commitment to learning)
- **a common set of ideas and understandings** (about relationships and power, technological change, disparities in human living conditions, about democracy, governance and citizenship.)
- **a recognised need for core capabilities and skills** (communication, social, intellectual and action skills)

- **acceptance of the need to provide formative opportunities and actions within learning** (working individually and co-operatively, sharing responsibility and ownership, participation, making connections.)

Finding out more...

Recommended:

80:20 Development in an Unequal World

Comprehensive resource book exploring development, human rights and justice issues.



Our World, Our Future

A teaching resource on development for senior primary geography for 5th and 6th classes



UNDP Human Development Report

Comprehensive overview of the current state of human development, published annually.

www.developmenteducation.ie

A place for educators to explore, debate, and learn about the state of today's world



www.irishaid.gov.ie
Irish Aid's Website



Irish Aid Guide to Development Education Resources

Comprehensive Guide to development education materials and tools for teachers and educators.



Available from Irish Aid.



Harvesting organic coffee in Guatemala.
Sean Prague, Panos Pictures

Irish Aid

Now in its thirty-second year, Irish Aid is the Irish Government's programme of assistance to developing countries.

From its modest beginnings, the budget for 2007 will be in the region of €700 million, bringing Ireland's overall Official Development Aid (ODA) figure for 2007 to approximately €775 million.

The reduction of poverty in its various manifestations is, and will remain, the overarching objective for Irish Aid. The problems afflicting developing nations have never been greater. As a nation which has known hardship throughout its own history but has also experienced prosperity in recent times, Ireland now makes a significant contribution to international development and helps poor people around the world to escape the daily grind of poverty and disadvantage.

The Government has pledged that Ireland will reach the UN target of spending 0.7% of its gross national income on Official Development Aid by 2012. This is three years ahead of the agreed EU target. This decision reaffirms Ireland's commitment to assisting the plight of developing nations – providing resources on a scale to make a real difference.

Sub-Saharan Africa remains the key geographic focus for Irish Aid's bilateral country programmes. We have eight such 'partner' countries – Ethiopia, Lesotho, Mozambique, Timor Leste, Tanzania, Uganda, Vietnam and Zambia with Malawi becoming the 9th shortly. Direct funding is given to the governments or to government-run programmes and projects in these countries. We do this because we recognise the importance of Governments in the development process. Achieving the Millennium Development Goals, for example, cannot be done without recourse to governments. Governments are responsible for the provision of public services in a country, for the prioritisation of expenditure and in general for the wellbeing of the people they represent.

As well as our partner governments in Africa and Asia, Irish Aid works with a range of multilateral, Non Governmental Organisations (NGOs) and other civil society organisations. We work with UN agencies, with the EU and with Irish and other international NGOs working on the ground in developing countries. In 2005, for example, Irish Aid channelled approximately €100 million through a variety of these organisations.

Irish Aid also works in a number of key areas to reduce poverty throughout the world. Investing in people, in the social sectors of Education and Health are key focus areas for Irish Aid. With Ireland's support:

- Primary school enrolment rates in Tanzania have increased from 50% in the late 1990s to 95% in 2005.
- Hunger is kept at bay for over 6 million Ethiopians with our Safety Nets Programme
- Over 270,000 Mozambicans have access to HIV/AIDS counselling and testing

Everyday Irish Aid saves lives. Beyond that, everyday Irish Aid provides support for the world's poorest people to equip them to improve their own lives.

For more information on Irish Aid go to: www.irishaid.gov.ie or contact us at the following address:

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Millennium Development Goals

The global challenge: Goals and targets

The Millennium Development Goals, agreed world leaders at the Millennium Summit in September 2000, are an ambitious agenda for reducing poverty and improving lives.

1. Eradicate extreme poverty and hunger

Target for 2015: Halve the proportion of people living on less than a US dollar a day and those who suffer from hunger.

1.2 billion people still live on less than US\$1 a day: sub-Saharan Africa, Latin America and the Caribbean, and parts of Europe and Central Asia are falling short of the poverty target.

2. Achieve universal primary education

Target for 2015: Ensure that all boys and girls complete primary school.

As many as 113 million children do not attend school, but the target is within reach. India, for example, should have 95 percent of its children in school by 2005.

3. Promote gender equality and empower women

Targets for 2005 and 2015: Eliminate gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015.

Two-thirds of illiterates are women, and the rate of employment among women is two-thirds that of men. The proportion of seats in parliaments held by women is increasing, reaching about one third in Argentina, Mozambique and South Africa.

4. Reduce child mortality

Target for 2015: Reduce by two thirds the mortality rate among children under five.

Every year nearly 11 million young children die before their fifth birthday, mainly from preventable illnesses, but that number is down from 15 million in 1980.

5. Improve maternal health

Target for 2015: Reduce by three-quarters the ratio of women dying in childbirth.

In the developing world, the risk of dying in childbirth is one in 48, but virtually all countries now have safe motherhood programmes.

6. Combat HIV/AIDS, malaria and other diseases

Target for 2015: Halt and begin to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases.

Forty million people are living with HIV, including five million newly infected in 2001. Countries like Brazil, Senegal, Thailand and Uganda have shown that the spread of HIV can be stemmed.

7. Ensure environmental sustainability

Targets: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.

By 2015, reduce by half the proportion of people without access to safe drinking water.

By 2020 achieve significant improvement in the lives of at least 100 million slum dwellers.

More than one billion people lack access to safe drinking water and more than two billion lack sanitation. During the 1990's, however, nearly one billion people gained access to safe water and the same number to sanitation.

8. Develop a global partnership for development

Targets: Develop further an open trading and financial system that includes a commitment to good governance, development and poverty reduction—nationally and internationally.

Address the least developed countries' special needs, and the special needs of landlocked and small island developing States.

Deal comprehensively with developing countries' debt problems.

Develop decent and productive work for youth.

In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.

In cooperation with the private sector, make available the benefits of new technologies—especially information and communications technologies.

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