Policy and Practice
A Development Education Review

DEVELOPMENT EDUCATION AND SOCIAL JUSTICE

REPORT ON A DEVELOPMENT EDUCATION SEMINAR
1 March 2022

CENTRE FOR
GLOBAL EDUCATION

PRAXIS
Development and Global
Citizenship Education, UCC

Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

Acknowledgements

"The views expressed herein can in no way be taken to reflect the official opinion of Irish Aid"

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1 Centre for Global Education

The Centre for Global Education was established in 1986 to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that enables individuals and organisations to address the root causes of poverty, inequality and injustice at local and global levels. The Centre's resources and training programmes enable learners to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. They also provide the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

The Centre for Global Education's main aims are to:

- Act as a resource for research and education on global issues;
- Support the work of groups and organisations that foster social and economic equality at all levels;
- Facilitate networking and co-operation with relevant agencies and groups;
- Provide training and resources on development issues;
- Encourage the use of development education methodologies to bring about change at a local and global level;
- Network with partner organisations that share our values and commitment to social justice and equality;
- Enable action that addresses the root causes of poverty and injustice, locally and globally.

The Centre's Values are as follows:

- Partnerships with individuals and organisations working to create an equal and just world.
- Enablement of effective action to challenge global inequality and injustice.
- Ensuring our work is informed by the needs and ideas of the global South.
- Promoting active learning in all our work.

Contact details

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	E-bulletin:	http://www.centreforglobaleducation.com/ebulletin

2   Policy and Practice: A Development Education Review

Policy and Practice: A Development Education Review is a bi-annual, peer reviewed, open access journal which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past 17 years, 33 issues of the journal have been published on the journal's web platform: www.developmenteducationreview.com. Each issue of the journal is constructed around a theme chosen by an Editorial Group which also assists with the peer reviewing of articles. The strategic aims of the journal are to:

- Provide a space for practitioners to critically reflect on their practice;
- Discuss the main challenges faced by development education practitioners;
- Celebrate and promote good practice in development education;
- Debate the policy environment in which development education is delivered;
- Share new research in development education;
- Strengthen links between development education and related adjectival educations such as human rights and sustainable development.

In 2021, the *Policy and Practice* web site received 220,000 unique visitors and 250,000 in total from the global North and South. The top 10 visitor countries to the web site on the basis of pages viewed from January to December 2021 were the following:

Countries	Number of Pages viewed
USA	120,685
Philippines	42,206
India	41,117
Britain	29,994
Russia Federation	14,675
Canada	13,241
Ireland	12,431
Sweden	9,917
South Africa	8,886
Germany	8,230

The journal content is disseminated by EBSCO which is a United States-based provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. This has supported the dissemination of journal content to academic institutions across the world. The journal has also been accepted by Scopus, an abstract and citation database launched in 2004 which covers nearly 36,377 titles from approximately 11,678 publishers. The journal is also a publisher member of the Directory of Open Access Journals (DOAJ) which is 'a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals'. All of these journal directories enhance the promotion and dissemination of the journal and ensure its content supports teaching, learning and research.

Journal Citations

One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in May 2021 and showed that a total of 3,143 citations had been generated by journal articles; 339 citations were created in *Policy and Practice* articles and 2,804 in other journals and books. This total represented an increase of 579 on 2020. The citations have appeared in 472 journals and 248 books covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles have been cited in 318 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 86 non-governmental organization publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available here.
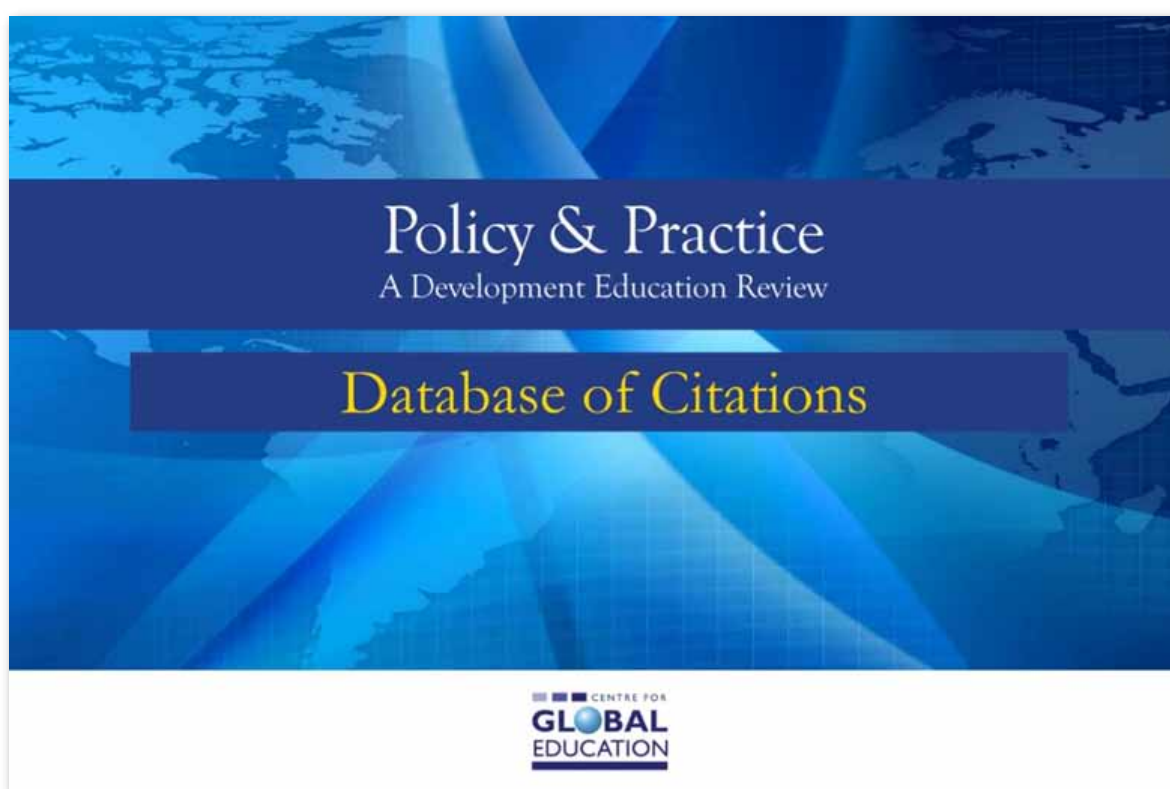
3   Aims of the Seminar

This seminar was organised to present and debate the content of Issue 33 of the Centre for Global Education's bi-annual, open access, peer reviewed journal *Policy and Practice: A Development Education Review*. The theme of this issue is 'Development Education and Social Justice' which takes stock of one of the cornerstones of development education, social justice, at a time when it is being assailed by the triple interlocking global threats of inequality, the COVID-19 pandemic and the climate emergency. Three of the articles published in Issue 33 were presented at this seminar and addressed the delivery of development education in the following contexts: pre-service education in Japan; Continuing Professional Development (CPD) in post-apartheid South Africa; and ethical communications among international development NGOs in Ireland. The seminar enabled authors to debate their articles with readers and facilitate discussion on good practice in development education. Each speaker presented their article for 10-15mins followed by questions.

The three papers presented at the seminar were:

•   Anti-Oppressive Global Citizenship Education Theory and Practice in Pre-Service Teacher Education
     Shawna M. Carroll

•   Why Opposites Don't Always Attract: Reflections on Binaries and Their Implications for Decolonising Development Communications and Education
     Eilish Dillon

•   Empowering Teachers as Agents of Social Cohesion: Continuing Professional Development in Post-Apartheid South Africa
     Joyce Raanhuis

The Speakers / Facilitator were:

Gertrude Cotter (Chair)
(Lecturer, Centre for Global Development, University College Cork and Academic Coordinator of Praxis: Development and Global Citizenship Education)

....

Shawna M. Carroll
(Senior Assistant Professor, Graduate School of Education, Okayama University, Japan)

....

Eilish Dillon
(Head of Department, Maynooth University Department of International Development, Ireland)

....

Joyce Raanhuis
(Doctoral student, Centre for International Teacher Education, Cape Peninsula University of Technology, South Africa)

....

The recording of the seminar is available
https://drive.google.com/file/d/10mYCngTHhS9LDNAYvKyGt1cBSyhx9u22/view?usp=sharing

4 Presentation by Shawna M. Carroll

Anti-oppressive
global citizenship education
theory and practice
in pre-service teacher education

Shawna M. Carroll
Okayama University
Graduate School of Education
scarroll@okayama-u.ac.jp

Introduction

- Contributed to oppression with individualising, liberal multicultural beliefs (Thobani, 2007)
- The "helper" versus the "saved/helped"

4 Presentation by Shawna M. Carroll

GCE: Background

- The goal of GCE: "aims to be transformative, building the knowledge, skills, values and attitudes... [for] a more inclusive, just and peaceful world" (UNESCO, 2015, p. 15)
- GCE has many strands and political commitments (Dill, 2013; Franch, 2020; Veugelers, 2011)
- Development or "helping" through projects of civilising "them" are seen in common, soft forms of GCE (Andreotti, 2006)
- Neoliberal and liberal multiculturalism education aim to include the 'Other' into the dominant system, which ignores systemic oppression and unequal power relationships

The aim of this anti-oppressive GCE framework...

Educators & their students can understand oppression as systemic & their role in dismantling with 3 parts of this framework:

1. Understand systemic oppression

2. Go beyond inclusionary policies

3. Be reflexive of the ways their subject positions are fluid, multiple, and dependent on different contexts

4 Presentation by Shawna M. Carroll

4 **Presentation by Shawna M. Carroll**

Discrimination

- This is your action based on your prejudice

- Our **thoughts determine** our **actions** (both conscious & unconscious) (Greenwald, Banaji, and Nosek, 2015)

What is Oppression?

- Oppression is not individual, it is based on institutional power and control
- Oppression is the system that allows 1 group to enforce prejudice & discrimination in society
- The dominant group imposes its beliefs and culture (what is normal?)
- You do not have to do an individual action for oppression to exist
- These systems are often invisible to the dominant group or taken-for-granted

4 Presentation by Shawna M. Carroll

Self-Reflexivity & Systems of Oppression

- There are a variety of power dynamics that exist in all classrooms
  - Race and ethnicity
  - Gender
  - Sexuality
  - Ability

Self-Reflexivity & Systems of Oppression

- The understanding of systemic oppression cannot be separated from one's own investment in it
- Self-reflexivity is a life-long process
- Language, culture, and power-hierarchies continue to change

4 Presentation by Shawna M. Carroll

Beyond Inclusion

- Inclusion can reproduce power imbalances and colonial relationships through assimilation policies (Arvin, Tuck, and Morrill, 2013; Thobani, 2007)
- Who is being included into what and on whose terms? (Arvin, Tuck, and Morrill, 2013; Kumashiro, 2002)
- When inclusive practices do not question systemic oppression, they are superficially including 'Others' into a system that promotes colonization, heteropatriarchy, and the erasure of Indigenous peoples (Arvin, Tuck, and Morrill, 2013; Ueno, 2007)

Anti-oppressive GCE practices within language education

4 Presentation by Shawna M. Carroll

Before Class

- Post all materials online 1 week before each class for accessibility
  - This can help balance power in the class

- Post the syllabus 1 week before the course begins
  - Translate into Japanese (or students' first language)
  - Include weekly topics, readings, and assignment deadlines & instructions
  - Share information about plagiarism, extension requests, etc.
  - Ensure students understand gender-neutral pronoun usage, non-tolerance of discrimination, mental health resources available on campus, and accessibility resources on campus

First Class

- Welcome survey
  - Variety of topics which give students the opportunity to disclose minoritised subject positions, mental health concerns, worries, and experiences

- Self-introductions
  - Invite students to share pronouns (if they are comfortable doing so) and normalise sharing pronouns in order not to make assumptions about other peoples' genders
  - Important in developing the anti-oppressive community, online or face-to-face

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03
Self-reflexive activities

Meditation

- A self-reflexive practice at the beginning of class (2 min)

- Introduce different meditations for students to experiment (i.e., counting breath, mantra, visualisation, body scan, etc.)

- Asking students to look inward is key to an anti-oppressive space

- By focusing on ourselves rather than 'the Other,' we can learn to "know, understand, and challenge [our] own investment in colonial dominance and self-identification" (Cannon, 2012, p. 24)

4 Presentation by Shawna M. Carroll

Other self-reflexive activities

- Connect all topics to the students and their intersectional identities

- Please view the published version of this paper for more specific activities

Closing
- This is only 1 way to create anti-oppressive spaces
- The key focus of this framework is on
  1. understanding systemic oppression,
  2. moving beyond inclusion, and
  3. understanding & being reflexive of our constitutive subjectivities and connections to oppression
- Individual experiences are based on these interconnected systems of oppression and are always contextual

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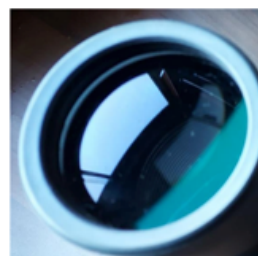For more questions, concerns, or comments, please contact me at: scarroll@okayama-u.ac.jp

5 Presentation by Eilish Dillon

Policy and Practice – Issue 33 – Development Education and
Social Justice Seminar – 1st March 2022

Dr. Eilish Dillon
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Maynooth University
Email: eilish.dillon@mu.ie

Article -

Why Opposites Don't Always Attract: Reflections on Binaries and their Implications for Decolonising Development Communications and Education

• **Builds on research and concerns in global education and communications...**

• **Discourses**
• **Decoloniality**
• **Representations**
• **Ethics**

5 Presentation by Eilish Dillon

Context

Research on Ethical Communications in GD with Dóchas – 2020 – 21

Concerns around binaries… big debate – fundraising vs education with communications, campaigning and advocacy in between…

One Communications Manager… *"you'll get those conflicts, so it's like both sides are defending their interests. So I suppose it's to be expected, you'd want that cut and thrust, so that always the coms and advocacy side of the house is trying to push back, what we're trying to do is achieve a power balance but it doesn't always work".*

An educator within an IDNGO described it as : *"there's a lot of tension in all agencies about fundraising and the department I'm working in…*

Shifting the Lens on Ethical Communications in Global Development:
A Focus on NGDOs in Ireland

Dr. Eilish Dillon

Maynooth University

https://mural.maynoothuniversity.ie/14972/

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Lots of other binaries…

- Concerned about binary thinking… perspectives and assumptions (ontologies) … language (discourses) … and their effects on relationships, practices, the way the world is constructed…

- **Binaries of :**
- **Place** – North/South, Local/Global
- **Identity** – us/them, black/white, gay/straight, men/women;
- **Power** – structure/agency, powerful/powerless, agent/victim;
- **Development status** – developed/developing, donor/beneficiary, NGO/community;
- **Being and knowledge** – rationality/emotionality, mind/body, real/not real;
- **What counts** - measurable/not measurable, individual stories/context, the positive/negative.

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Main argument...

- Need to **understand, critique and shift binaries** in order to decolonise development communications and DE.

- By **decolonising development communications and DE**, I mean challenging colonial and modernist discourses and representations around development – understanding the cultural, discursive, organisational and institutional processes which produce and reproduce forms of communication based on colonial assumptions, exploitative relationships and exclusionary practices and creating spaces for alternatives based on diversity, respect, equality and sustainability...

- **Decolonising development and global education is not easy**... but it is essential if DE is to be as critical and transformative as it claims to be...

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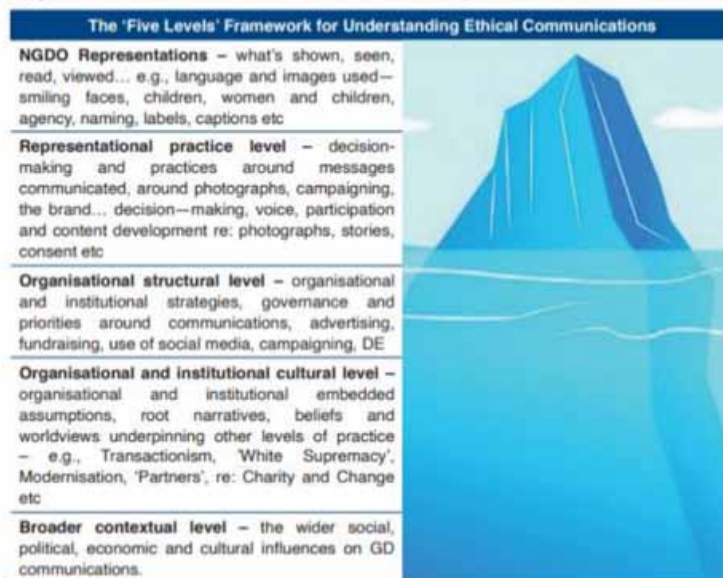of Ireland Maynooth

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Research on GD Communications...

Interviews (36), questionnaires (12) and focus group discussions (x2 – 13). Nov. 2020 – April 2021.

Total = 61 participants – including 25 senior managers, 13 section managers, 17 working at officer level. Most from NGDOs – 9 from outside; 5 of African descent.

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Diagram 1: The 'Five Levels' Framework for Understanding Ethical Communications

The 'Five Levels' Framework for Understanding Ethical Communications
NGDO Representations – what's shown, seen, read, viewed... e.g., language and images used— smiling faces, children, women and children, agency, naming, labels, captions etc
Representational practice level – decision-making and practices around messages communicated, around photographs, campaigning, the brand... decision—making, voice, participation and content development re: photographs, stories, consent etc
Organisational structural level – organisational and institutional strategies, governance and priorities around communications, advertising, fundraising, use of social media, campaigning, DE
Organisational and institutional cultural level – organisational and institutional embedded assumptions, root narratives, beliefs and worldviews underpinning other levels of practice – e.g., Transactionism, 'White Supremacy', Modernisation, 'Partners', re: Charity and Change etc
Broader contextual level – the wider social, political, economic and cultural influences on GD communications.

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What binaries do...

- **Establish hierarchies** in development thinking, organisation and practice which emphasise the interests of some over others and some things over others, and which disconnect us from interdependent realities...

What binaries do...

- **Polarise positions and set up oppositions** around contested areas of development practice and communications. This makes critique from apparently opposite sides of an argument difficult and it stifles negotiation around meanings and mutual learning...

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Monochromatic, dualistic, simplistic, fixed...

- A 'binary view of development', according to President Michael D. Higgins,

....'can all too easily slide into a sense of condescension grounded in unspoken feelings of superiority. At the very least, it divides the world in two, with one side depicted as helpless victims, and the other as their well-meaning saviours' (cited in Zomer, 2015: 148).

Emerging critique of the binary (and implicit racist) reporting of war in Ukraine... how could this happen among Europeans in the 'civilised world'? And... evidence of it in discourse of a post-COVID world with deaths worldwide 60 - 80,000 every week in 2022 ...

Tension fundraising vs Education... Binaries...

Means and Ends

Immediate vs long-term imperatives

Result and process separated

Ends justify the means

People aim to be 'as ethical as possible'

Educators implicated – salaries raised on basis of fundraising strategies

Difficult to challenge what is seen as 'opposite' – not 'our domain'

Focus often on fundraising and not sufficiently on education discourses

Needs 'on Ground' vs Sensitivities 'Here'

Limited and distorting idea dev = overseas development intervention or assistance or aid

Obscures understandings of dev's associations with capitalist expansion, modernity, coloniality...

Underplays the role of education etc in challenging systems and supporting alternatives.

Supports assumption that fundraising needs to be directed at what audiences will respond to.

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5 Presentation by Eilish Dillon

To conclude...

- Important implications from discussion of binaries for DE and Social Justice in terms of racism, decolonising DE – assumptions about who 'we' are in terms of participants and practitioners

- Drawing on and using simplistic, oppositional categories limits and distorts our understanding and engagement with the complexities of development, with our own complicity and with meaningful relationships among equals.

- Taking a step back, examining and challenging these binaries is important for decolonising development communication and education.

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More...

Maynooth University

New Certificate in Global Citizenship Education
for Practising Educators at Maynooth University, September 2022

Participants undertake a compulsory module on *Contemporary Global Development Issues, Challenges and Responses* - 10 credits, as well as choosing from a range of 5 credit elective options:

Sharing the World: Education, Pluralism, and Conflict

Community and Youth Work Practice: Local Issues, Global Lens

Critical Reflective Practice in Global Citizenship Education

Decolonising the Curriculum

Led by the Department of International Development, it is run in association with the Departments of Education, Adult and Community Education, Applied Social Studies and the Froebel Department of Primary and Early Childhood Education at Maynooth University.

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Shifting the Lens on Ethical Communications in Global Development:
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Dr. Eilish Dillon

Maynooth University

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6 Presentation by Joyce Raanhuis

6 Presentation by Joyce Raanhuis

Post-apartheid South Africa

- *South Africa became a democratic country since 1994*

- *Overcoming the lasting effects of apartheid: unequal and racially segregated education system*

- *Teachers needed to be retrained with adequate skills, knowledge and attitudes for lifelong learning*

- *Policy provision for social cohesion and the roles of teachers (e.g. NPC, 2012; DPME, 2020)*

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Social Cohesion

"[t]he degree of **social integration and inclusion in communities and society at large,** and the extent to which **mutual solidarity** finds expression **among individuals and communities**.

In terms of this definition, a community or society is cohesive to the extent that the **inequalities, exclusions and disparities** based on ethnicity, gender, class, nationality, age, disability or any other distinctions which **engender divisions, distrust and conflict are reduced and/or eliminated** in a planned and sustained manner – this with community members and citizens as **active participants, working together** for the attainment of **shared goals, designed and agreed upon to improve the living conditions for all**." (DAC, 2012)

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6 Presentation by Joyce Raanhuis

Development Education and Continuing Professional Development

- Equity oriented
- Recognising all forms of knowledge
- Lifelong process of learning and unlearning
- Beliefs and values
- Requires cycles of reflection and critical thinking
- Knowledge, skills, attitudes and values to promote positive change

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Methods

- CPD programme observation
- Semi-structured interviews (10 teachers and 1 facilitator)
- Document analysis of CPD programme materials
- Discourse analysis (Gee, 2014)

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6 Presentation by Joyce Raanhuis

Aims CPD programme

Providing teachers with a better understanding **to manage and embrace challenges** with regards to **diversity, transformation and social cohesion**.

The programme provides strategies to:

- *Understand and create an awareness of individual differences*
- *Developing cultural intelligence*
- *Overcoming unconscious bias*
- *Strategies to create safe spaces*

(Programme overview, 2017)

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Themes

Contributing to knowledge and understanding
- *Cultural, environmental, economic, political, social relations*
- *Challenging dynamics of power and inequalities*

Strengthening values and attitudes for global change
- *Values of equality, diversity, sustainability, democracy, human rights and responsibilities*

Enhancing skills and competencies
- *Pedagogical enactment*
- *Exploring multiple perspectives*

Motivations to promote positive change
- *Making connections between one's personal life and global justice issues*
- *Empowerment to make a positive difference*

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6 Presentation by Joyce Raanhuis

Contributing to knowledge and understanding

"The two principals [facilitators] were from very **like-minded environments**.... They should get someone from a school **that represents a bigger working-class environment.**"
English teacher, school 3

"...I still fail to understand why there are **no presenters from other racial groupings**? ... **Do they know enough** or is it just what they read in books? Which are mainly American. Don't we have South African stories and there any writings about South Africa for South Africans?"
IsiXhosa teacher, school 1

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Strengthening values and attitudes for global change

"That did make me become a little bit **more aware of my surroundings**, aware of **other people and their reality as opposed** to my **'Coloured reality'** and what I've grown up with ..."
English teacher, school 2

It made me aware of **those biases that I have in a classroom** because **sometimes you don't realise** that it's actually something that you don't necessarily pounce on"
Life Orientation teacher, school 2

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Enhancing skills and competencies

"It did equip me because the scenarios that they used, it makes you take it back to class, for instance, the case of maybe dealing with a learner you understand. Because **sometimes you will deal with a learner, thinking that this learner is misbehaving, not knowing that there is something beyond that.**"

IsiXhosa teacher, school 2

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Motivations to promote positive change

"**There needs to be a continuation** in order for you to change and to instil it"

Technology teacher, school 2

"I think what they should do is actually **have a programme design which we take back to school**, so it's part of the mechanism of the programme, **so it's not really us forcing it**"

Afrikaans teacher (2), school 1

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Conclusion and final remarks

- Facilitators play an important role in the knowledge production of CPD programmes

- Teachers' self-awareness, self-reflection and self-reflexivity are essential in changing beliefs and attitudes. However, this process requires time and space.

- New skills and competences can be acquired during CPD programmes to support critical thinking and to connect their new learnings to local and global contexts

- The ability to bring about positive change is highly influenced by contextual factors of the school, as well as opportunities for a continuation of the learnings of the CPD programme

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Contact: Joyce.Raanhuis01@gmail.com

CURRENTLY AVAILABLE FOR COLLABORATIONS AND POST-DOCTORAL OPPORTUNITIES

Centre for International Teacher Education
Cape Peninsula University of Technology
Mowbray Main Campus
Room 2.45

7 *Policy and Practice: A Development Education Review Call for Contributors*
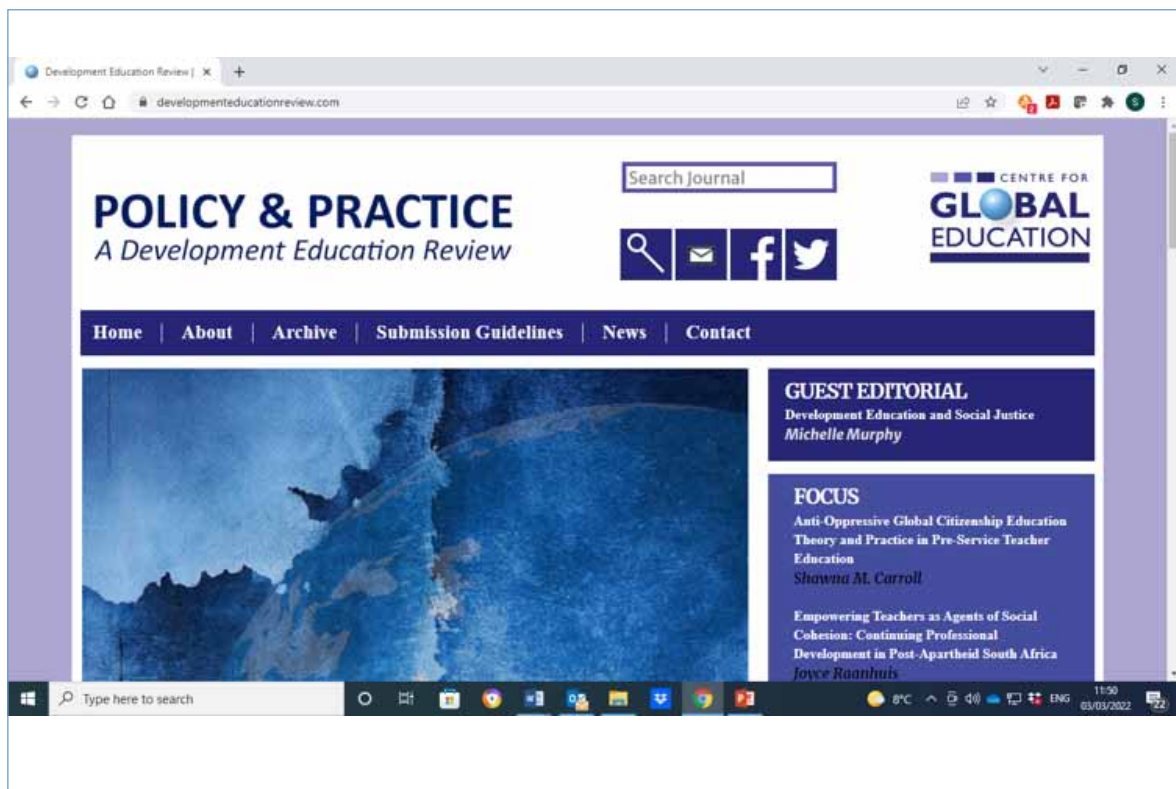

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## 7 Presentation on *Policy and Practice: A Development Education Review*

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Policy and Practice Special 15th Anniversary Special Edition

This is a special commemorative, fifteenth anniversary collection of the Centre for Global Education's bi-annual, peer reviewed and open access journal *Policy and Practice: A Development Education Review*. The journal celebrates and promotes good practice in development education; a radical and transformative educational process that empowers the learner to become actively engaged in efforts to eradicate poverty in justice both locally and globally. Since 2005, *Policy and Practice* has become an articulate vehicle for debating inequalities within and between the global North and South, and for encouraging active engagement with the issues underpinning poverty and injustice. This special collection carries articles by leading scholars in the field who debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.

Policy and Practice debates and affirms the transformative capacity of education to create a more just and equal world and this is an essential collection for anyone interested in exploring the role of education as a means toward progressive social change. It contains 32 articles on a wide range of topics including: climate change, migration, gender, Latin America and human rights. The contributors include: Vanessa Andreotti, Douglas Bourn, Su-ming Khoo, Sarah Stein, Alejandra Boni and David Selby.

Edited by**:** Antonella Acinapura, Niamh Gaynor, Bernie Grummell, Su-ming Khoo, Mags Liddy, Benjamin Mallon, Gabriela Martínez Sainz, Gerard McCann and Stephen McCloskey.
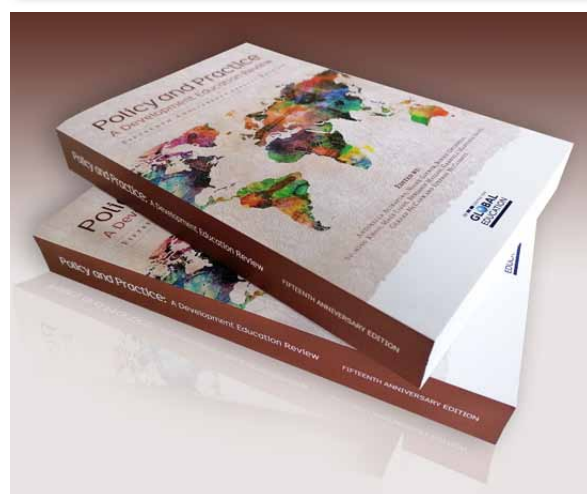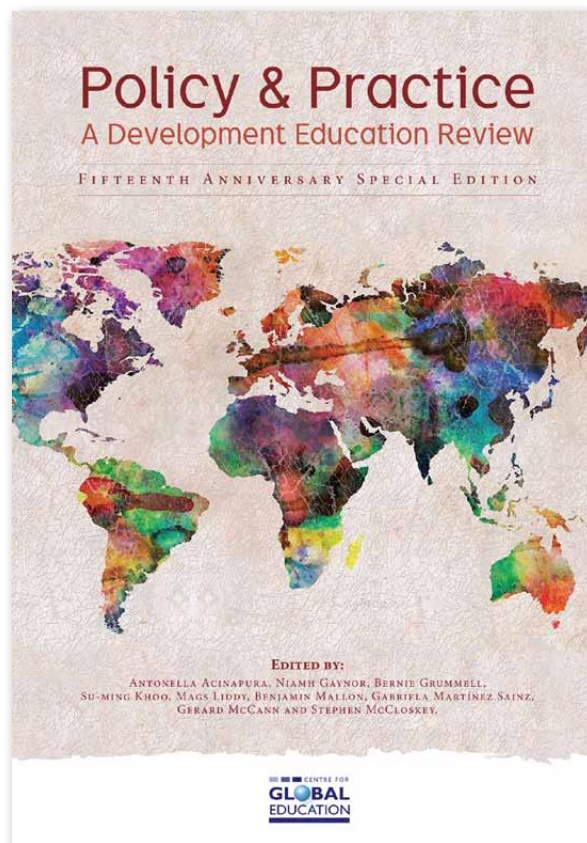
March 2021, ISSN: 1748-135 X | 400 pages | 140mm x 215mm |Price £14.00 | €16.00 | $19.00 plus P&P Publisher: Centre for Global Education.

Available to buy at: https://publications.centreforglobaleducation.com/

(8) Presenters/Facilitators

Gertrude Cotter is a Lecturer at the Centre for Global Development, University College Cork. She lectures in the field of Development and Global Citizenship Education. She is the academic coordinator of the Praxis Project, UCC's flagship project aiming to promote and integrate Development and Global Citizenship Education across the university. This project is based at the Centre for Global Development. She is also the co-academic coordinator of 'Id Est' a project which introduces student teachers to Development Education. In addition, she presents the Global Hub Radio Programme at Community Radio Youghal.

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Eilish Dillon is Head of Department at the Maynooth University Department of International Development. She has a long-standing interest in discourses and representations of development, in critical global education and in transformative pedagogies. She has facilitated development education and development studies programmes and courses in various contexts since the 1990s.

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