



Development and Global Citizenship Education, UCC

Strategic Plan 2019-2022



2019-2020

Pedagogy: Undergrads/ACE
Research: Inter-disciplinary
Action: Link to Strategic Partners
Capacity building: Staff

2020-2021

Pedagogy: Postgrads
Research: DGCE - Partnership
Action: Strategic Actions
Capacity building: Staff

2021-2022

Pedagogy: PhDs
Research: What we're learning
Action: Conference
Capacity building: Staff



PRAXIS

Development and Global
Citizenship Education, UCC

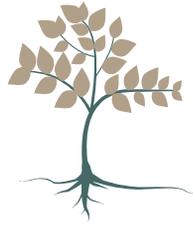


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Introduction



Development and Global Citizenship Education



Gertrude Cotter
Praxis Project UCC

It is with great pleasure that I introduce the first strategic plan (2019-2022) of the Praxis Project, University College Cork. The Praxis Project aims to integrate 'Development and Global Citizenship Education' (DGCE) into pedagogy, research and capacity building activities across the university. It is a new project and is a collaborative initiative between the Centre for Global Development (CGD) and the Centre for Innovation in Research, Teaching and Learning (CIRTL). It is funded by Irish Aid.

My thanks firstly to all the staff and students who took the time to contribute their views and suggestions for this plan. DGCE has a strong tradition in Ireland and I hope that as an academic community, we continue to honour and hold sacred that tradition of championing social justice at local and global levels. . Development Education emerged through direct contact

with social movements and solidarity groups around the world, alongside engagement with the work of critical educators such as Paulo Freire.

The term DE did not come into use until the late 1960s, when aid agencies, churches and the United Nations (UN) identified a need for education programmes that went beyond promotional and development advocacy work. Non-Governmental Organisations came to regard DE as something more than filling an 'information deficit' gap in the 'West' to 'seeing education as the very fuel for the engine of development both in the 'West' and in the 'Third World' (Regan and Sinclair, 2006: 109). There has always been a strong connection between DE and civic society in Ireland. From an Irish State point of view, Irish Aid was established in 1974 as a division of the Department of Foreign Affairs and Trade, with responsibility for overseas development and DE. It is currently working from its third Development Education *Strategic Plan 2017-2023*, which is aimed at a wide range of sectors including education, youth and community groups, trade unions, local authorities, corporate organisations, and Non-governmental Development Organisation or 'NGDOs' (Irish Aid, 2017: 40). We are fortunate in UCC to have received initial funding from Irish Aid for the Praxis Project and we are delighted to be part of the wider DGCE sector in Ireland. We look forward to working with others in locally, nationally and internationally, to promote the idea that education in UCC and beyond is not just about serving an economy but about serving society and ensuring that we can all live 'the good life' with dignity and hope. This strategic plan forms part of our first steps towards achieving these goals. We would be delighted to work with anyone in UCC in any capacity and welcome your input at any time in projects, research, teaching and learning.

Gertrude Cotter, Academic Coordinator of Praxis

Development and Global Citizenship Education



Development and Global Citizenship Education (DGCE)

Focuses directly on key development and human rights issues locally and internationally;

Seeks to stimulate, inform and raise awareness of issues from a justice and/or rights perspective;

Routinely links local and global issues;

Explores key dimensions such as individual and public dispositions and values; ideas and understandings, capabilities and skills;

Critically engages with the causes and effects of poverty and injustice;

Encourages public enquiry, discussion, debate and judgement of key issues;

Encourages, supports and informs action-orientated activities and reflection in support of greater justice;

Takes significant account of educational theory and practice;

Emphasises critical thinking and self-directed action;

Seeks to promote experiential learning and participative methodologies;

Routinely challenges assumptions by engaging with multiple, diverse and contested perspectives.

(Regan: 2015)

Generative themes: Each epoch “is characterized by a complex of ideas, concepts, hopes, doubts, values and challenges in dialectical interaction with their opposites striving towards their fulfilment” (Freire, 1968).

Examples of Themes commonly covered by DGCE:

The State of Human Development

e.g. Inequality; Life expectancy; Child mortality; Access to quality education, health, housing, food security; Measuring Development

Population and Migration e.g.

Forced Migration, Refugee and Asylum Seeker Rights; Rise in anti-immigrant sentiment around world; Globalisation

Sustainable Development e.g.

Environment; Climate Change; Climate Justice; Biodiversity; SDGs; Ethical Production and Consumption.

Intercultural and Anti-Racism Learning e.g.

Intercultural communications; ‘Race’; Ethnicity; Interdependence.

Politics and Geopolitics e.g.

Justice is political; International Systems; multinationals; Globalisation and Conflict, war, Peace, stability

Financial and Trade Justice e.g.

unequal financial flows; Illicit trade; Debt repayments; Tax evasion; Brain drain

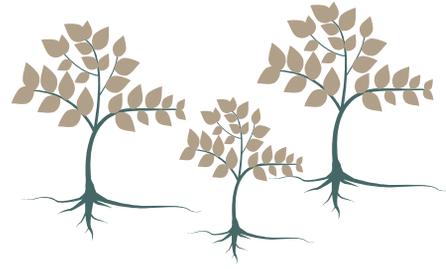
Aid e.g. Humanitarian and emergency aid; multilateral; bilateral aid; NGO aid; Impact of aid

Core Concepts e.g.

‘Development’; Development Education; Social Justice; Sustainable Development; Global Citizenship Education; Colonialism

How Change happens e.g.: social movements, collective action, community development, policy advocacy, campaigning, research, political lobbying, activism (at local national and global levels).

Context



International Framework: Irish Aid’s current Development Education strategic plan sets its work within the framework of the Sustainable Development Goals (SDGs). “The United Nations Sustainable Development Goals 2015-2030, to which Ireland has committed, provide the first international framework to guide and support active global citizenship at both national and international levels, enabling people to become active global citizens in the creation of a fairer, more just, more secure and more sustainable world for all” (Irish Aid, 2017: 4).

National Policy Framework: Referring to Target 4.7 of the SDGs Irish Aid’s Development Education Strategic Plan notes that the SDGs acknowledge the important role of EGC including DE in building the conditions for a more peaceful, fair and sustainable world. Irish Aid’s strategy states that its long-term goal is to ensure that the people of Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, inequality, injustice and climate change. It is hoped that DE will encourage people to be active global citizens working towards the creation of a fairer and more sustainable future for all.

Third Level Education: DICE supports the integration of DE into initial teacher education (ITE) at primary level, while Ubuntu promotes ITE DE at post-primary level. SUAS seeks to support the progressive engagement of third level students with global justice issues, through *Global Campus*, an interactive non-accredited course one evening a week over a period of seven weeks on six university campuses in Ireland.

While there are few courses in the country which are specifically called “Development Education” (or similar) some third level programmes do incorporate an element of DE. For instance, Aspects of DE can be found in teaching, learning and research at most Irish universities particularly in courses and programmes concerned with international development, environment and sustainable development, human rights, migration, health promotion, race and ethnicity and gender studies (IDEA, 2016: 23).

UCC: The School of Education, University College Cork, is funded by Ubuntu to run the *Id Est Project: Integrating Development Education into Student Teacher Practice*. The project provides extra-curricular workshops on DE and supports student teachers to into their teaching practice (Ubuntu, 2017: 1).

The Centre for Global Development (CGD) was established in 2011. It is the main vehicle for UCC’s global development strategy and is an umbrella forum for the wide range of development work which UCC staff, students and personnel are involved with from across all schools in the university.

SDG Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”. UCC is currently being funded by Irish Aid to develop this strategic plan, university wide modules, research, projects and capacity building for staff.

Irish Aid’s current definition of Development Education is:

“Development education is a lifelong educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, development education helps people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, economic and environmental issues linked to development. Development education empowers people to analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; presenting multiple perspectives on global justice issues” (Irish Aid, 2017: 6).

Literature Review



Critical Pedagogy (CP)

UCC's DGCE work is framed by CP with a Development Education lens. Some key literature is below:

Freire (1968): CP is an approach to education that aims to transform oppressive structures by engaging people who have been marginalised and drawing on what they already know. Key Freirean concepts are (1) **Praxis (Action/Reflection)** - it is not enough for people to come together in dialogue in order to gain knowledge of their social reality. They must act together upon their environment in order critically to reflect upon their reality and so transform it through further action and critical reflection. People must engage in (2) **Dialogue**. To enter into dialogue presupposes equality amongst participants, educator and students. Through dialogue existing thoughts will change and new knowledge will be created. (3) **Conscientization** - the process of developing a critical awareness of one's social reality through reflection and action. (4) We must reject the **Banking concept of knowledge** - The concept of education in which "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing". (5)

Shor (1992: 129) states that: ...students must go beyond myths, clichés, received wisdom, and mere opinions in order to understand the deep meaning, root causes, social context and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse.

Edelsky, 1996; Giroux, 1997; Lankshear & McLaren, 1993; Macedo, 1994: CP is political. The aim is to move students beyond learning content and toward taking action.

Mc Laren and Kincheloe (2007) Students must be able to analyse competing power interests between groups and individuals within a society.

Kincheloe (2008): The purpose of education is to alleviate oppression and human suffering. A social and educational vision of justice and equality should be the basis of all education. CP is political and its role is to expose the forces that prevent individuals and groups from making the decisions that will affect their lives. The purpose of Education is to promote freedom and intellectual growth. It requires strong, real strategies that will contribute to ongoing movements and counter-hegemonic struggles already active in education today.

Apple (2012): scholarship is in daily struggles for social justice. Educational institutions cannot be separated from political and economic life. The entire process of education is political in the way it is funded, its goals and objectives, the manner in which the goals are evaluated, the nature of textbooks, who attends and does not attend and who has the power to make decisions.

Ollis (2014: 517): without purposeful reflection activism can become what Freire termed "naïve activism". Theory and philosophical underpinnings alongside tactics and strategies can create pedagogical praxis and instigate personal and social change. She finds however that the urgency of activism and the desire for more immediate social change can also prevent a critical space for the reflection to occur.

UCC's work in this field is influenced too by writers in the field of intercultural communication and multicultural education. For example:

Sorrell's (2010): intercultural education as a process of critical, reflective thinking, analysing, and acting in the world. Her praxis model offers six interrelated points of entry (inquiry, framing, positioning, dialogue, reflection, and action), as a tool to reflect on Intercultural Communication and Social Justice. Her 'intercultural praxis model' uses our multifaceted identity positions and shifting access to privilege and power to develop our consciousness, imagine alternatives, and build alliances in our struggles for social responsibility and social justice". If adapted to a wider critical pedagogy approach it presents an explicit theoretically informed, inquiry-based model for the third level learning experience.

UCC's work in the field of DGCE is also influenced by theories of **Gender, Disability, Critical Race Theory, Multiculturalism, Queer Theory and Intersectionality** and related areas.



Characteristics of DGCE

Ref: G. Cotter (2019)

Developing an understanding of the globalised world:

Developing an understanding of links between our own lives and those of people throughout the world, local-global interdependencies and power relations, global and local development and environmental challenges, and issues of identity and diversity in multicultural contexts.

This understanding is developed through:

Critically engaging with **KNOWLEDGE AND UNDERSTANDING**: exploring cultural, environmental, political, economic and social relationships and challenges at local and global levels, power inequalities, including those caused by patterns of production, distribution and consumption.

Developing a **VALUES** based approach to learning based on: values and attitudes which seek to bring about positive change, informed by values of justice, equality, inclusion, diversity, solidarity, resilience, sustainability, democracy, human rights and responsibilities and respect for self, others and the environment. Developing a sense of social responsibility, connectivity and belonging. A commitment to learning, taking action for change and a belief that you can make a difference.

Developing **SKILLS** competencies of critical (self) reflection, critical thinking, critical media analysis, political engagement and critical engagement with links between local and global issues. Developing 21st century skills such as communication, critical analysis, creativity, connectivity, co-creation and collaboration, with a social justice intent.

Promoting **ACTION** and supporting **active engagement**: This work implicitly and explicitly addresses and investigates attitudes and behaviours (of ourselves, and of others), particularly those that encourage and discourage responsible and informed action and engagement in a more just and sustainable world. DE empowers people to make a positive difference in the world.

Using Participatory and Transformative Methodologies:

DE is a **PROCESS** of learning which encourages **PARTICIPATORY** and **TRANSFORMATIVE** learning **METHODOLOGIES**: methodologies are active and learner-centred, reflective, experiential and involving seeing the world from multiple perspectives. They aim to empower the learner and change the role of the educator to one of facilitator of learning, entering into a mutually respectful relationship with learners.

Based on strong theoretical underpinnings:

DE is underpinned by strong **theoretical** positionality: From a 'development' perspective DE is influenced by theoretical positions such as post-colonialism, social justice, engaged citizenship, intersectionality, sustainability, feminism and human rights. From an 'education' perspective DE comes from a Critical Pedagogy position, which aims to transform oppressive power structures, alleviate human suffering, promote student empowerment. CP is not neutral, it is political. It has a social and educational vision of justice and equality based on concepts such as dialogue and Praxis – reflection, critical consciousness and action..

With the aim of promoting active local and global citizenship and a just world.

Empower people to participate in public affairs, strengthen civil society and foster a living democracy, enhance citizens' active involvement and engagement for social change within their local communities, and promote a sense of global citizenship and of co-responsibility at the global level

Strategic Planning Process



Desk Research

Investigation of university approaches to DGCE:

- DICE supports the integration of DE into initial teacher education (ITE) at primary level;
- Ubuntu promotes Initial Teacher Education DGCE at post-primary level;
- The School of Education, University College Cork, run the *Id Est Project: Integrating Development Education into Student Teacher Practice*;
- SUAS - run an interactive course one evening a week over a period of seven weeks on six university campuses in Ireland;
- No examples of university-wide DGCE modules found in Ireland;
- Developmenteducation.ie / UNESCO / Trocaire / Oxfam have useful resources.

Literature Review

A literature review was carried out on the following:

- ❖ Development Education history – Ireland;
- ❖ Development Education – policy context – Ireland, EU, International;
- ❖ Development Education – at UCC
- ❖ Critical Pedagogy;
- ❖ Development education definitions, theory and practice;
- ❖ Dev. Ed. in Higher Education

Internal Consultation

In collaboration with the Centre for Global Development (CGD) we met with 24 staff from all four UCC colleges. Some points arising were:

- Importance of a 'sustainable' approach to DGCE in UCC and need for funding;
- Guest speakers/seminars on themes, skills, theory;
- Linking people across UCC – cross-collaboration;
- We need Partners, e.g. global development NGOs for strategic actions;
- Could DGCE be part of a masters programme?;
- Interdisciplinary research;
- Confusion regarding terminology.

External Consultation

As part of this consultation process, we consulted with the following:

- ❖ Leading academics in Ireland – Cork, Dublin, Galway, London
- ❖ Leading NGOs in Ireland

Some findings are as follows:

- ❖ Very positive and interested in UW module;
- ❖ Strong view to keep DE terminology and not confuse with Education for Sustainable Development;
- ❖ Projects should be student led;
- ❖ Combining with creative arts, 21st century skills and storytelling viewed as positive;
- ❖ Importance of theory and practice – Freire.

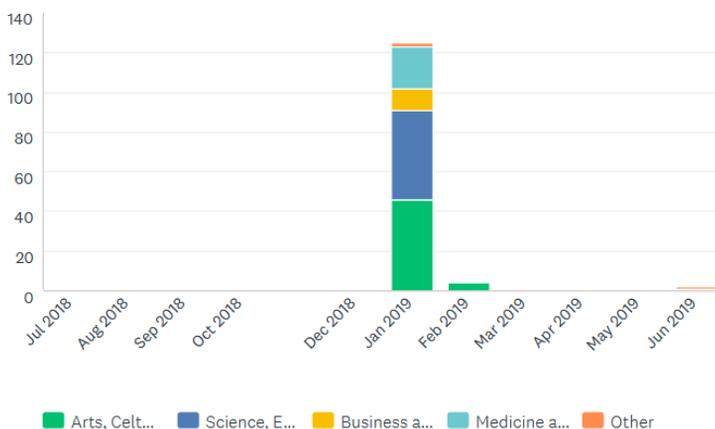
Student Survey



In total, 230 students answered a survey which was sent to all students in January 2019. Students were asked a total of eight questions. Three are presented below.

What is your college?

Majority were from the Arts, Celtic Studies and Social Sciences but Science, Engineering and Food Science is strongly represented as it Medicine and Health Sciences. Business and Law is represented to a lesser extent.



At UCC - have you ever studied DGCE?

ANSWER CHOICES	RESPONSES
Yes - I took a fully accredited module as part of my degree.	0.76%
Yes - I studied DGCE as part of one of my degree subjects.	0.76%
Yes - I took an informal course or workshop at UCC.	2.27%
No - I never studied this discipline and I not interested.	30.30%
No - I never studied this discipline but I am interested.	65.91%
If you said YES please name the module or informal course you have taken. Responses	3.79%

If you had the option of taking a module on 'Development / Global Citizenship Education' as an accredited module for your degree, would you take it?

ANSWER CHOICES	RESPONSES
Yes	42.42%
No	28.03%
Yes and I would like it to be only with people from my discipline.	6.06%
Yes and I would prefer to have students in the class from different disciplines.	35.61%
Where do you think this module would fit best? E.G. which year, subject or course in your degree might be a close match to incorporate this as a module or part of a course? Responses	20.45%

Staff Survey



In total, 52 staff members answered a survey which was sent to all staff in January 2019. Students were asked a total of eight questions. Three are presented below.

Having read the description of the course do you think it is a good idea? Why?

ANSWER CHOICES	RESPONSES
▼ Yes	88.46%
▼ No	0.00%
▼ Maybe	11.54%
▼ Why? Please give a reason for your answer.	Responses 61.54%

- I have been thinking about developing a module (or part of a module) that looks at the role climate change on Social Work. Its impacts are already visible to social work colleagues in other parts of the world. Most of our students have limited awareness of the centrality of the environment and have an anthropocentric world view. As an educator I'm concerned about this and believe it's important to help build student awareness of the urgency of the challenge so they can become critically engaged for the sake of their own futures.
- Particularly useful to students whose curriculum does not already include this type of content
- The skills and abilities that the course aims at cultivating are crucial to students' access at university and beyond. I include some of these skills in some of my evening classes.
- It seems like a useful response to a number of global and local challenges. I think it would help to inform students of the wider context of issues such as climate change, migration, human rights etc
- University wide modules are innovative and relevant to all. the content looks to create global citizens
- Too broad
- As the world becomes more connected, yet remains fragmented, competencies in these domains become increasingly important for multiple disciplines
- It links development and citizenship and these areas are not widely taught. I do assessments for the Teaching Council and many applicants fall short of the requirements by a small number of credits and this course would be very helpful. With Politics and Society coming on stream this will be very helpful for anybody considering teaching as a career
- Because you are uniquely positioned here in Ireland for such a course.
- Interdisciplinary learning and critical thinking are very valuable to students of all disciplines.
- Looks like a very interesting module, that would be of interest across a wide variety of disciplines.
- 'Philosophers have interpreted the world, the point however is to change it'.
- Better prepare students to consider social and cultural aspects in their future workplace. Create more well rounded thinkers.
- Employers are increasingly looking for students and graduates to demonstrate an ability to take critically informed, responsible actions on a social, cultural, environmental, economic or political challenge, injustice or inequality through engaged citizenship...they are also looking for those soft skills such as analytical, reflective, creative and digital competencies.
- I think that global development is one of the most important things for us to understand and be exposed to. It shows how we can work collaboratively and broadens the mind when it comes to learning and critical analysis of our own governments and societies.

Vision, Mission, Objectives

Vision

The UCC community, staff and students, are actively promoting and encouraging critical reflective engagement with the meaning and effectiveness of development education and global (which includes local) citizenship education.

Mission

To provide quality Development and Global Citizenship Education to UCC students, staff and local communities and to develop UCC as a centre of research excellence, knowledge exchange and publications in this field.

UCC's "Institutional focus on interdisciplinary thematic areas will be informed by ... the United Nation Sustainable Development Goals. High-level, interdisciplinary research areas of current interest include, but are not limited to: sustainability and climate action; future and emergent technologies; financial and business services; creative and engaged local/global citizenship; and chronic disease and food, health and social wellbeing".

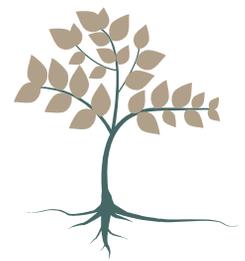
(UCC Strategic Plan 2017-2022: 35)



Objectives – PRAC

1. To integrate DGCE into UCC **pedagogy** at all academic levels;
2. To establish UCC as a centre of **research** excellence in the field of DGCE;
3. To ensure that UCC staff and students are enabled to engage in sustained, sustainable **action** for social change relevant to DGCE
4. UCC staff build their DGCE **capacity**.

Strategic Objectives, activities and Outcomes



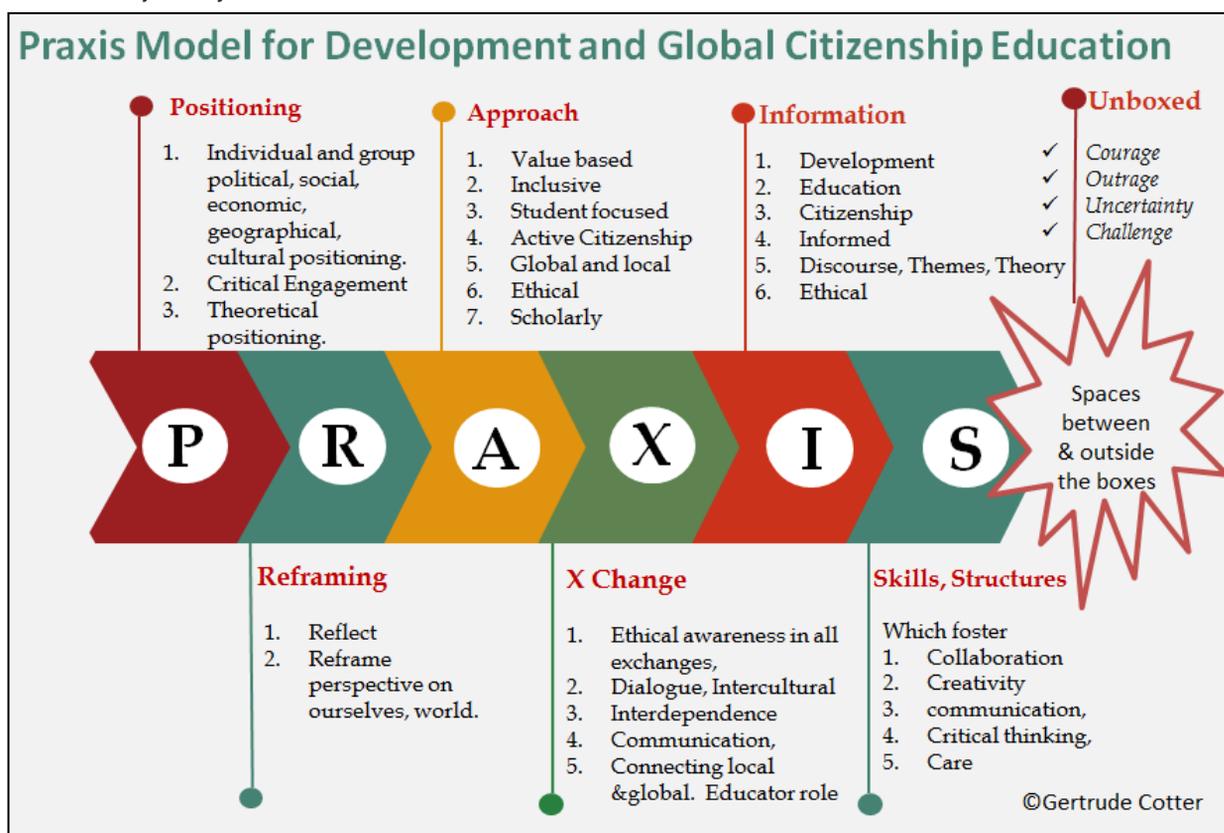
To be actioned by the Praxis Project, under the Centre for Global Development and in collaboration with the Centre for Innovation in Teaching and Learning (CIRTL).

PRAC Objectives	Activities 2019-2022	Outcomes
<p>Objective 1 To integrate DGCE into Pedagogy at all academic levels.</p>	<p>Year 1: Under-graduate students from four colleges can access quality DGCE as an accredited part of their under-graduate degree.</p> <p>Year 2: Post-graduate module available to UCC students.</p> <p>Year 3: PhD students can access DGCE module.</p>	<p>A minimum of:</p> <p>16 x undergraduate 8 x Postgraduate 6 x PhD students access full accredited modules in DGCE</p>
<p>Objective 2 To establish UCC as a centre of Research Excellence in the field of DGCE</p>	<p>Year 1: Collate literature review – Ireland and International - on cross-disciplinary and trans-disciplinary approaches to DGCE.</p> <p>Year 2: Joint action research project by four colleges on ‘the integration of DGCE’ into HE.</p> <p>Year 3: Joint action research project by four colleges on ‘the integration of DGCE’ into HE – what we are learning.</p>	<p>Year 1: Lit. review disseminated and available online to all students, staff in UCC and Irish HE institutions.</p> <p>Years 2 and 3: experiences and findings disseminated and available online to all students, staff in UCC and Irish HE institutions.</p>
<p>Objective 3 UCC staff and students are enabled to engage in sustained, sustainable Action for social change relevant to DGCE</p>	<p>Year 1: Develop strategic partnership with Irish Aid agency, Trócaire (undergrad students)</p> <p>Year 2: Develop strategic partnership with Irish Aid agency, Trócaire (undergrad and postgrad students)</p> <p>Year 3: Develop strategic partnership with Irish Aid agency, Trócaire (PhD students & staff)</p>	<p>Year 1 – 16 students carry out strategic project work.</p> <p>Year 2 – 26 students carry out strategic project work.</p> <p>Year 3 – 30 students carry out strategic project work. 20 staff strategically linked to partners.</p>
<p>Objective 4 UCC staff build their DGCE Capacity</p>	<p>Year 1 Key UCC staff from four colleges are engaging in the development of an interdisciplinary DGCE training for staff.</p> <p>Year 2: Key UCC staff from four colleges collaborate to facilitate an interdisciplinary DGCE training workshop for UCC staff.</p> <p>Year 3: Key UCC staff from four colleges collaborate to facilitate an interdisciplinary DGCE training workshop for UCC staff.</p>	<p>Year 1 8 staff receive DGCE training and develop interdisciplinary training workshops for staff.</p> <p>Year 2: at least 20 staff and PhD students attend 2xDGCE workshops.</p> <p>Year 2: at least a further 20 staff attend 2xDGCE workshops.</p>

Praxis Model DGCE



While models such as the one below do not in any way reveal the complexity of DGCE, it does help to guide the educator and student in their DGCE journey. The model places Freire's idea of praxis at the centre, since ultimately this work continues to be about "reflection and action directed at the structures to be transformed. Educators will find themselves entering into this space at different points in the diagram, it is not a linear progression and there is much coming back and forth between these points and approaches, which sometimes also intersect and sometimes not. Therefore the diagram should not be considered as a set of stages, but rather an elucidation of what educators and learners might think about in their DE journeys.



The sections referring to 'skills', 'information' and 'approach' are to be found in most definitions of DE. 'Structures' refer to the 'structures to be transformed' which can bring us to a more emancipated society. 'Positioning' and 'reframing' are from Sorrell's model. 'Positioning' recognises that socially constructed categories of difference, position is in terms of power and acknowledges that our own positioning impacts how we make sense of and act in the world. This applied to an educator, students, community participants and researchers. It encourages us to consider who can speak and who is silenced, who is benefiting and whose knowledge is privileged. Framing "different perspective-taking options" that we can learn to make available to ourselves. We need to be aware of frames of reference that include and exclude and learn to shift perspectives between macro, meso and macro frames. 'X-change' refers to dialogue, connection and relationship. The relationship between the global and the local, the relationship with 'the other' and the interdependence of people and planet. The 'unboxed' are those many things in DE which are hard to easily name or define but which nevertheless are important. Attributes such as courage or outrage or being resilient in the face of challenge, conflict and uncertainty. Finally, there are, as discussed, the spaces in-between and outside the boxes, the discomfiting sometimes messy places where DE often sits, within the academy, within the classroom and in the socially constructed boundaries between people, places and planet.

The Mission of the Praxis Project is to provide quality Development and Global Citizenship Education to UCC students, staff and local communities and to develop UCC as a centre of research excellence, knowledge exchange and publications in this field.



July 2019

Praxis Project, University College Cork
Funded by Irish Aid

