

1950s – 1960s

EMERGENCE OF DEVELOPMENT EDUCATION

In the late 1950s and 1960s, development education emerged globally amid decolonisation and new nation formations. It sought to enhance understanding of global social, economic, and political changes. Coined in the late 1960s, 'development education' grew from aid agencies, churches, non-governmental organisation (NGOS), and the UN, highlighting educational needs beyond activities such as fundraising. Events like the Vietnam War and the Biafran famine influenced this shift.



Credit: Irish Global Solidarity in 100 Objects – Film Reel – Biafra <https://developmenteducation.ie/100objects>.

This film reel contains actual footage exposing the realities of the conflict in Biafra, Nigeria, filmed by Fr. Mike Doheny, C.S.S.P. This was critical in raising awareness of the complex issues in Biafra, and instigating support from Ireland.

The first phase (Fiedler et al, 2011) of development education in Ireland (1950s–1973) responded to these injustices and underdevelopment, highlighting the need for public awareness and support for transformative global changes (Sutton, 1977; O'Sullivan, HistoryIreland.com). This led to initiatives aimed at raising Irish public awareness about development challenges, seen as crucial for supporting transformative changes to tackle global injustice (Sutton, 1977).

(Source: Matthias Fiedler, Audrey Bryan and Melíosa Bracken: *Mapping the Past, Charting the Future: A Review of the Irish Government's Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland*. 2011)

1960s

FORMATION OF THE OECD

1960 Ireland, along with 19 other countries signs the convention founding the OECD.

The Convention on the OECD was signed in Paris on 14 December 1960 when the Organisation for European Economic Co-operation (OEEC), formed in 1948 to administer aid under the Marshall Plan for the reconstruction of Europe after World War II, was reconstituted as the Organisation for Economic Co-operation and Development, "in order to strengthen the tradition of co-operation and apply it to new tasks and broader objectives".



Credit: Convention on the OECD – OECD. <https://www.oecd.org/legal/oecd-convention.htm#Supplementary%20Protocols>

Pre-1970s

IRELAND'S INVOLVEMENT IN DEVELOPMENT CO-OPERATIONS

Up to mid-1970s, Ireland's involvement in development co-operation mainly linked to missionary activity and, to a smaller extent, NGO activity.

1916: Birth of a Nation and of an Irish Missionary Movement



Credit: <http://bitly.ws/G42S>

Awakening a Missionary Consciousness

On October 10, 1916, the bishops of Ireland gave permission for the founders of the Maynooth Mission to China (afterwards known as the Missionary Society of St. Columban) to begin recruiting and collecting money to send Irish missionaries to China. Frs. Galvin and Blowick launched a monthly missionary magazine, *The Far East*, in Ireland in 1918 to gain the support of the Catholics of Ireland for the new Society and its activities.

Source: <https://columban.org/index.php/magazine/1916-birth-nation-and-irish-missionary-movement>

1973

ESTABLISHMENT OF TRÓCAIRE

Trócaire established.

Funding split three ways:

- 70% on long-term projects
- 10% on emergency relief
- 20% on development education.

Allocation of one-fifth of income on DE was 'one of the distinguishing characteristics of Trocaire' reflecting a belief 'that unless there was public awareness of development and the political will to bring about greater justice, there would be little change in the relationships between rich and poor' (Dillon, 2009, p.7)



Group of volunteers attending the UN sessions in Geneva in October 2019 to campaign for a Treaty on Business and Human Rights. <http://bitly.ws/G4xP>

1974

ESTABLISHMENT OF APSO, IRISH AID AND VALC

APSO – Agency for Personal Service Overseas –

Set up by DFA to recruit and train people for overseas aid programmes. Increasing involvement of ‘ordinary people’ resulted in a growth of DE activities in the 1980s (Dóchas, 2004, p19)

1974

Irish Aid

The Irish government’s programme of Official Development Assistance (ODA) established by then Minister of Foreign Affairs, Dr Garret Fitzgerald, to oversee its Bilateral Aid Programme (BAP).

1974

NGOs create a network

Voluntary Agencies Liaison Committee (VALC) to provide a collective platform for interaction with the new state body – Irish Aid – and to lobby for dedicated resources for the overseas aid programme. At the same time the Irish National Assembly was set up to facilitate interaction with the European NGO sector (Dóchas)

These developments mark the beginning of Phase 2 of the evolution of Development Education in Ireland (1973-1986), when the Development Education Agenda opened up. (Source: Matthias Fiedler, Audrey Bryan and Meliosa Bracken: *Mapping the Past, Charting the Future: A Review of the Irish Government’s Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland. 2011*)



1974

ADOPTION OF UNESCO FRAMEWORK

Adoption of UNESCO's Recommendation Concerning Education for International Understanding, Co-operation and Peace (1974): This global framework set the stage for development and global education, emphasising the importance of international understanding and peace.



Source: <https://unesdoc.unesco.org/ark:/48223/pf0000385131>

1975

ESTABLISHMENT OF COMHLAMH

Comhlámh set up to provide support for what were then termed ‘returned development workers’. Began to co-ordinate longer-term DE activities and was instrumental in setting up a regional network of DE centres (Dóchas, 2004).

The organisation still places GCE at it’s centre:

“For Comhlámh, global citizenship education is at the heart of everything we do. It shapes our courses and trainings, our #firstweds debates, our support for good practice in international volunteering, as well as our accompaniment of member groups who are active on a wide range of social justice issues. It also informs how we, as a team, work with and support each other”.



Credit: Comhlámh’s website 2023: <https://comhlamh.org/>

1979

FIRST ALLOCATION OF FUNDS FOR DEVELOPMENT EDUCATION

First allocation of funds for Development Education.

The Dail Debate on 13th February, 1979 indicates that £33,840.53 was granted to a number of NGOs (Concern, CONGOOD, Comhlámh, Christian Aid, VSI, Irish Council for Overseas Students, Trócaire) and media (Éamonn de Buítléar, Lensmen Ltd).

Dáil Éireann, Volume 311 – 13 February 1979

The screenshot shows the official website of the Houses of the Oireachtas. The header includes the Oireachtas logo and navigation links for Bills & Acts, Debates, TDs & Senators, Committees, Visit & Learn, and a search function. The main heading is 'Dáil Éireann debate - Tuesday, 13 Feb 1979 Vol. 311 No. 6'. Below this, there is a 'Share this page' link. The left sidebar contains a 'Debates' menu with options like 'Find a debate', 'Dáil debates', 'Seanad debates', 'Committee debates', 'Find a vote', 'Dáil votes', 'Seanad votes', 'Committee votes', 'Parliamentary questions', and 'Written questions'. The main content area is titled 'Written Answers. - Development Education.' and includes a 'Back to table of contents' link. The question is numbered 202 and is asked by Mr. Horgan. The answer is provided by the Minister for Foreign Affairs, Mr. O'Kennedy. The text of the answer states: 'The overall amount allocated for development education in 1978 was £35,000. Of this a total amount of £33,840.53 was spent. Details of the various projects for which funds were provided are given underneath. Bilateral Aid Fund 1978. Development Education Allocation: £35,000'.

Written Answers. - Development Education. – Dáil Éireann (21st Dáil) – Tuesday, 13 Feb 1979 – Houses of the Oireachtas: <https://www.oireachtas.ie/en/debates/debate/dail/1979-02-13/60/>

1979/1982

ADVISORY COUNCIL ON DEVELOPMENT COOPERATION ESTABLISHED

Advisory Council on Development Cooperation (ACDC) established, 1979.

Development Education sub-committee formed in June 1980.

In 1979, the Minister for Foreign Affairs announced the establishment of an advisory council – Advisory Council on Development Cooperation (ACDC) – which met for the first time in 1980. A development education subcommittee was formed and began meeting in June 1980. The subcommittee recommended a major study of knowledge and attitudes towards development cooperation in Ireland. In 1982, ACDC published its first report on development education in Ireland, citing the results of the survey and making a number of recommendations for future development education policy.

In 1982, ACDC published its first report on development education in Ireland, citing the results of the survey and making a number of recommendations for future development education policy. The survey found that while Irish people appeared to be ‘aware of the Third World and have definite ideas on the causes of poverty there’, many respondents were ‘not aware in any detail of the Government’s work. Recommendations made by the ACDC on foot of this survey included a clear need to provide information on the Government’s own programmes in Zambia, Tanzania, Sudan and Lesotho and an increased concentration in development education programmes on the interdependence of nations (ACDC, 1982)



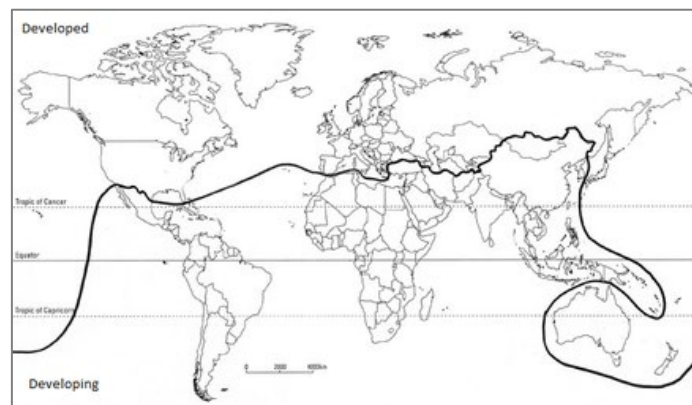
Credit: Houses of the Oireachtas: <https://www.oireachtas.ie/en/debates/debate/dail/1979-02-13/60/>

1981

BRANDT REPORT

Brandt Report produced by the Independent Commission for International Developmental Issues advocated substantial increase in aid from Western Europe to 0.7% of GNP.

It also suggested that there was insufficient public knowledge of the facts and that media reports often emphasised the 'threat' from the South without mentioning how the North benefits from current trading practices. Cited by the Minister for Foreign Affairs at the time, as 'probably the most important document on North-South matters to appear in our time' (Dáil Éireann – Volume 325, 09 December 1980.



The Brandt Line is a visual depiction of the North-South divide between their economies, based on GDP per capita, proposed by Willy Brandt in the 1980s. It encircles the world at a latitude of 30° N, passing between North and Central America, north of Africa, the Middle East and most of East Asia, but lowered towards the south keeping Japan, Australia, and New Zealand above the line.

<https://en.wikipedia.org/wiki/Brandt>

Influence of the Brandt Report

The Brandt Report, produced in 1981 by the Independent Commission for International Development Issues, played a crucial role in shaping Ireland's approach to development education. It advocated for a substantial increase in aid from Western nations and highlighted the lack of public knowledge about North-South economic relationships. The report influenced Irish policies by emphasizing the need for improved public awareness and a more nuanced understanding of global interdependencies.

1986

BLOCK GRANT

The mid-1980s saw a number of progressive moves by the Department of Foreign Affairs in the promotion of development education activities. A report published by ACDC (Advisory Council on Development Co-operation) in 1985 recommended an increase in resources for development education activities within the formal education sector and that 5 per cent of the funds for the Bilateral Aid Programme be allocated to development education. While funding for development education did not reach this target, official financial support did increase significantly.



In 1986, the Irish Department of Foreign Affairs allocated a block grant to HEDCO (Higher Education for Development Co-operation) to promote D.E. in schools and universities. This initiative marked a significant government investment in embedding development education within the formal education sector, reflecting an understanding of the importance of educating young people about global development issues. It marks the start of what Fiedler et al (2011) consider the Third Phase (1987–2000) of the evolution of DE in Ireland leading to further Coordination and Institutionalisation of Development Education.

(Source: Matthias Fiedler, Audrey Bryan and Melíosa Bracken: *Mapping the Past, Charting the Future: A Review of the Irish Government's Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland*. 2011)

1986

DESC OPENS IN DUBLIN AND LIMERICK

The Development Education Support Centre – DESC – was established in 1986. It was fully funded out of the Irish bilateral aid programme and responsible for providing professional support to organisations working in development education.

Two Support Centres opened in the grounds of teacher education colleges in Dublin and Limerick. While the Support Centres offered assistance and support across the sector, it was particularly influential in mainstreaming development education in the formal education sector, piloting interventions in Initial Teacher Education programmes and in a number of primary schools. DESC was abolished in 1994 and replaced by the NCDE.



Mary Immaculate College in Limerick: link -

<https://www.readkong.com/static/87/95/87952697c7c46b3eb4b6ab451b5ac01e/mary-immaculate-college-university-of-limerick-student-4527546-2.jpg>

1995 – 1998

OECD INTERNATIONAL REPORT

Organisation for Economic Co-operation and Development (OECD) international report stresses the need for governments to spend more money domestically on development education suggesting that lack of expenditure in this area ‘together with a cacophony of “messages” from diverse sources about development aid may help explain a growing ambivalence of public and therefore parliamentary opinion on aid matters’ (OECD, 1995a, p85-86, cited in O’Neill, 1994, p187).

An OECD Development Assistance Committee (DAC) review of Irish aid highlights weaknesses under the heading public awareness – tendency of public to see aid as short-term relief rather than long-term sustainable development and the lack of public awareness of the government’s official aid programme. The report calls for ‘a much more active information policy on Irish aid and a new approach to development education in Ireland’ (OECD, 1995b, p12)

1998

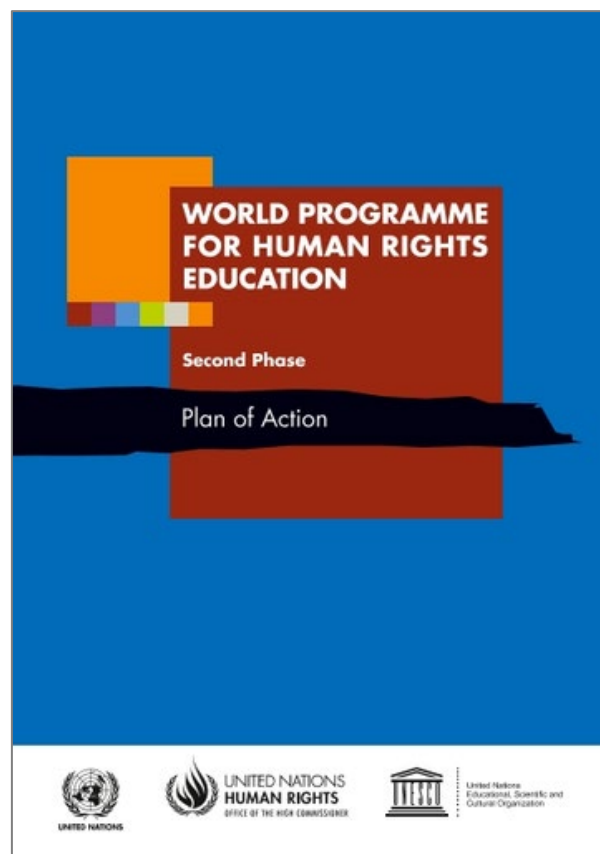
OECD DAC review concludes that the Irish government probably spends a higher portion of its ODA budget on development education than any other DAC country (OECD, 1998, p86)



1995-2004

Launch of the UN Decade for Human Rights Education

A pivotal international initiative that underscored the importance of human rights education, a key component of global education.



World Programme for Human Rights Education: second phase; plan of action 2012.
<https://unesdoc.unesco.org/ark:/48223/pf0000217350>

2000

THE MILLENNIUM DEVELOPMENT GOALS (MDGS)

The United Nations Millennium Development Goals (MDGs) are the eight goals set by the 189 UN member states in September 2000 and agreed to be achieved by the year 2015. The Millennium Declaration was signed at the September global summit held at the UN headquarters in New York and the 149 international leaders in attendance committed to combating disease, hunger, poverty, illiteracy, discrimination against women and environmental degradation. The MDGs were derived from this Declaration, and specific indicators and targets were attached to them.

The following are the eight Millennium Development Goals:

1. to eliminate extreme poverty and hunger;
2. to achieve global primary education;
3. to empower women and promote gender equality;
4. to reduce child mortality;
5. to promote maternal health;
6. to fight malaria, HIV/AIDS, and other diseases;
7. to promote environmental sustainability; and
8. to develop a universal partnership for development.



Source: <https://www.mdgmonitor.org/millennium-development-goals/>

2003

WHITE PAPER ON IRISH AID

The early 2000s saw a renewed focus in Ireland on integrating Development Education into the broader educational curriculum. This period witnessed efforts to align educational content with the emerging global challenges and the interconnectedness of the world. Emphasis was placed on equipping students with the knowledge, skills, and values to engage as active citizens in a global society. The early 2000s marked the beginning of what Fiedler et al (2011) consider Phase 4 (2001–2010) of the evolution of Development Education in Ireland. This phase is marked by a white paper on Development Education and a number of Irish Aid strategic plans.

In 2003, the Irish government published a White Paper on Irish Aid, which significantly emphasised development education. This policy document recognised the importance of educating the Irish public about global development issues and Ireland's role in international aid. It marked a commitment to raise awareness and understanding of global poverty and the efforts to address it.

Ireland's Vision for Development

Ireland's approach to development reflects our commitment to international justice and fairness and mirrors the ideals and hopes of the Irish people.

Irish Aid will be there, on behalf of the Irish people, as we work to heal wounds of poverty and injustice in a world divided in two parts: those who have and those who want only a fair chance for a fair life.

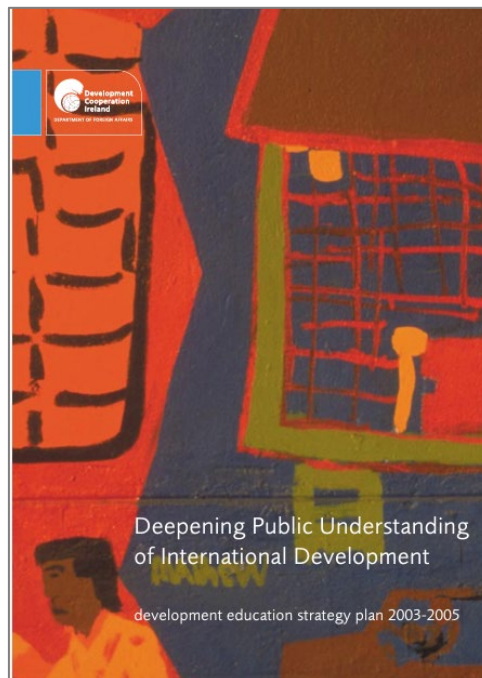
Image: www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/white-paper-english-2006.pdf

(Source: Matthias Fiedler, Audrey Bryan and Meliosa Bracken: *Mapping the Past, Charting the Future: A Review of the Irish Government's Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland*, 2011)

2003

IRELAND'S FIRST DEVELOPMENT EDUCATION STRATEGY PLAN (2003-2005)

This plan marked a significant commitment by the Irish government to integrate development education into national policy, reflecting global education priorities.



Credit: https://www.developmenteducation.ie/media/documents/DCI_DevEd_Strategy03-05.pdf

OBJECTIVES

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

2013

IRELAND'S POLICY FOR INTERNATIONAL DEVELOPMENT, 'ONE WORLD, ONE FUTURE'

This policy emphasised the role of education in achieving sustainable development and recognised the importance of global citizenship education.



Source:

<https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/one-world-one-future-irelands-new-policy.pdf>

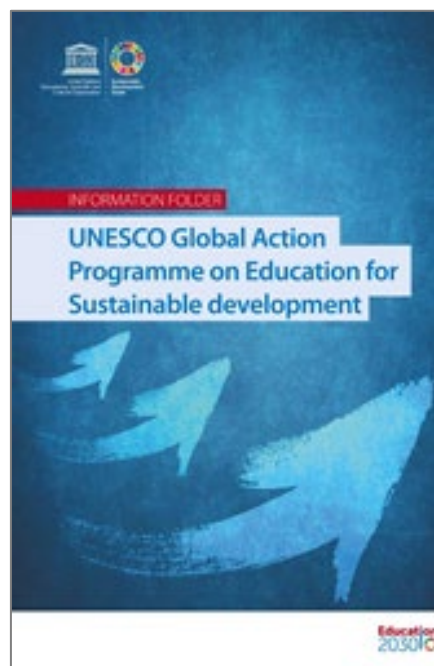
Resource devised and designed by Dr Gertrude Cotter, UCC.

Blue section: Global Citizenship and Development Education (GCDE) Policy and NGO influence.

2014

ADOPTION OF THE UNESCO GLOBAL ACTION PROGRAMME ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

This program aimed to integrate sustainable development into education systems worldwide, resonating with Ireland's education policies.



Credit: <https://unesdoc.unesco.org/ark:/48223/pf0000246270>

2015

SUSTAINABLE DEVELOPMENT GOALS AND EDUCATION

Throughout the 2010s, the global Sustainable Development Goals (SDGs) became a central theme in Ireland's development education and global citizenship education. The integration of the SDGs into educational content aimed to raise awareness of global challenges such as poverty, inequality, and climate change, and to inspire action towards achieving these goals.

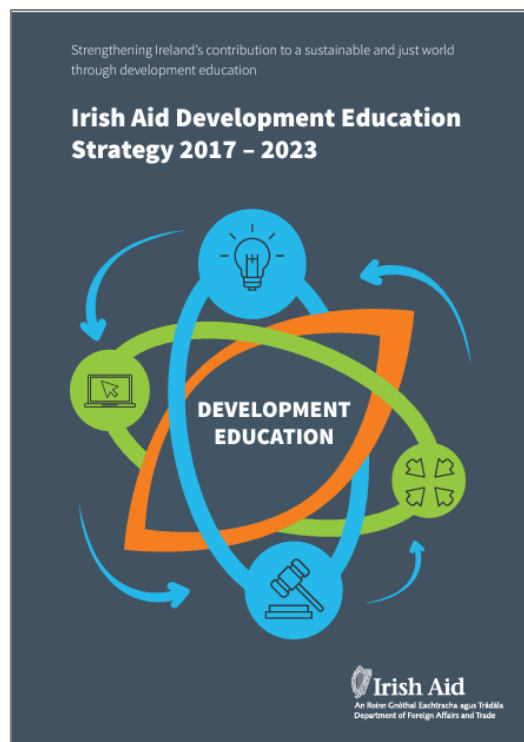


4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

2017

IRELAND'S SECOND DEVELOPMENT EDUCATION STRATEGY

This strategy reinforced Ireland's commitment to integrating development education into all levels of education, aligning with global education agendas.



STRATEGIC OUTPUTS

To achieve our intended outcome, we intend To deliver outputs in respect of the following five areas:

- Policy Coherence
- Capacity Building
- Formal Education
- Non-Formal Education
- Irish Aid Public Awareness Programme

Source:

<https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/Development-Education-Strategy-2017-2023.pdf>

2017

EUROPEAN CONSENSUS ON DEVELOPMENT: OUR WORLD, OUR DIGNITY, OUR FUTURE

As a member of the European Union, Ireland is part of this consensus, which recognises the importance of development education in achieving sustainable development.



Source: https://www.consilium.europa.eu/media/24004/european-consensus-on-development-2-june-2017-clean_final.pdf

2019

IRELAND'S POLICY FOR INTERNATIONAL DEVELOPMENT: 'A BETTER WORLD'

This policy refers to development education, aligning Ireland's international development policy with global education and sustainable development goals.

1. We will communicate our development cooperation more effectively.
2. We will dedicate more resources for achieving the objectives set out in our development education strategy.
3. We are determined to reach new audiences and will explore innovative approaches to broadening our public engagement.

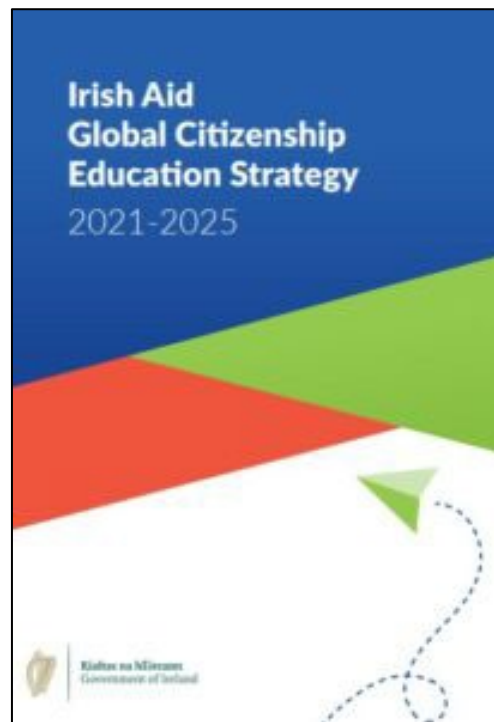


Source: <https://www.irishaid.ie/about-us/policy-for-international-development/aboutthenewpolicy/>

2021-2025

IRISH AID'S THIRD STRATEGIC PLAN

Irish Aid begins to use the term 'Global Citizenship Education' (GCE) replacing the term 'Development Education'. GCE, it says, aims to increase public awareness and understanding of issues such as climate change, hunger, global inequality and injustice. The 2021-2025 Irish Aid Global Citizenship Education strategy outlines how Irish Aid will deepen and strengthen its commitment to support life-long learning, working with people of all ages both in and out of formal education, over the coming years.



Global-Citizenship-Education-Strategy-2021-2025.pdf

2022

GE2050: THE EUROPEAN DECLARATION ON GLOBAL EDUCATION TO 2050

The Declaration was adopted at the European Congress on Global Education which was held in Dublin on 4 November 2022. Over 300 participants attended, representing ministries and agencies, youth organisations, civil society, local and regional governments, academia, and international organisations.



Credit: <https://www.gene.eu/ge2050-congress>

The process brought together a diversity of actors using different concepts and strands of learning for global solidarity, social justice, peace, human rights and sustainability that reflects:

- the importance of partnerships and cooperation between key actors national, European and global;
- curriculum reform and whole school approaches;
- the role of educators;
- the need for adequate funding levels and suitable funding mechanisms;
- an appreciation for the leadership role played by civil society and young people in driving change;
- the continued desire to cooperate for policy coherence and integration of global learning in all education.

2020s

CURRENT OFFICIAL GCE POLICIES

Ireland's formal approach to Global Citizenship Education (GCE) in the 2020s reflects a commitment to educating individuals about global issues, fostering a sense of global responsibility, and promoting active participation in a globally interconnected world.



Image: G Cotter. UCC's Summer School 2023, in collaboration with Nano Nagle Place

Key characteristics of Ireland's official approach to GCE include:

- Integration into National Curriculum:
- Emphasis on the Sustainable Development Goals
- Cultural Awareness and Diversity
- Active Citizenship
- Collaboration with International Organisations
- Teacher Training and Resources
- Policy Support
- Community and NGO Involvement

2020s

CURRENT APPROACHES TO GCE NON-GOVERNMENTAL ORGANISATIONS

In the 2020s, non-governmental organizations (NGOs) and direct-action groups in Ireland play a crucial role in advancing Global Citizenship Education (GCE) and activism. Their work is diverse, dynamic, and reflects a strong commitment to social justice, environmental sustainability, and global responsibility e.g.:

- Advocacy and Awareness-Raising
- Educational Programmes and Resources
- Community Engagement and Empowerment
- Direct Action and Advocacy
- Collaboration and Networking
- Research and Policy Influence
- Humanitarian Aid and Development Work



Trócaire's Cork Office.

Trócaire is non-governmental International Development Agency and includes Development Education as part of its work in Ireland.

Our thanks to Trócaire for their support of the Praxis Project and lamination of the original resource.