

# LEARNING TO CHANGE THE WORLD

AN AUDIT OF DEVELOPMENT  
EDUCATION RESOURCES

2013-2016



DevelopmentEducation.ie

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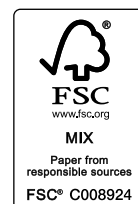
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**LEARNING TO CHANGE THE WORLD:  
AN AUDIT OF DEVELOPMENT EDUCATION RESOURCES  
2013-2016**

**Tony Daly, Ciara Regan and Colm Regan**



**DevelopmentEducation.ie**

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# About developmenteducation.ie

**developmenteducation.ie** reports on the unequal and unjust nature of the world today. It offers resources to stimulate debate and discussion about the issues and challenges we face and which encourage us to make decisions about the type of world we need and want to create.

It is a place for primary and post primary teachers, youth workers, students, adult and community workers and those with an interest in development, sustainability and human rights.

developmenteducation.ie is led by a consortium of non-profit organisations, including Aidlink, Concern Worldwide, Gorta-Self Help Africa, the Irish Development Education Association, the National Youth Council of Ireland, 80:20 Educating and Acting for a Better World and Trócaire, and is part-funded by Irish Aid.

For more on our work and the non-profit consortium visit [developmenteducation.ie/about](http://developmenteducation.ie/about)

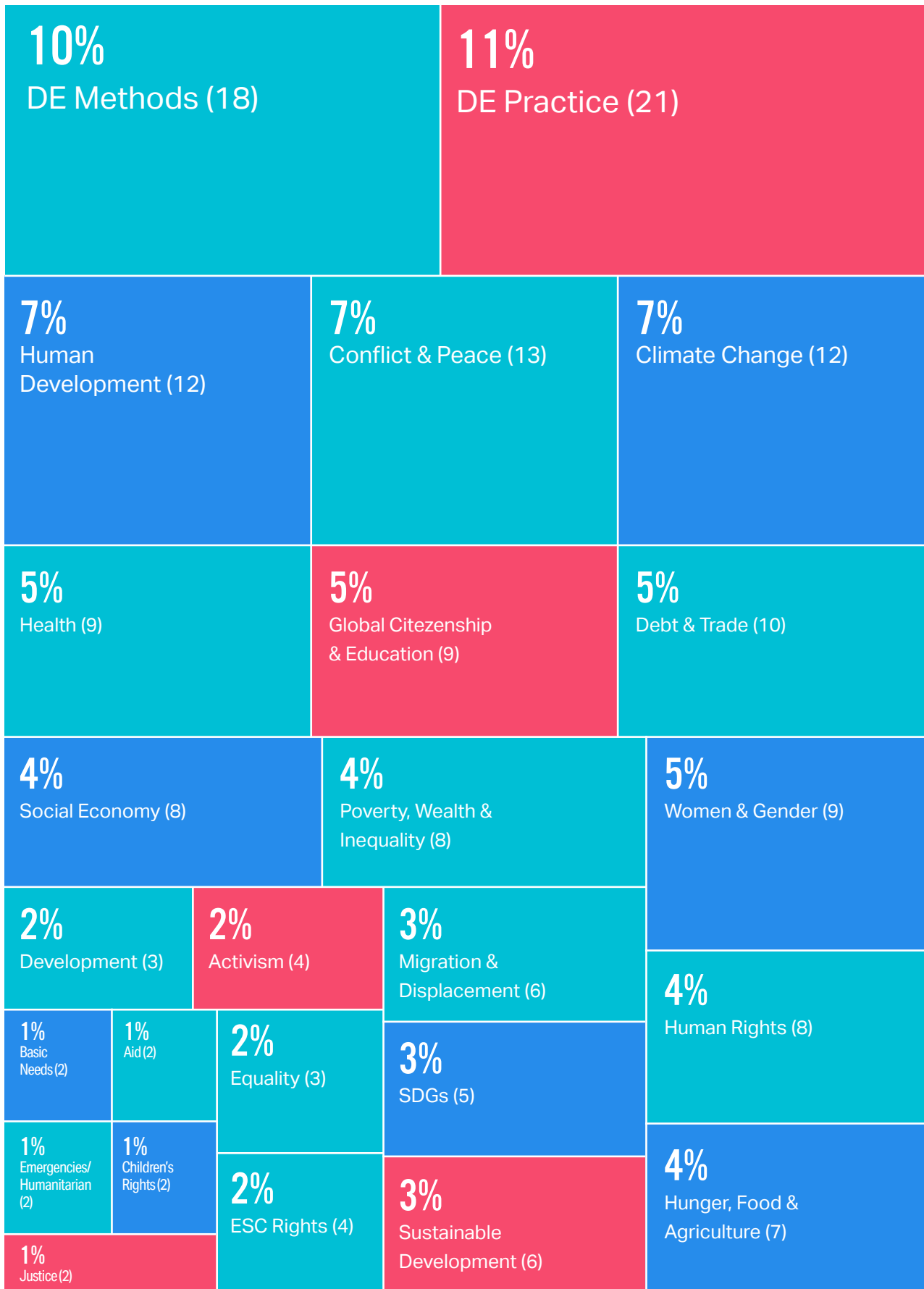
## ABOUT THE AUDIT OF DEVELOPMENT EDUCATION RESOURCES 2013-2016

*Learning to Change the World: An Audit of Development Education Resources 2013-2016* is part of the ongoing research agenda of developmenteducation.ie in monitoring, evaluating and generally taking stock of development education (DE) resource production in Ireland, as summarised below:

- **2012-13 Phase 1:** research and publication of the audit of development education resources published between 2000–2012.
- **2013-14 Phase 1 follow up:** circulation, promotion and active engagement of the audit across education sectors, including publication of *Guidelines for Producing Development Education Resources* (2014) by [developmenteducation.ie](http://developmenteducation.ie), Dóchas and the Irish Development Education Association.
- **2013-16 Phase 2:** updating of the audit and taking stock of audit exercise in intervening four-year period 2013–2016 inclusive.

As before, it is important to note that the project has considerable potential to become quite extensive and complex – indeed *Phase 2* is larger than *Phase 1*, despite *Phase 1* covering a longer time period (12 years).

**THEMES AND ISSUES - A VISUAL SNAPSHOT**



# Contents

1.0 Introduction	8
1.1 Key aims of the Audit of Development Education Resources in Ireland	10
2.0 Research methodology and Caveats	11
2.1 Standardised template adopted in Phase 2	12
2.2 A working definition of 'development education'	12
2.3 Other definitions	13
2.4 A note on ESD and the SDGs	13
2.5 A note on the limitations to the audit	14
3.0 Main findings	16
3.1 Theme distribution across all resources	16
3.2 Resource Format by Type	17
3.3 Frequency and Funding of Resource Production	18
3.4 Distribution by education sector and target groups	19
3.5 Formal Education	21
3.6 Non-formal Education	25
3.7 Resources As Gaeilge	28
3.8 Additional findings	28
4.0 Commentary and Conclusions	29
4.1 On resources by sector and theme	31
4.2 On quality and content	32
4.3 On accessibility and availability	34
4.4 Funding Streams	36
4.5 On the role of resource centres and libraries	36
4.6 On traditional broadcasting media	37
4.7 On gaps and opportunities	39
5.0 Recommendations	42
Appendices	45
Table A1: Resources included in the audit 2013-2016	45
Table A2: By Themes and Education Sectors	52
Table A3: Content Framework Matrix	53
List of tables, charts and case studies	54

# Executive Summary

The production of supportive guidelines and guides for development education during the *Phase 2* period of this research on the production of development education resources in Ireland has advanced at a considerable rate with many guidance and professional support materials being generated by the sector for the sector, and beyond. This trend is indicative of the period and the increased demand to measure, justify and track development education outputs, outcomes and impact. Global financial austerity after 2008 and its implications in Ireland continued to inform internal and external financial pressures on resource producers and funders resulting in a more constricted funding base for resource development when compared with the 2000-2008 period.

In summary, the major conclusions from *Learning to Change the World: An Audit of Development Education Resources 2013-2016* include the following:

- There has been a noticeable increase in resource production on an annual basis since *Phase 1* (an average increase of 38% annually) accounting for 200 resources audited across the four year period.
- The quality of resources continues to increase especially on two fronts – the research and evidential basis of resources and the educational focus of many resources. The period has also witnessed the beginnings of a discussion on 'quality' control in development education resources (a hugely controversial issue).
- NGOs remain the key providers of development education resources with limited but significant resource contributions from educational and community structures and institutions
- The spread of resources produced across both formal and non-formal education sectors is generally balanced with the non-formal sector accounting for 50% of resources and the formal 47%; the remaining 3% of resources were produced for the DE sector itself.
- There has been significant growth in the availability of resources for the General Public (15% of total for the period) but this is heavily accounted for by work on two issues – conflict & peace and tax justice.
- The vast majority of resources are available online (89%) and for free (92% of total) but there is still significant demand and need for hard copy resources and there are on-going limitations (technical and otherwise) with digital resources, especially in the formal sector in terms of access to and changing technology standards and approaches.
- As 25 themes were generated from the research, the thematic spread of resources is large with several themes standing out – development education practice, development education methods, conflict & peace, climate change, human development and debt and trade issues (tax justice etc.). These are topics one might expect to feature strongly.



- Others, such as the Sustainable Development Goals, emergencies/humanitarian issues, children's rights and justice issues remain relatively weak – the SDGs went 'live' during the final year of the phase 2 in January 2016 so additional SDG related resources can be anticipated in the immediate future.
- As in *Phase 1*, resources for the youth sector remain significantly under-represented although formal sector resources routinely identify youth as a key secondary target group.
- While there are very limited sections as Gaeilge in some resources, the provision of resources as Gaeilge remains largely absent, with a few minor exceptions.
- As highlighted in *Phase 1*, the opportunity cost of accessing resources remains high with no central reference point or resource centre where the scale and appropriateness of available materials can be reviewed. As it now stands, key resources are routinely difficult to locate and then access. The developmenteducation.ie consortium has played a role, but, by definition this role is limited although it offers the opportunity and platform for additional work. But the agenda is, and must remain bigger than that pursued by developmenteducation.ie.
- The audit concludes with 7 recommendations based on the findings observed in the research.

# 1.0 Introduction

Learning to Change the World: An Audit of Development Education Resources in Ireland 2013-2016, follows on directly from the initial audit (*Phase 1*) covering the period 2000 to 2012 and forms part of an expanding database of resources supported by a range of outreach activities and agendas. Apart from identifying, annotating and auditing such resources, the *Phase 2* research itself is undertaken in the context of issues and trends in the areas of human development, human rights and sustainability as well as those in the education sphere itself. As context for what follows, some of these issues and trends are noted below.

## **International development and human rights trends include:**

- The Paris Agreement on Climate Change via COP 21 (December 2015) and associated pre- and post-stimulus Paris work
- European Year for Development and preparatory work in the lead up to the Sustainable Development Goals (by September 2015) – Ireland played a central role in this process in leading negotiation talks as co-chair with Kenya to renew and recast the Millennium Development Goals into a global agreement from 2015-2030
- The Sustainable Development Goals acknowledge the important role of global citizenship education including development education in building the conditions for a more peaceful, fair and sustainable world under Target 4.7, which calls on countries to “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 nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

- Key issues, such as: migration and refugee crisis in the Mediterranean and across Asia, the issue of internally displaced peoples; the Syrian conflict crisis; periodic but ongoing humanitarian emergencies; the Israeli-Gaza conflict (2014); direct provision and asylum seeker issues in Ireland; the anniversary of 20 years of democracy in South Africa; the rise of economic and social inequalities both within and between countries; extremism of many different hues – to name but a few.

Major curriculum reform work has been underway since 2013 with wide reaching implications for development education (such as reform of the Junior Cycle framework and incremental subject consultation work), throwing up engagement opportunities for resource producers but also challenges in updating, upgrading and revisiting previously published work. Examples of the educational challenges faced by these changes is illustrated by the work involved in the reform agendas in formal and non-formal education:

- Primary Education consultations: Primary Education Ethics, Education about Religion and Beliefs (ERB) and Ethics in the Primary School (2016);
- Introduction of a new Framework for Junior Cycle from 2014; Well-being in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention (2013) by Department of Education and Skills, the Health Service Executive and the Department of Health;
- Junior Cycle Consultations: Civic Social and Political Education (CSPE) (2014); Business Studies (2014 and 2015); Science (2014); Physical Education (2014), Social, Personal and Health Education (SPHE) (2014), Programming and Coding (2014), Digital Media Literacy (2014), A Personal Project: Caring for Animals (Level 2) (2014), Chinese Language and Culture, Artistic Performance (2014); Philosophy (2015);
- Senior Cycle consultations: Economics (2015); Agricultural Science (2016); Applied Mathematics (2015); introduction of Politics and Society following an internal review (2016);

- Teaching Council consultation of Cosán, the draft framework for teachers' learning (2015).

**National policy framework developments include:**

- Consultation and engagement work with international peer-review process of Irish Aid funded development education work in 2015, and consultation on the Irish Aid Development Education Strategy (2016);
- Consultation in 2013 and publication of the National Strategy on Education for Sustainable Development (2014) by the Department of Education and Skills;
- Consultation and review in 2012 of the White Paper on Irish Aid (2006), leading to the publication of One World, One Future: Ireland's Policy for International Development (2013) by Irish Aid;
- Consultation in 2013 and publication of the DCYA's Better Outcomes, Brighter Futures national policy framework for children and young people (2014).

Books, pamphlets, websites and activity packs (and more) are, invariably, products of their time. This audit seeks to capture a particular snapshot – one worth a closer study and analysis for those interested in charting new resource projects in and for development education and global citizenship.

## ABOUT THE AUDIT OF DEVELOPMENT EDUCATION RESOURCES

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As before, it is important to note that the project has considerable potential to become quite extensive and complex – indeed *Phase 2* is larger than *Phase 1*, despite covering a longer time frame (12 years).

# 1.1 Key Aims of An Audit of Development Education Resources in Ireland 2013-16 (Phase 2)

## The core purpose of *Phase 2* is as follows:

- To assess *Phase 1* impact (take-up, promotion and use of the Guidelines for Producing DE Resources by organisations, funders and individuals) based on it's recommendations and to outline the context changes in the intervening years (curriculum, Irish and global contexts for development) in addition to new relevant research.
- To collate, annotate and categorise (by sector and issue) Irish-produced DE resources (from a variety of sources) published from 2013-2016 inclusive. In the context of the audit, it should be noted that many DE practitioners in Ireland use resources from international sources but to identify and categorise such resources would be a much larger and potentially impossible exercise<sup>1</sup>. This fact will, of course, limit the scope of the audit.
- To include resources produced specifically for the web, including interactive whiteboard resources.
- To focus on 5 sectors – Adult and Community Education (including Further Education); Youth; Higher Education; primary and post-primary educational resources. More specificity and in line with *Phase 1*, to focus on specific sectors, for example junior cycle and senior cycle.
- To be completed by December 2017 (initially December 2016 but this timeframe proved to be impossible for a variety of reasons not least assembling the actual database).
- To 'annotate' each resource to include title, publisher, author, date; brief description of the resource; intended primary audience; primary theme (and core sub-themes); availability details (if appropriate).
- To 'audit' each resource – that is, to generate a statistical dataset - with the following information (to facilitate greater user access through a common set of reference points)
- To conduct a set of interviews with funders and strategic DE bodies and networks to gauge the impact and take-up of the audit during *Phase 2*.
- 'To conclude with an overall, brief set of general '*observations*' and '*recommendations*', including observations relating to areas where resource availability is limited and where there are obvious opportunities/gaps for future resource provision.
- To review the resource agendas of Education for Sustainable Development (ESD) and the Sustainable Development Goals (SDGs) as two key advances within the field of development education since January 2013.
- To publish the work of the *Phase 2* audit as a 'learning aid' and baseline for organisations, researchers, funders and individuals to plan and deliver future resource agendas in DE.

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1. DevelopmentEducation.ie has begun an initial exercise in partnership with colleagues across the UK to annotate a limited range of core DE resources which have proven their value over the last number of decades. While significantly limited in scope, this exercise may prove to be a springboard for something more extensive in the future. This initial exercise will be completed in early 2018 and will be made available on [developmenteducation.ie](http://developmenteducation.ie) as well as on other UK sites.

## 2.0 Research Methodology and Caveats

As there is no single online or offline reference point for DE resources in Ireland other than the [developmenteducation.ie](http://developmenteducation.ie) resource library, it was agreed that a flexible approach to searching for and obtaining relevant resources would be necessary. Searching for centralised sites or databases of DE resources by sector also proved to be problematic as some sector databases needed significant updating or were unavailable at the time of writing.

The collection of data included the following methods, utilising 6 sources to generate the body of resources included in *Phase 2*:

- Submissions received to the open call for the resources submissions, promoted and open from 27 October – 31 December 2016
- Resource library catalogue of [developmenteducation.ie](http://developmenteducation.ie) and ongoing submissions
- Dóchas member institution websites – 47 full members; 17 associate members and 1 strategic member

### POTENTIAL CHALLENGES NOTED IN ADVANCE OF UNDERTAKING THE AUDIT

Undertaking an audit such as this is fraught with difficulties and challenges – both of which constrain and limit the research and mediate its impact; these include:

- Defining what is (and what is not) a DE resource – what criteria will be used for this; are purely intercultural or environmental resources to be included for example and what of campaign materials? The *Guidelines for Producing Development Education Resources* published earlier has offered some ideas and procedures in this regard but more work is needed generally on strengthening the DE component of resources.
- The funding context of resource production: the freeze on funding for new resources by Irish Aid for 2013 and 2014 funding rounds has had implications for resource production in Ireland. To an extent, the output of resources and coverage reflect the funding environment.
- Resources in the Higher Education sector require separate review and annotation to facilitate distinguishing between development studies and development education; to avoid the simple listing of articles and research papers related generally to DE; to ensure all resources have some direct DE relevance (this is especially difficult) etc. Such an audit should not simply be a listing of third level research and conference papers.
- The identification of 'gaps' – this is a mammoth task as deciding on what a 'gap' is in the first place is controversial (and will be contested); 'gaps' in 'development' and 'educational' content; in the range of perspectives offered (or those excluded); in the diversity of political perspectives on issues; in 'officially' approved resources (DES, NCCA etc.) and in contentious areas such as the 'action' agenda etc.
- Access to resources per se - obtaining access to and gathering information on the main resources available is challenging as there is, to date, no central reference point but a large series of sources many of which routinely do not include the more 'obscure' or 'controversial' resources. The resources library on [developmenteducation.ie](http://developmenteducation.ie) has been functioning as a central reference point since *Phase 1* of the audit.

- Irish Development Education Association member institution websites – 75 member organisations and groups and as part of voluntary report sharing initiative to IDEA
- Voluntary submissions made by Irish Aid WorldWide Global Schools grantees
- Irish Coalition 2030 for Sustainable Development member websites and resources

Since 2013 the [developmenteducation.ie](http://developmenteducation.ie) resource library has been overhauled and adapted in order to respond findings from *Phase 1* and the need to browse resources based on theme, target audience and resource format.

## 2.1 Standardised template adopted in *Phase 2*

The agreed audit template was based on an adapted version of the annotation template already used for the resource catalogue of [developmenteducation.ie](http://developmenteducation.ie), which had over 400 development education resources online as the audit commenced, and *Phase 1* (see the appendix for the template used).

A statistical matrix was also designed to capture qualitative characteristics, organised by sector. Based on annotations, the Content Framework Matrix sought to extract the following information from resources:

- Broadly includes education for sustainable development; directly includes the Sustainable Development Goals
- **Funding source:** own, Irish Aid, other etc.
- **Primary emphasis:** educational activities; analysis of issues; factual data; onward links
- **Target audience:** principal audience; secondary audience

- **Accessibility:** available; not available; download online; free; not free

The matrix was designed to preserve anonymity and establish an overall sense of the general landscape of DE resources in Ireland.

## 2.2 A working definition of ‘development education’

For the purposes of the audit, the following limited ‘working definition’ of development education was adopted (recognising that definitions as such are routinely contested; the definition below is not offered as a ‘considered’ definition – it is simply a shorthand one for the purposes of the audit):

***Development education is directly concerned with the educational policies, strategies and processes around issues of human development, human rights and sustainability (and immediately related areas).***

**For more on the discussion on defining development education, see:** *Doing Development Education: ideas and resources – a starter guide*<sup>2</sup> (December 1, 2015) on [developmenteducation.ie](http://developmenteducation.ie)

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2. See section 2 ‘Defining and Debating Development Education’ available at: [developmenteducation.ie/feature/doing-development-education-ideas-and-resources-a-starter-guide](http://developmenteducation.ie/feature/doing-development-education-ideas-and-resources-a-starter-guide)

## 2.3 Other definitions

As a range of themes were generated in *Phase 2*, terminology is mostly straight forward other than the need for some differentiation:

**Activism** – on doing activism, highlighting issues and campaigns for action

**Aid** – overseas aid and aid development programmes, debates and ideas

**DE methods** – on development education methodologies and pedagogical approaches

**DE practice** – on development education practice and associated actions, evidence and reflection

**Equality** – issues related to sex, age, race etc. and associated discrimination issues

**Global Citizenship Education** – learning about global issues which can include a civic engagement strand

**Justice** – issues with moral, legal, economic and fairness implications. Climate justice has been treated as part of the theme climate change

**Social Economy** – accounts for the social and solidarity economy and related areas, such as co-operatives, ethical consumption and Fairtrade

## 2.4 Note on ESD and the SDGs

Two major policy developments were introduced during Phase 2 that warrant special mention. Namely, the introduction of the Education for Sustainable Development Strategy.

*National Strategy on Education for Sustainable Development* (2014) by the Department of Education and Skills and the international agreement of the Sustainable Development Goals (2015), by all governments, including the Irish government, and officially known as *Transforming our World: the 2030 Agenda for Sustainable Development*. SDG 4.7, as mentioned in section 1.0 of this report, is of particular significance.

Together, these two frameworks are central to both development and education agendas and, therefore, development education. As such, they have been included by education sectors in the findings.

It should be noted that ESD, as an approach, predates the development of the Strategy and so resources were audited on the basis of whether they related to ESD. The SDGs on the other hand, established a new framework for action and practice (in 'education' and 'development' practice).



## 2.5 A note on the limitations to the audit

*Phase 2* of the audit offers, we believe, an enhanced approach to the cataloguing and annotating of DE resources based on the experiences of undertaking *Phase 1* – this is evidenced in the refined template, the increase in the specification of both themes and ‘target’ groups and the expanded sources from which resources have been identified (many interesting and useful lessons were learned in this regard from *Phase 1*). We have little doubt that we have overlooked the existence of additional resources which we failed to find and the audit needs to be interpreted in this light.

We hope that this initial work will continue to be expanded and supplemented in coming years with the overall objective of establishing a national database of annotated resources which can be freely accessed and used by a growing range of educators.

- As in *Phase 1*, there are limitations related to the cataloguing of resources by both theme and sector. While it is necessary and useful to identify the dominant theme in a resource, many resources cover more than one or two such themes; in undertaking the audit, we have allocated a key theme to each resource (based on the degree of emphasis) but, in most cases this is not an exclusive focus.

- Equally, we have allocated each resource to a principal and subsidiary target group (based on the self-declared intent of producers) but in many cases, the resource has identified multiple potential users, or none at all. As a result it is important to interpret the audit findings flexibly.
- In terms of resource formats, resources counted as a series were counted as one resource per series. This follows the same approach taken in the audit in *Phase 1* in order to manage the spread of produced works and so as not to vastly skewer the final results, where, for example, Comhlámh’s Focus newspaper series published 9 issues (issue no.92-100) and the dedicated journal *Policy and Practice: A Development Education Review* published 97 articles across 8 issues (issue no.16-23).

Despite such limitations, we would argue that the broad patterns identified in the audit remain accurate as regards both theme and sectoral focus.

Based on feedback from *Phase 1*, this audit now includes a range of illustrative case-studies related to existing resources, potential resources and to approaches in producing such resources.



## CASE STUDY 1: THE WORK OF PRESIDENT MICHAEL D. HIGGINS

***“We must unequivocally recognise that gender equality is a right and not a gift. We must place the dignity and participation of women and girls as rights, values in consciousness and at the heart of all of our actions globally. We can ensure this by delivering these principles into policy by ensuring that the commitments made here today constitute much more than compassionate words on a page ...we must start our discussions by recognising that we are not doing enough.”***

Women and Girls - Catalysing Action to Achieve Gender Equality – statement by Michael D. Higgins, President of Ireland, at the World Humanitarian Summit, Istanbul (24 May 2016)

The contribution of President Higgins to public life in Ireland from a development education perspective has been an important source of ideas and inspiration particularly in the realm of values and ideals. He has championed, nurtured and led debates and discussions on a wide range of issues and agendas that offer a rich resource base with reference to the values base, principles and applications of international development work, development education and development studies.

A selection of Michael D. Higgin’s work provides rich pickings for those of us engaged in development work and, more specifically in development education work. Some of this body of work is listed below.

- *Changing People’s Lives: From Delivering Aid to Ending Need* – speech at the World Humanitarian Summit, Istanbul (23 May 2016)
- *Achieving Sustainable Development* – opening address at the 2016 Irish Summit on the Sustainable Development Goals, Croke Park Stadium, Dublin (5 May 2016)
- Official state tour to Africa and accompanying speeches, inputs and engagement work in visiting Ethiopia, Malawi and South Africa (November 2014). For example, see *Remembering Kadar Asmal* (17 November 2014)
- Official state tour to Central America and accompanying speeches, inputs and engagement work in visiting Mexico, El Salvador and Costa Rica (October 2013). For example, see *The Importance of Paying Tribute to the Emancipators*
- *Drawing Water from the Same Well: The Central Importance of UNESCO in Building Peace through Recognition of the Power of Culture* – address at UNESCO, Paris (19 February 2013)
- *The President of Ireland’s Ethics Initiative* [www.president.ie/en/ethics](http://www.president.ie/en/ethics) (2013)
- Official state tour to South America and accompanying speeches, inputs and engagement work in Argentina, Brazil and Chile (October 2012)

For more information visit [www.president.ie](http://www.president.ie) or see *When Ideas Matter: Speeches for an Ethical Republic* (2016) by Michael D. Higgins. London: Head of Zeus.

## 3.0 Main Findings

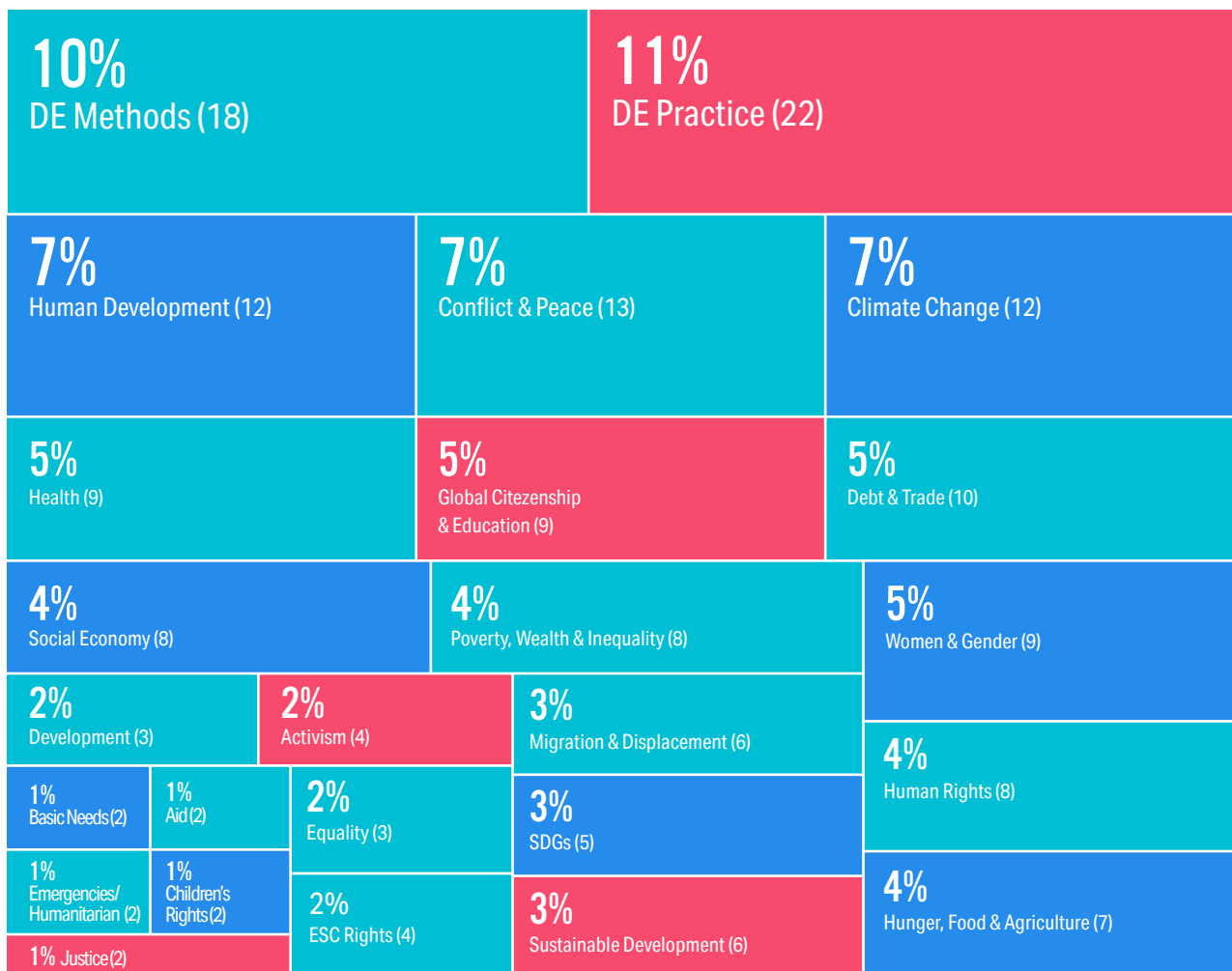
Based on the mixed data collection strategy adopted (see section 2), *Phase 2* sought to collect both quantitative and qualitative information from the 200 resources audited and as part of this research, which are recorded in the database and content framework matrix (see appendices) and is summarised in this section.

### 3.1 Theme distribution across all resources

*Phase 1* grouped themes into less than 10 core areas. However, *Phase 2* necessitated generating a wider range of themes given the spread of resources published - 25 such themes were generated.

- The three dominant themes emerging are **development education practice 11%**, **development education methods 10%** and **conflict and peace 7%**, followed by climate change and human development. The least covered themes are emergencies/humanitarian, justice, basic needs, children's rights, equality, development and aid.
- Following *Phase 1* (for the period 2000-2012) **the two least developed themes identified in that period have been somewhat addressed** in this later phase largely through the production of 10 women and gender resources (5%) and 4 activism resources. Interestingly, a further 14 resources had activism as a secondary theme (7%).

CHART 3.1 - PRIMARY THEMES IDENTIFIED



## 3.2 Resource Format Type

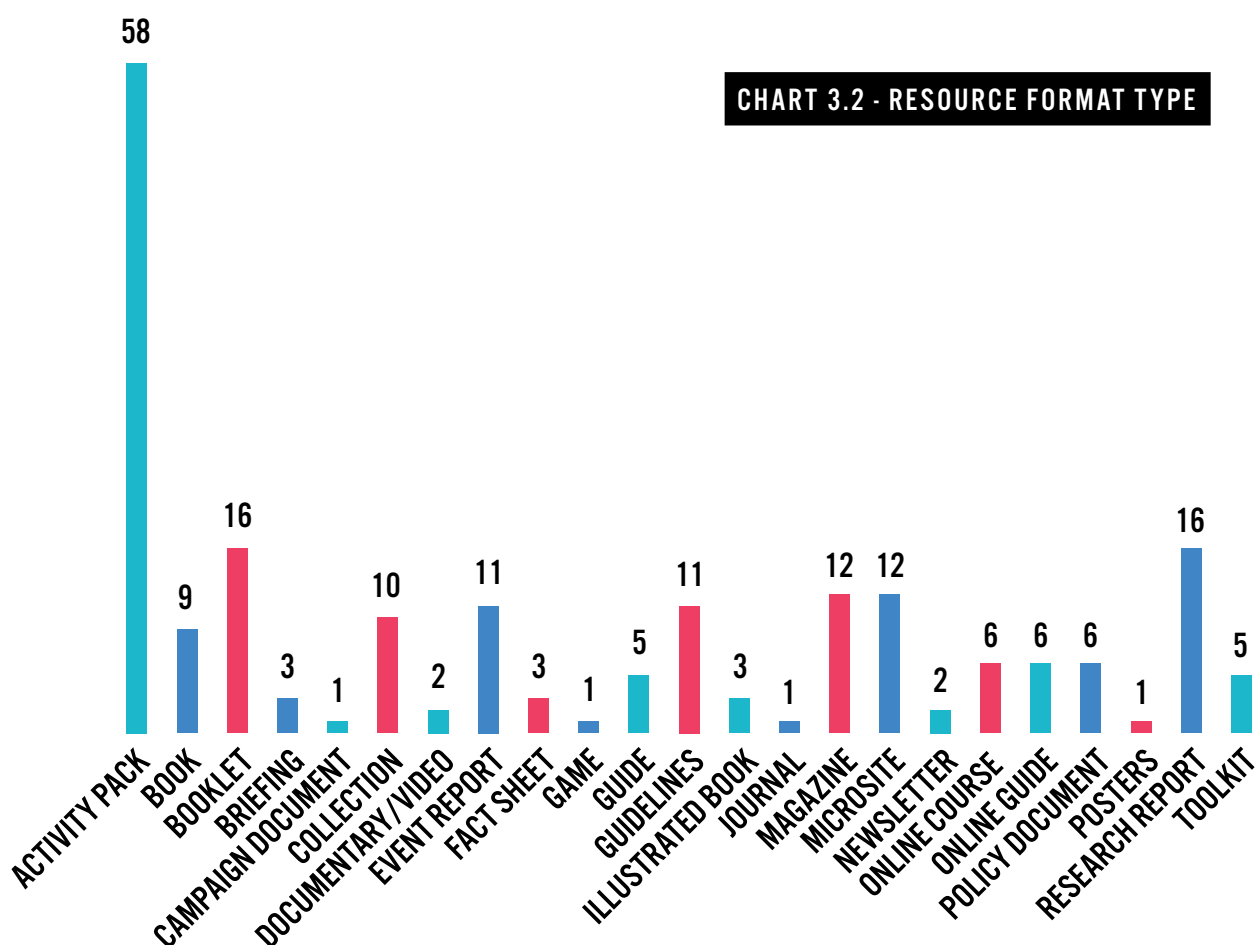
A total of 23 resource format types were identified during the *Phase 2* period across 200 resources.

**Note 1:** see methodology section re: resource formats and how they were included in the audit.

**Note 2:** the explosion of video resources in recent years is too large a single project to gather for inclusion as part of this audit (or possibly any audit). For example, one organisation published over 400 videos on YouTube during the audit period. DE.ie hopes to undertake an 'audit' of the range of audio-visual resources and their potential use in the next phase of its work.

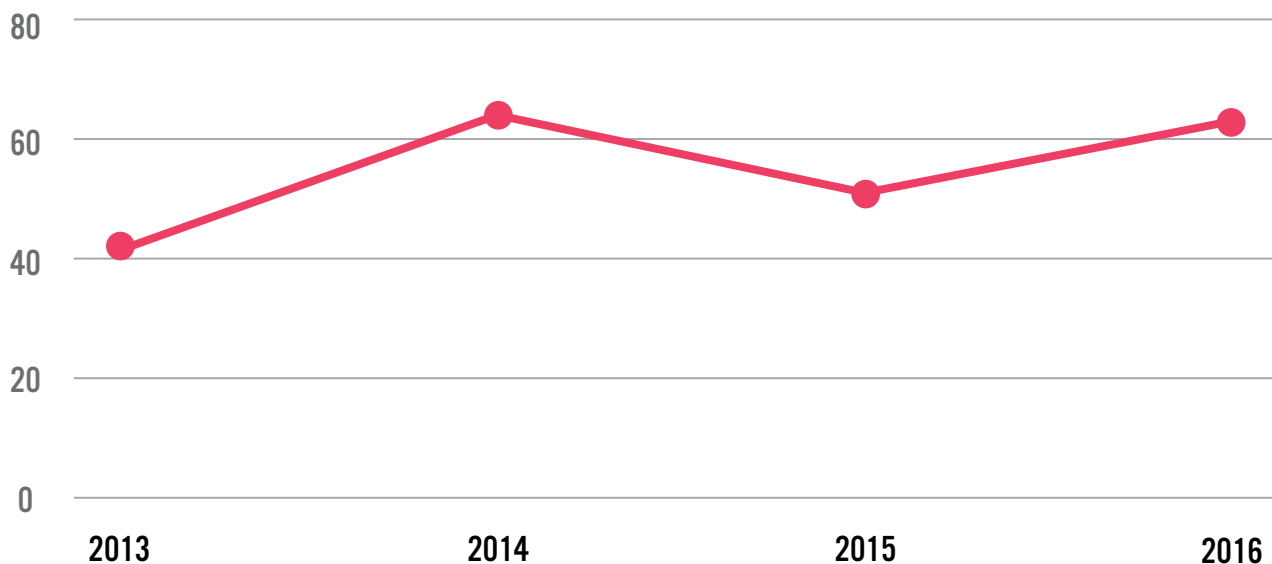
- Activity packs are still the most popular resource format. In this four-year audit period they accounted for 29% with booklets and research reports accounting for 8% each respectively. Magazines and microsites accounted for 6% each of all resources.

- It should be noted that as was the case with resource 'themes', **many resources were produced using more than one format type.** This is a new finding, compared with the pre-2013 audit period as recorded in *Phase 1* (see *An Audit of Development Education Resources*, 2013). For example, a microsite may be accompanied with a commissioned video, animation and downloadable activity pack; this was the case on more than 8 occasions with this type of example alone.
- An important development in the production of resources has been the increasing use of digital assets in order to produce a suite of resources as part of a single 'resource project'. This finding is welcome, as many users and educators were able to utilise one, some or many of these characteristics as part of a resource project, expressing the wide needs of the end-users and ways in which development education is delivered.



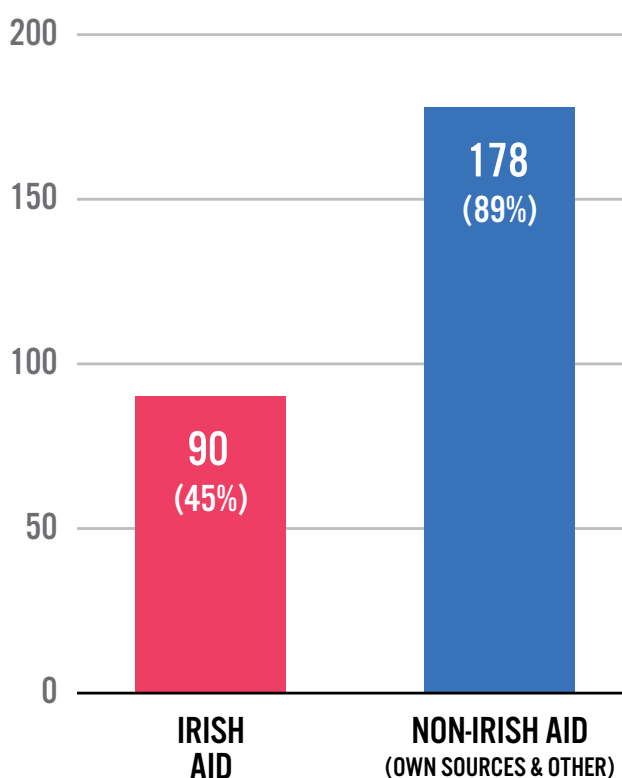
### 3.3 Frequency and Funding of Resource Production

**CHART 3.3 - FREQUENCY OF RESOURCES PRODUCED 2013-2016**



**Note:** 7 resources produced as part of an on-going series i.e. journal issues, magazines, newsletters etc. have been added to annual totals.

**CHART 3.4 - FUNDING SOURCES**



**Note 1:**

Funding sources are not exclusive to one source only i.e. part-funding was attributed to one or both, where clearly identified in the resource.

**Note 2:**

Non-Irish Aid sources are attributable to a mix, partial or in whole, of at least one of the following: private philanthropy, own resources, European Union or other.

It should be noted that, as in the previous audit period (2000-2012) Irish Aid and a handful of development agencies account for a significant proportion of resources produced overall. Trócaire and Concern, for example, taken together represent 17% of all resources produced in 2013-2016.

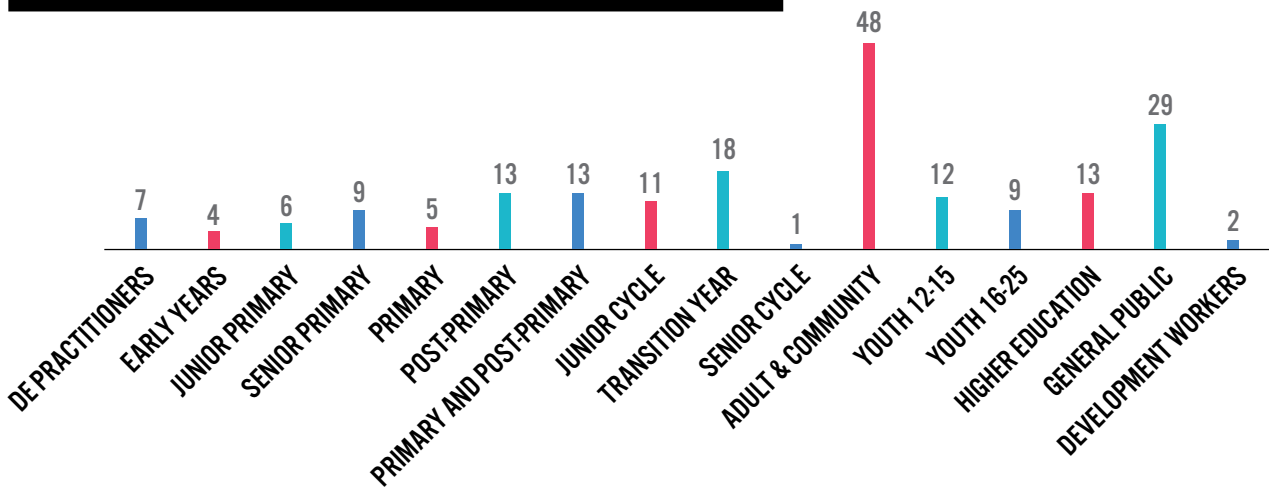
Taken together, 67 resource producers were identified by the research across a range of sectors and agencies (state, semi-state and NGO etc.).

**TABLE 3.2 RESOURCE PRODUCERS SUMMARY**

Producer Sector	Number of Producers	Percentage
Aid and Development NGOs	40	60%
Community and Irish-interest NGOs	13	19%
Educational institutions and organisations	6	9%
State and Semi-State	6	9%
Private Sector	2	3%
<b>Total</b>	<b>67</b>	<b>100%</b>

### 3.4 Distribution by education sector and target groups

**CHART 3.5 - SUMMARY DISTRIBUTION OF RESOURCES BY SECTOR**



There were some distinctive features of the resources included in *Phase 2* that require brief explanation. Just as DE resources are quite often prepared with an expectation that educators/end users adapt and reuse materials, the target user is not always as straight forward as a single user group.

Resources may be produced to cover all of primary education, all of post-primary education, across both primary and post-primary as well as specific subject and education level (for example, Civic

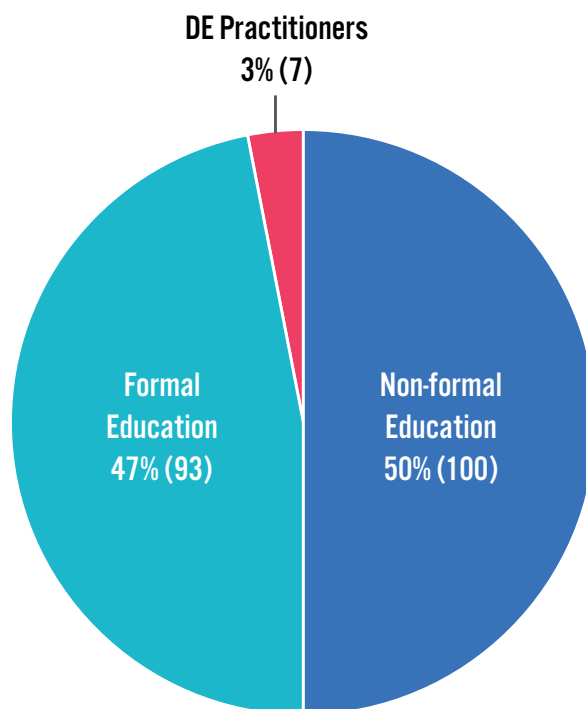
Social and Political Education at Junior Cycle level). Bearing this mind, 16 separate sector groups were identified:

- 1)** early years; **2)** junior primary; **3)** senior primary;
- 4)** primary; **5)** primary and post-primary; **6)** post-primary;
- 7)** junior cycle; **8)** transition year; **9)** senior cycle;
- 10)** adult and community; **11)** youth 12-15; **12)** youth 16-25;
- 13)** higher education; **14)** development workers; **15)** general public; **16)** development education practitioners.

The findings in this section illustrate the cross-sectoral approach adopted in most resources.

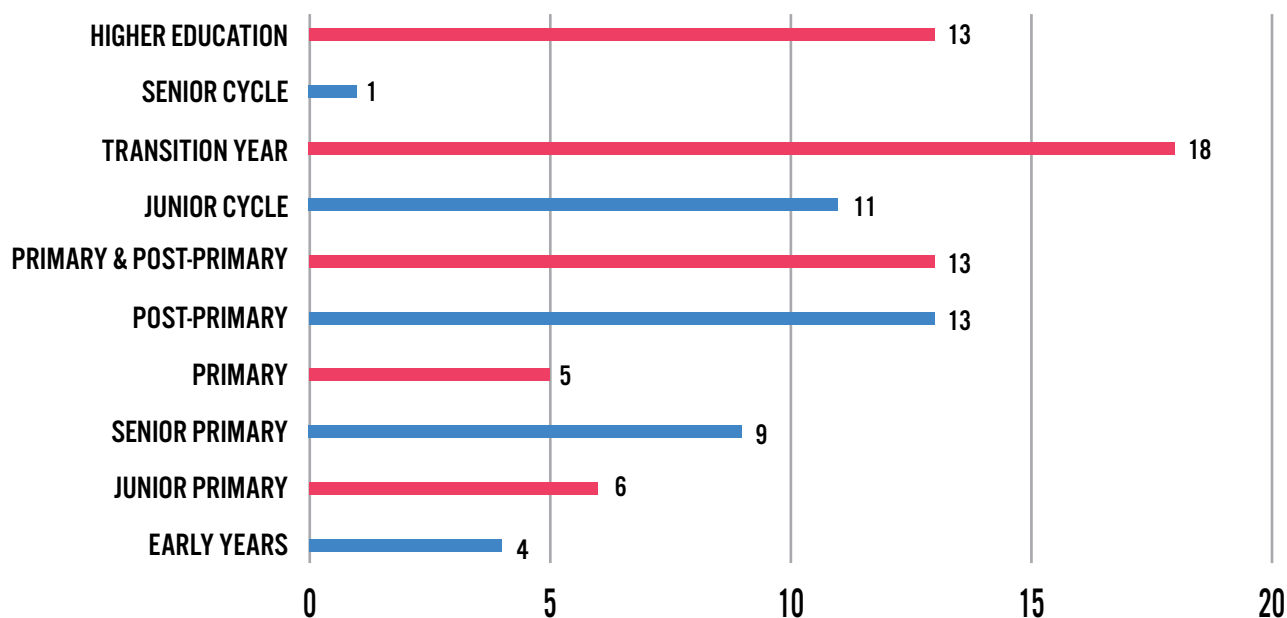
Taken as complete sectors the results are nearly evenly matched in terms of formal education (93 resources) and non-formal education resources (100). This contrasts with the trend for the 2000-2012 period where 64% of resources were formal education resources and 36% non-formal education resources.

**CHART 3.6 - SUMMARY OF RESOURCES BY SECTOR**



## 3.5 Formal Education

**CHART 3.7 - RESOURCE DISTRIBUTION ACROSS FORMAL EDUCATION**



### Sector: Early Years

**Number of resources** 4 (2% of total)

**Dominant Themes** DE Methods; Equality; Social Economy; Climate Change

**Primary Characteristics**

- Factual data (100%)
- Educational Activities (100%)
- Analysis of Issues (100%)
- Onward Links (50%)

**ESDs and SDGs**

- 2 resources relate to ESD

**Other Notes** All but one of the resources is available free and online

### Sector: Junior Primary

**Number of resources** 6 (3% of total)

**Dominant Themes**

- Human Development
- ESC Rights; Equality; Migration and Displacement

**Primary Characteristics**

- Factual data (80%)
- Educational Activities (80%)
- Analysis of Issues (60%)
- Onward Links (40%)

**ESDs and SDGs**

- 5 resources relate to ESD

**Other Notes** A further 2 resources identified with this category as a subsidiary education sector.

### Sector: Senior Primary

**Number of resources** 9 (5% of total)

**Dominant Themes**

- Climate Change
- Conflict and peace
- Hunger, food and agriculture; sustainable development

**Primary Characteristics**

- Factual data (78%)
- Analysis of Issues (78%)
- Educational Activities (89%)
- Onward Links (56%)

**ESDs and SDGs**

- 7 resources relate to ESD
- 1 resource includes the SDGs

**Other Notes** A further 3 resources identified with this category as a subsidiary education sector

### Sector: Primary (across junior and senior)

**Number of resources** 5 (3% of total)

**Dominant Themes**

- DE Practice; Climate change; Equality; Human development; Basic needs

**Primary Characteristics**

- Factual data (100%)
- Analysis of Issues (100%)
- Educational Activities (100%)
- Onward Links (40%)

**ESDs and SDGs**

- 5 resources relate to ESD
- 2 resources include the SDGs

**Other Notes** A further 3 resources identified with this category as a subsidiary education sector

### Sector: Primary & Post-Primary

**Number of resources** 13 (7% of total)

**Dominant Themes**

- Climate Change
- Sustainable Development
- DE Practice

**Primary Characteristics**

- Factual data (55%)
- Analysis of Issues (55%)
- Educational Activities (36%)
- Onward Links (46%)

**ESDs and SDGs**

- 13 resources related to ESD
- 3 resources include the SDGs

**Other Notes**

- One additional resource identified with this category as a subsidiary education sector
- 12 resources are available free and online



## Sector: Junior Cycle

**Number of resources** 11 (6% of total)

**Dominant Themes**

- DE Methods
- Human Rights; Climate Change; Health; Migration and Displacement; Social Economy; Children's Rights; Hunger, food and agriculture; Poverty, wealth and inequality

**Primary Characteristics**

- Factual data (73%)
- Educational Activities (91%)
- Analysis of Issues (18%)
- Onward Links (81%)

**ESDs and SDGs**

- 10 resources relate to ESD
- 3 resources include the SDGs

**Other Notes**

- 3 additional resources identified with this category as a subsidiary education sector
- All 11 resources are available free and online

## Sector: Transition Year

**Number of resources** 18 (9% of total)

**Dominant Themes**

- Human Development
- Debt & Trade; human rights; Poverty, Wealth & Inequality; Conflict & Peace

**Primary Characteristics**

- Factual data (89%)
- Educational Activities (94%)
- Analysis of Issues (83%)
- Onward Links (83%)

**ESDs and SDGs**

- 10 resources relate to ESD
- 2 resources refer to the SDGs

**Other Notes**

- 8 additional resources identified with this category as a subsidiary education sector
- 16 resources are available free online; the remaining 2 are not free

## Sector: Senior Cycle

**Number of resources** 1 (less than 1% of total)

**Dominant Themes**

- Global Citizenship Education

**Primary Characteristics**

- Factual data (100%)
- Educational Activities (94%)
- Analysis of Issues (100%)
- Onward Links (100%)

**ESDs and SDGs**

- No references made to ESD or SDGs

**Other Notes**

- 3 additional resources identified with this category as a subsidiary education sector
- 1 resource available free online

## Sector: Post-Primary

**Number of resources** 13 (7% of total)

**Dominant Themes**

- DE Practice
- Human Rights; Development Education Methods; Conflict and Peace; Women and Gender; Hunger, food and agriculture; Sustainable Development; Activism; Global Citizenship Education; Human Development.

**Primary Characteristics**

- Factual data (85%)
- Educational Activities (69%)
- Analysis of Issues (77%)
- Onward Links (69%)

**ESDs and SDGs**

- 12 resources relate to ESD
- 5 resources include the SDGs

**Other Notes**

- 10 additional resources identified with this category as a subsidiary education sector
- 12 resources are free online. One is not free

## Sector: Higher Education

**Number of resources** 13 (7% of total)

**Dominant Themes**

- DE Practice
- DE Methods
- Human Development

**Primary Characteristics**

- Factual data (100%)
- Educational Activities (54%)
- Analysis of Issues (100%)
- Onward Links (77%)

**ESDs and SDGs**

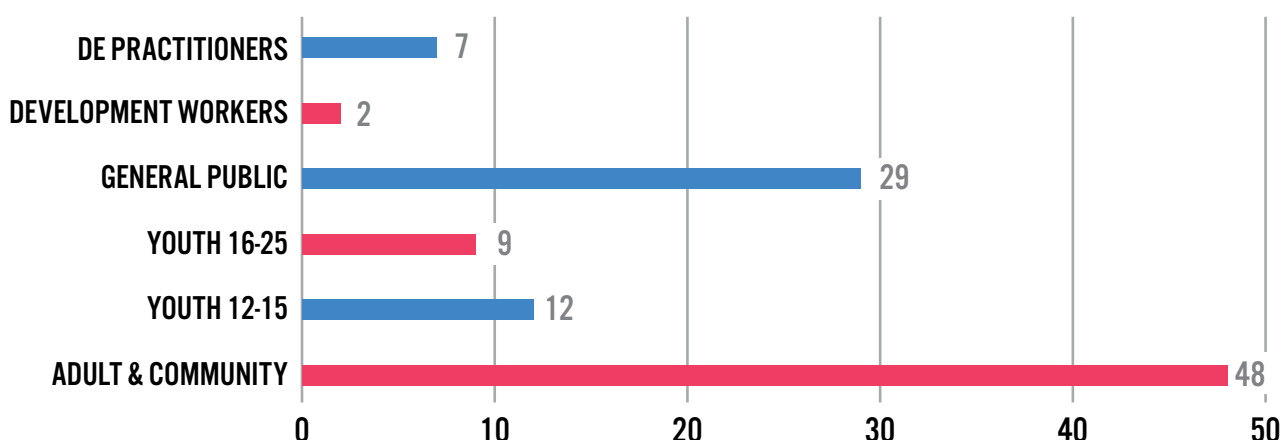
- 11 resources relate to ESD
- 2 resources include the SDGs

**Other Notes**

- 4 additional resources identified with this category as a subsidiary education sector
- 12 resources are free online

## 3.6 Non-formal Education

**CHART 3.8 - RESOURCE DISTRIBUTION ACROSS NON-FORMAL EDUCATION**



### Sector: Youth 12-15

**Number of resources** 12 (6% of total)

**Dominant Themes**

- Sustainable Development Goals
- Children's Rights
- Migration and displacement

**Primary Characteristics**

- Factual data (92%)
- Educational Activities (75%)
- Analysis of Issues (75%)
- Onward Links (83%)

**ESDs and SDGs**

- 8 resources relate to ESD
- 5 resources include the SDGs

**Other Notes**

- 10 additional resources identified with this category as a subsidiary education sector
- All 12 resources are available free online

### Sector: Youth 16-25

**Number of resources** 9 (5% of total)

**Dominant Themes**

- Sustainable Development
- Women and Gender; Health; Social Economy; Activism; Hunger, Food and Agriculture; Sustainable Development Goals; and; DE Methods

**Primary Characteristics**

- Factual data (67%)
- Educational Activities (44%)
- Analysis of Issues (78%)
- Onward Links (89%)

**ESDs and SDGs**

- 5 resources relate to ESD
- 4 resources include the SDGs

**Other Notes**

- 28 additional resources identified with this category as a subsidiary education sector
- 6 resources are available free online. Two are not free and one is no longer available

## CASE STUDY 2 - POLICY AND PRACTICE: A DEVELOPMENT EDUCATION REVIEW

Launched in 2005, this journal (published bi-annually) from the Centre for Global Education in Belfast offers an opportunity for development education practitioners to reflect on their work and discuss some of the main challenges they face such as funding, evaluation and monitoring practice. It became a digital online publication with Issue 9 in autumn 2009.

The journal is largely for academics and third-level students and those engaged directly in development education, features articles on sustainable development, justice and human rights issues; on educational practice; on research and methodologies; on monitoring and evaluation in addition to opinion pieces and reviews. Each edition generally has a thematic focus. Its overall aim is to improve practice in global and related educations and to strengthen capacity across all involved in the sector.

Topics most frequently covered in the 23 editions to date from a development or global education perspective can be divided into 4 broad strands:

### **Most frequently addressed:**

- Sustainable Development issues in Education
- The Higher Education Sector
- Development Education Theory and Practice
- Global Education/Citizenship

### **Regularly addressed:**

- Development Education in the Formal Sector
- Film
- EU Perspectives
- Development Education and Intercultural Education
- Development Cooperation and Development Education
- Adult and Community-based Education
- Development Education Research

### **Also addressed:**

- Development Education and the Arts
- Volunteering and Development Education
- Media Images and Messages
- Latin American Issues
- Climate Change
- Music
- Local Irish Issues
- African Perspectives
- Development Education Partnerships

### **Viewpoint Pieces:**

Examples of these have included the following:

- Climate Change – the Challenges and Opportunities for Development Education Practitioners
- Integrating Development Education in Business Studies
- Stereotyping the Poor
- Teaching About Fairtrade

**All editions of the journal can be accessed free on:** [www.developmenteducationreview.com/archive](http://www.developmenteducationreview.com/archive)

## Sector: Adult and Community

**Number of resources** 48 (24% of total)

**Dominant Themes**

- Global Citizenship Education
- Debt & Trade
- Women and Gender; Conflict and Peace

**Primary Characteristics**

- Factual data (88%)
- Educational Activities (40%)
- Analysis of Issues (75%)
- Onward Links (65%)

**ESDs and SDGs**

- 23 resources relate to ESD
- 10 resources include the SDGs

**Other Notes**

- 25 additional resources identified with this category as a subsidiary education sector
- 47 resources are available free online. One resource is not available

## Sector: Development Education Practitioners

**Number of resources** 7 (3% of total)

**Dominant Themes**

- DE Practice
- DE Methods

**Primary Characteristics**

- Factual data (86%)
- Educational Activities (29%)
- Analysis of Issues (86%)
- Onward Links (100%)

**ESDs and SDGs**

- 5 resources relate to ESD
- 4 resources include the SDGs

**Other Notes**

- 18 additional resources identified with this category as a subsidiary education sector
- 7 resources are available free online

## Sector: Development Workers

**Number of resources** 2 (1% of total)

**Dominant Themes**

- Health
- DE Methods

**Primary Characteristics**

- Factual data (100%)
- Educational Activities (0%)
- Analysis of Issues (100%)
- Onward Links (100%)

**ESDs and SDGs** No reference was made to ESD or SDGs

**Other Notes**

- 18 additional resources identified with this category as a subsidiary education sector
- 2 resources are available free online

## Sector: General Public

**Number of resources** 29 (15% of total)

**Dominant Themes**

- Conflict and Peace
- Health
- Aid; development

**Primary Characteristics**

- Factual data (87%)
- Educational Activities (4%)
- Analysis of Issues (91%)
- Onward Links (57%)

**ESDs and SDGs**

- 16 resources relate to ESD
- 6 resources include the SDGs

**Other Notes**

- 4 additional resources identified with this category as a subsidiary education sector
- 25 resources are free; 22 free online; 4 not free

### 3.7 Resources as Gaeilge

In *Phase 2*, 6 resources available were found in the audit as Gaeilge (Irish language) - 3% of the overall amount.

It is worth noting that these resources are translations of the English language versions, rather than stand-alone resources produced specifically as Gaeilge. Three have been produced for the formal education sector by Trócaire (Junior Primary, and Primary & Post-Primary), one produced by Sightsavers for primary use, the remaining two being produced for the general public (*One World One Future: Ireland's policy for International Development* by Irish Aid) and development education practitioners (*Irish Aid Development Education Strategy 2017-2023*).

It has been routinely difficult to get an accurate reflection as to the extent of demand for resources as Gaeilge as part of this audit, based on limited information available. Therefore, resources as Gaeilge should be considered an area for further research and exploration.

### 3.8 Additional Findings

Only 14% of resources covered by the *Phase 2* period included an ISBN. This figure is down on *Phase 1* which recorded a 19.9% take up of ISBN use, despite previous our recommendations in 2013. As a result, it may be worth revisiting the benefits of acquiring and using ISBNs:

- It allows for more efficient marketing of the resource, including to libraries and universities
- ISBN's can be allocated to print and soft copy resources (except videos)
- Many distributors only list resources that have an ISBN
- DE students (and practitioners) should have access to DE resources, not just the target groups
- It is a universal standard that assigns a unique number for identifying different kinds of resources around the world
- As a universal standard and widely used identifier in search engines and resource distributors ISBNs professionalise DE publications by adhering to commonly used standards.

## 4.0 Commentary and Conclusions

The production of supportive guidelines and guides for development education during the *Phase 2* period has advanced at a considerable rate with many guidance and professional support materials being generated by the sector for the sector, and beyond. This trend is indicative of the period and the increased demand to measure, justify and track development education outputs, outcomes and impact. Global financial austerity after 2008 and its implications in Ireland continued to inform internal and external financial pressures on resource producers and funders resulting in a more constricted funding base for resource development when compared with the 2000-2008 period.

**In summary, the major conclusions from *Phase 2* include the following:**

- There has been a noticeable increase in resource production on an annual basis since *Phase 1* (an average increase of 38% annually)
- The quality of resources continues to increase especially on two fronts – the research and evidential basis of resources and the educational focus of many resources. The period has also witnessed the beginnings of a discussion on 'quality' control in DE resources (a hugely controversial issue).
- NGOs remain the key providers of DE resources with limited but significant resource contributions from educational and community structures and institutions
- The spread of resources produced across both formal and non-formal education sectors is generally balanced with the non-formal sector accounting for 50% of resources and the formal 47%; the remaining 3% of resources were produced for the DE sector itself.
- There has been significant growth in the availability of resources for the General Public (15% of total for the period) but this is heavily accounted for by work on two issues – conflict & peace and tax justice.
- The vast majority of resources are available online (89%) and for free (92% of total) but there is still significant demand and need for hard copy resources and there are on-going limitations (technical and otherwise) with digital resources, especially in the formal sector in terms of access to and changing technology standards and approaches.
- As 25 themes were generated from the research, the thematic spread of resources is large with several themes standing out – development education practice, development education methods, conflict & peace, climate change, human development and Debt & Trade issues (tax justice etc.). These are topics one might expect to feature strongly. Others, such as the Sustainable Development Goals, emergencies/humanitarian issues, children's rights and justice issues remain relatively weak – the SDGs went 'live' during the final year of the *Phase 2* in January 2016 so additional SDG related resources can be anticipated in the immediate future.
- As in *Phase 1*, resources for the youth sector remain significantly under-represented although formal sector resources routinely identify youth as a key secondary target group.
- While there are very limited sections as Gaeilge in some resources, the provision of resources as Gaeilge remains largely absent, with a few minor exceptions.
- As highlighted in *Phase 1*, the opportunity cost of accessing resources remains high with no central reference point or resource centre where the scale and appropriateness of available materials can be reviewed. As it now stands, key resources are routinely difficult to locate and then access. The developmenteducation.ie consortium has played a role, but, by definition this role is limited although it offers the opportunity and platform for additional work. But the agenda is, and must remain bigger than that pursued by developmenteducation.ie.

## CASE STUDY 3: EDUCATION FOR A JUST WORLD – A PARTNERSHIP APPROACH

**The Education for a Just World** partnership between The Centre for Human Rights and Citizenship Education of the DCU Institute of Education and Trócaire is a collaboration on global citizenship education at early years and primary level spanning nearly 10 years.

This project partnership approach blends an education research and development practice agenda within primary and early years education in Ireland. This is based on The Centre for Human Rights and Citizenship Education research and work and Trocaire's work with communities in over 20 developing countries with a focus on food and resource rights, women's empowerment and humanitarian response.

This model of partnership has supported cooperation and engagement on development issues and 'education' changes and learning contexts through a series of phases.

As a public research-based agenda, the collaboration has given rise to evidence-based interventions in an area of research (early years) that has largely been overlooked in DE, which are shared beyond the project team. In sharing findings and observations openly, the team are inviting further engagement and take up by educators and DE practitioners in this field of practice and research. Examples of the collaboration include:

### **Phase 1: Age 3-6 (2010 – 2012)**

- **Educator resource:** *Just Children 1 (2012)* – a 'story sack' and teaching resources built around the storybook *Mama Panya's Pancakes: A Village Tale from Kenya (2006)* to explore global justice issues with young children. The ideas and activities are based on research conducted with children and their teachers in pre-school and infant classroom settings.
- **Report:** *Young Children's Engagement with Issues of Global Justice. (2010)* by Brian Ruane et al.

### **Phase 2: Age 7-9 (2013-2015)**

- **Storybook:** *Farid's Rickshaw Ride* – A story of a young boy in Bangladesh getting ready for a visit from his cousin living in Ireland.
- **Educator resource:** *Just Children 2* – A critical literacy teaching resource which explores the themes of trade, climate change, migration and human rights built around the storybook *Farid's Rickshaw Ride*.
- **Report:** *Children's Global Thinking: Research Investigating the Engagement of Seven-to Nine-Year-Old Children with Critical Literacy and Global Citizenship Education (2014)* by Rowan Oberman et al.



### Phase 3: Ages 10-12 (2015 – 2018)

- **Educator resource:** *Creating Futures: 10 lessons inspiring inquiry, creativity & cooperation in response to climate change for senior primary classrooms* (2016) – climate change education resource for senior primary classrooms.
- **Educator support and wider engagement:** a three-year European consortium project embedding global learning/development education into primary education across Europe (2015-18). Includes training and education, awareness raising, resource development and research - targeting educators and policy makers, and working in collaboration with local education and training boards on lead project themes migration, along with the secondary themes of climate change and climate justice.

## 4.1 On resources by sector and theme

- **Secondary themes** were identified in 85% of resources (170). This finding makes the point that the development of multiple themes within resources is normal practice – complexity is a core characteristic in development issues and resource development.
- It should also be noted that, as with the finding in section 3.1.2 with regards to resource formats, **limiting the audit to two leading themes has been a conservative approach** adopted during *Phase 2*: quite often three and four themes were developed across any one resource. A resource covering the migration crisis in the Mediterranean might typically include themes relating to migration and displacement, conflict, human development and human rights (let alone from a children's rights or women's rights perspective). The audit's findings therefore, are indicative rather than absolute. We would encourage readers and researchers to delve further into resources to explore the depth and range of themes.
- **Formal/non-formal sector resources:** 47% of all resources audited were designed for the formal sector with a corresponding 50% for the non-formal sector. The sector most represented was Adult and Community accounting for 24% of resources followed by the General Public (15%) and Transition Year (9%). As before, it should again be noted that Early Years, Senior Cycle and Youth (taken as both age ranges) were generally underserved. Youth aged 12-15 or 16-25 were frequently cited as secondary targeted user groups and the general trend of the youth sector resources was to capture ages ranging from 12-18, rather than a narrow single age category that is more typical of formal education resources.
- **Thematic focus:** Development Education Practice, Development Education Methods, Conflict & Peace, Climate Change, Human Development and Debt & Trade issues (tax justice etc.) emerged as the top 6 themes covered with the Sustainable Development Goals, Emergencies/Humanitarian issues, Children's rights and Justice issues remaining weak.
- Recent topic trends caught by *Phase 2* include migration & displacement, the Social Economy, Hunger, Food & Agriculture and Women & Gender. The diversity in resource theme coverage is a welcome development.

- As the Sustainable Development Goals are less than two years old at this point in *Phase 2* (the audit only covered up to end of 2016 – the first year of the SDGs in force) it is too soon to give a definitive snapshot; at the very least it is an indicative observation.
- **66% of resources audited included dimensions that directly or indirectly relate to education for sustainable development.** Adapting resources for reuse can save both time and make the best of materials already developed as the principles, values, ideas and debates surrounding ESD are immediate and wide reaching. This contrasts with direct mentions of the Sustainable Development Goals in resources produced since September 2015, amounting to 23%.
- **Irish Aid funding:** 45% of the resources audited were co-financed by Irish Aid; aid and development NGOs remain the major producer and funder of resources.
- **NGO/non-NGO resources:** Aid and development agencies remain the largest providers of resources (but many of these are heavily 'promotional' and many were rejected in the preparation of the audit for this reason). There have been, however, a number of substantive resources published by related institutions such as the Equality Authority.

## 4.2 On quality and content

- **The nature, quality and content of DE resources remains high (when compared internationally for example) but there are many resources that remain poor development and education-wise** – in general, the standard of DE resources in Ireland is high by international standards. Many resources continue to be produced in partnership with educational institutions, road-tested through pilot projects with educators and organisations with evident quality impact (28% of resources were produced in partnership during *Phase 2*). Resources remain increasingly visual and well-designed and the range of media employed continues to expand.
- **The development, human rights and Developing World 'content' of resources remains relatively weak with many glaring omissions** – while there are many high-quality development and human rights focused DE resources, many remain 'outdated' in terms of perspectives, evidence and debate – they tend to concentrate heavily on educational methodologies and activities; on curriculum and syllabi links and contexts and much less on current development and human rights realities. This is again true in *Phase 2* as regards 'Developing World' perspectives and viewpoints which remain hugely under-represented.
- Many resources continue to present simplistic analyses of issues (most often as regards aid, SDG agendas, the 'action' component and divergent perspectives). There remain many gaps and weaknesses as regards particular issues and agendas as well as in relation to particular 'target groups' (see the recommendations that follow). When reviewed from a key cross-cutting thematic perspective many of the gaps and weaknesses are significant in terms of the overall stated aims and objectives of development education. Development issues, patterns and trends are

## CASE STUDY 4 – A WARNING ON FACTS, CHANGE AND EDUCATION

***“The book came to the attention of An Taisce when the daughter of one of its members alerted her parents to its arguments. Following representations from An Taisce, Folens agreed to revise the chapter.”*** – RTE News report 31 August 2016.

Despite the landmark Intergovernmental Panel on Climate Change (IPCC) report published in 2014 detailing how climate change is driven by emissions arising from human actions, showcasing the scientific consensus that has emerged over past two decades on this, An Taisce lobbied Ireland’s largest education publisher Folens directly about the issue one year later in its junior cycle geography textbook. The textbook, *Unlocking Geography*, frames the critical issue of Global Warming as a debate upon which ‘science’ is totally divided, and then invites 11-12-year-old children and their teachers to pick whichever side of the ‘debate’ they prefer.

It was another 12 months (August 2016) before an 8-page booklet was distributed to schools across Ireland for manual insertion, rather than an updated edition or reissue of the textbook which was still in active circulation. This case study raises important questions in terms of the accuracy, timeliness and reliability of resources that are maintained in active circulation and continue to be made available.

constantly changing, the same can be said for educational contexts and debates. DE resources need to better reflect such contexts and debates.

- **Many resources remain heavily influenced by ‘branding’, ‘profiling’, fundraising and promotional concerns** with education a secondary consideration. This also tends to be the case with campaigning resources where the ‘pros and cons’ of issues remain underdeveloped.
- **The recent boom in production of guides and guidelines for development education in Phase 2 has been striking**, providing sounding boards, checklists and guides for navigating the realities, opportunities and constraints on organisations in an educational context. This finding reflects an animated and active sector across educational sectors. This trend over the period reflects a wide range of agendas, groups and collaborations to actively strengthen DE practice and support professional development across educational sectors. For example: *Good Practice Guidelines for Development Education in Schools* (2014) by IDEA; *Good Practice in Development Education in Primary Schools: Guidelines for School Placement Tutors* (2014) by DICE; *Illustrative Guide to the Dóchas Code of Conduct on Images and Messages* (2014) by Dóchas; *Guidelines for Producing Development Education Resources* (2014) by developmenteducation.ie, Dóchas and IDEA; *Development Education in Adult and Community Settings: Guidelines for Good Practice* (2014) by IDEA.
- **Innovative ways of taking stock of own resources and heritage** – the Comhlámh 2015 anniversary and selection of 40 years of memories was a strong initiative to rescue old resources (of many kinds) and to reflect on their impact and the context that gave rise to them, and what they can contribute to today’s work, see [www.comhlamh.org/tag/40yearsofmemories](http://www.comhlamh.org/tag/40yearsofmemories). A similar point is also illustrated by Trócaire’s campaign history page for their work on climate justice [www.trocaire.org/getinvolved/climate-justice/climate-campaigning](http://www.trocaire.org/getinvolved/climate-justice/climate-campaigning).

## 4.3 On accessibility and availability

- **No central resources library, database or reference point for browsing, accessing and/or purchasing resources:** as regards DE resources, one of the key challenges that remains is of how appropriate resources can be identified and accessed. It requires considerable time, tenacity and familiarity to review and then acquire resources. Currently, such resources are spread across a large range of organisations, locations and internet sites and currently there is no guide or catalogue available other than the [developmenteducation.ie](http://developmenteducation.ie) resource library (previously one was made available by Trócaire and Irish Aid). The opportunity costs of accessing resources via individual organisations remain high.

Supporting the availability of reference points, digitally or otherwise, would go some way towards resolving the issue for those resources that could be made available in this format (once the issue of cost is addressed) but it would by no means resolve the issue for hard copy resources or for educators seeking such resources (there is still considerable demand for such resources, even where they are available digitally).

There is also the issue of facilitating educators through engagement opportunities (online and offline) in browsing resources generally prior to identifying those resources most suited to their needs and areas of focus.

- **Lack of co-ordinated marketing of resources** – linked to the point above, currently there is no co-ordinated approach to highlighting available resources so that educators can get a sense of what is available and most relevant to their needs. Organisations with financial resources can publicise their own resources but this capacity is not available to all. Such a co-ordinated approach could be highly productive – and is of interest to librarians, educators and end users.

- **Available resources are frequently hard to access** – while in some cases organisations have invested in developing online resource libraries, the audit again found it difficult to identify and access available resources as they are frequently ‘buried’ in websites which are primarily focused on other priorities e.g. organisational profiling, fundraising, general information, advocacy etc. In some cases, once again, resources previously produced are no longer available on the producing organisation’s website (or the website has ceased to exist e.g. Banúlacht, Kerry One World Centre or single-issue campaign and education microsites such as [www.justworld.ie](http://www.justworld.ie), [www.challengingthecrisis.com](http://www.challengingthecrisis.com), [www.claimingourfuture.ie](http://www.claimingourfuture.ie), [www.mayfieldarts.org/toolbox/toolbox/home.html](http://www.mayfieldarts.org/toolbox/toolbox/home.html)) and resources then need to be accessed through other’s sites (this again requires prior knowledge etc.).

This is an issue that [developmenteducation.ie](http://developmenteducation.ie) began to address with the development of a DE resources library from 2013.

- **Changing standards and trends in the use of technological assets over time carries an element of risk if digital publications are to be solely relied upon;** websites require regular maintenance, overhauls and updating, which does not guarantee availability or access to publications; campaign changes and priorities ‘hide’ older material from user access so that all eyes are on the most recent work only – this can relegate DE resources (whether they are popular, regularly accessed or not etc.) and sometimes remove them, without warning, from teacher pages. There is a strong case to be made that available DE resources should be more prominently profiled on existing sites for an agreed period of time (as recommended in *Phase 1*, this is especially the case with resources funded or part funded by Irish Aid or through grant funding mechanisms).

- **Where possible, resource producers should consider digital asset storage beyond the life term of the educational campaign it is developed for** – particularly short-term resources (i.e. once-off events, annual etc.). This can include subsidiary URLs to host annual resources (organised by year) or to migrate hosting of microsites onto main hosting and server packages as part of organisation website maintenance. Alternatively, a third party may be invited to be the caretaker for to host the microsite for archival purposes.
- **NGOs and resource production** - it is worth recording again that DE resource production is dominated by a limited number of major aid and development agencies and human rights organisations – their contribution to resource provision is very significant. However, as already noted many NGO resources are strongly oriented towards promotion and fundraising despite described by such NGOs as development education.

## CASE STUDY 5 - WEBSITES AS A SOURCE OF DE 'MATERIALS'

In the course of this second phase of auditing DE resources in Ireland a range of different 'platforms' for supporting DE are becoming more important and are not easily audited or annotated. Two sources immediately presented themselves - websites and blogs.

Websites have become important sources of information, data and analysis, much of it not in a direct resource format (downloadable or 'stand-alone'). Extensive coverage of key issues and approaches in DE are available in the various sections of sites but may not be immediately apparent to the cursory browser seeking something specific or indeed general. This is especially true if websites are not directly 'education friendly' - they may be about a particular issue or campaign. Examples that illustrate the issue include:

- [www.irishaid.ie](http://www.irishaid.ie) – e.g. the case studies included in Stories of Progress or specific items in the News and Publications section
- [www.amnesty.ie](http://www.amnesty.ie) – apart from the Human Rights Section, there are excellent campaign materials amenable to DE in the Campaigns section
- [www.ipsc.ie](http://www.ipsc.ie) – the Irish Palestine Solidarity Campaign site has considerable background material on the issue particularly in its resources section
- [www.irishaid.ie/what-we-do/our-priority-areas/hiv-and-aids/michael-kelly-lecture-series](http://www.irishaid.ie/what-we-do/our-priority-areas/hiv-and-aids/michael-kelly-lecture-series) - microsites such as this one offer rich pickings for DE but often do not immediately appear to be 'education friendly'.
- [www.stand.ie/news](http://www.stand.ie/news) – news, opinion and ideas by and for students in higher education as a space for learning about global issues

Despite the richness and value of much of the materials on sites such as those listed above, it has been impossible for us to annotate and audit this huge body of material. Suffice to note that the developers of these websites could do much to make them more education friendly and this is an issue to which we return in the conclusions section that follows.

## 4.4 Funding Streams

- **The main sources of financial support for resource production includes** the Irish Aid DE annual grants scheme; the WorldWise annual grants scheme (post primary provision); Trócaire Mobilising for Justice Grants Scheme; Concern Development Education Grants Scheme, and; the European Commission.

Note: this list excludes internal financial resources used in order to identify general financial support sites. Internal resources account for international NGOs with an Ireland office and large development agencies on multiannual funding streams.

- A moratorium on funding of resource production in the Irish Aid annual grants round for 2013 and 2014 effectively limited resource production in Ireland for many small organisations. The range of other funding sources is limited although the larger NGOs have been supportive in this context. The decision to withhold funding for resources was lifted as part of the 2015 Irish Aid Development Education Annual Grant call in October 2014 and this coincided with the release of the *Guidelines for Producing Development Education Resources* jointly developed by developmenteducation.ie, Dóchas and IDEA.
- The *Guidelines for Producing Development Education Resources* produced by developmenteducation.ie, Dóchas and IDEA, originated as a response to recommendation 6.3 in *Phase 1* to support resource production strategies as a tool for resource writers/producers, educators and funders more broadly.
- The Irish Aid grants select committee confirmed with audit researchers that the existence of resources was taken in to consideration in relation to decisions on grant funding. This is an important development in the context of broad resource provision for DE. Additional discussion and debate of funding of resources would be beneficial.

## 4.5 On the role of resource centres and libraries

- Supporting the work of libraries has been challenging. One commentator noted that some staff no longer entertain applying for funding to support development or development education resources as a result of how funding rounds are perceived as too cumbersome for librarians to pursue. Local collections have been stalled as a net result of this trend since 2013 and the 'face to face' contact of key librarians as focal points for staff, students and the public has been undermined. This finding is further exacerbated by resource producing groups and organisation not depositing or archiving material properly (for guidance on this, see the *Guidelines for Producing Development Education Resources* (2013)).
- The development of documentaries by NGOs has been positively received as a result of the 'access' challenge: quite often documentaries are located behind paywalls that educational institutions do not have access to, such as Netflix.
- Key librarians across institutions do not keep in contact as part of a network on specific discreet subject areas, such as development studies. This has many potential gains if challenged, however the funding and institutional support context mitigates treading far from the current practice within a context of constrained time and human resources.
- There has been little rescuing of resources produced by organisations that have gone out of business or closed – a finding also made in *Phase 1*. There is a real danger in such resources being lost, particularly when there is an assumption that everything is online and freely available and accessible.
- The closure of libraries and centres as regional bases will have immediate and medium-term impacts which are difficult to measure and outside of this piece of research. Examples include open physical spaces to explore,



discuss and access resources, such as the Irish Aid Volunteer Centre and the Galway One World Centre, both of which no longer have drop-in facilities.

Traditionally and not simply in Ireland, locations where those engaged in DE can 'drop in', discuss issues and needs, review resources and activities etc. have been hugely important in terms of building active 'engaged' communities – opportunities for such approaches have declined very significantly in recent years. This is an issue the sector and its partners need to discuss and debate further as part of any overall strategy.

- There is a problem with information overload; as one librarian noted, a lot of assumptions are made about 'digital natives'. Students are experts at searching but not at finding and interpreting a scholarly resource vs an opinion resource. There are serious critical literacy issues raised by the rush to digitising resources without supportive guidance and entry points, as a typical role of librarians and resource library managers. There are many reliable resources for people to access – something that students do not always have an opportunity to understand and grapple with.

Again, this is an issue addressed in the recommendations below.

## 4.6 On traditional broadcasting media

A wide range of traditional news media has consistently engaged in DE agendas and activities. These are not included in the full findings of *Phase 2* but are worth drawing attention to as making important contributions to DE in Ireland:

- *Lives in Limbo* (Irish Times series) [www.irishtimes.com/news/lives-in-limbo](http://www.irishtimes.com/news/lives-in-limbo)
- *Inside Out* (Irish Times series during European Year for Development 2015) [www.irishtimes.com/life-and-style/people/inside-out](http://www.irishtimes.com/life-and-style/people/inside-out)
- Irish Times was involved in a free-access to climate change related articles in the lead up to the Paris Agreement global initiative by mainstream newspapers
- RTE radio series *Voices* [www.rte.ie/news/voices/](http://www.rte.ie/news/voices/)
- *What in the World?* 4-part series screened on RTÉ One annually (2016, 2015, 2014 and 2013), produced by KMF Productions
- *Toughest Place To Be...* documentary series screened on RTÉ One with Irish workers trying to do their jobs in some of the world's most demanding locations (2016).
- *Troid ar son na Síochána (Fighting For Peace) – The Story of the First Irish UN Peacekeeping Mission 1960 - 1964* (2013) documentary broadcast on TG4 in 2013 and released on DVD in 2014, produced by Cowshed Media Ardmore Studios.

The Simon Cumbers Media Fund has played a central role in Ireland as dedicated fund to assist and promote more and better-quality media coverage of development issues in the Irish media.

## CASE STUDY 6: *WHAT IN THE WORLD?* DOCUMENTARY SERIES

*What in the World?* is a four-part documentary series produced annually which aims to raise greater public awareness on a range of global development and human rights issues.

Presented by Peadar King and produced by KMF Productions, the series illustrates the human consequences of global economic inequalities and human rights violations, by focusing on how people encounter these issues daily. The short 25-minute-long episodes have been broadcast on television channel RTÉ One over the last decade and, for a limited time, is available online on the RTÉ Player. All films have been broadcast in Ireland and some have been broadcast on terrestrial and cable stations in the UK, the US, The Netherlands, Iran, in the Middle East and Australia.

Since 1999, KMF Productions has produced over thirty-five documentaries in thirty-four countries in Africa, Asia, and The Americas.

The range of issues and topics covered are illustrated by the 16 thematic episodes covering the *Phase 2* audit period, which together make a considerable and consistent mainstream contribution to informing awareness and action on development issues and debates from Ireland:

- 2016: Malalai Joya: Enduring Freedom (Afghanistan); After Ebola (Sierra Leone); Digital Dumping in Ghana (Ghana); Requiem for Snow (Greenland)
- 2015: A Deserted People (Western Sahara and the refugee camps of Algeria); Defying Gravity on the Hills of Caracas (Venezuela); Revenge & Reconciliation (Libya); Yo Cambio / I Change (on prison reform in El Salvador).
- 2014: Body Talk in Togo (Togo); Still Birth in South Sudan (South Sudan); Jeju's Aching Heart (South Korea); the Emperor's New Clothes (Russia).
- 2013: Mass Murder in Mexico (Mexico); Blood Match (USA and Israel); The First 1,000 Days (Uganda); Soccer Slaves (France and Cameroon).

While produced for the general public, there is huge scope for adapting and supporting educational engagement with themes and issues raised by the episodes. For example, select teaching materials and DVD's have also been developed to support junior cycle English engagement with the series.



## 4.7 On gaps and opportunities

- Phase 2 of the audit has, once again highlighted significant needs as well as opportunities for resource development in order to appropriately cover all sectors and key topics in addition to adding value to other emerging and ongoing development and education agendas.
- Firstly, there is an immediate need to fill a number of key gaps identified above – specifically agendas related to women’s rights, the SDGs, climate change and sustainable development. These are key cross-cutting agendas in development and human rights and are reflecting strongly in recent international reports, debates and agendas. While these issues are addressed in many resources tangentially, they need significant direct consideration and debate.
- Many resources also need updating data and analysis-wise as patterns and trends change and contexts change – a good example of this are current data and debates on growing inequality and how it threatens much progress achieved in human development in recent decades. Another useful example is that on the debate on the measurement of hunger and the politics surrounding such measurement and the work of the UN Rapporteur on Food Security etc. Another key example includes a critical overview and debate on the SDGs and the surrounding agenda.
- This phase of the audit of DE resources highlights the pressing need for additional resources directly pitched at the youth sector; resources that are not predominantly curriculum focused and then only secondarily oriented towards youth. Their different learning contexts and processes require dedicated resources.
- Considerable curricula and syllabi gaps remain e.g. in maths, languages, sciences, art etc.; educational theory and understandings of the educational process also require constantly

up-dating. Additionally, the majority of resources remain targeted at teachers and educators directly with little available for learner-directed education across all age groups (there are some exceptions).

- Resources highlighting Developing World perspectives, agendas and needs remain clearly weak despite constant reference to the need to incorporate these into resource presentations. There are many quality reports, perspectives, stories and analyses which present such views and analyses but they remain absent from many (the majority?) of DE resources. Examples include the 2017 Social Watch report *Spotlight on Sustainable Development*, UNICEF’s *Generation 2030 Africa* and the 2016 Development Alternatives with Women for a New Era resource *Linking Gender, Economic and Ecological Justice: feminist perspectives from Latin America*. We simply offer these as examples.

### Other gaps and opportunities include:

- Given the publicity currently focused on the SDG agenda, there is ample scope for quality resources exploring the agenda critically (much extant material is simply PR focused rather than educationally analytical). The scope of issues and targets goes much further than the headline title of each goal – we would suggest looking at the actual targets within goals directly to inform resource development
- Issue-based gaps: Water and water-related issues and their impact on development; health and health related issues; ongoing debates on aid and its changing patterns and contours (the significant rise of ‘new’ donors), ‘regional’ and ‘area’ studies (which feature in syllabi); consumerism and its impact and poverty and hunger
- As noted above, there exists a strong international resource base, a vast array of resources available online internationally (reports; databases; interactive resources; video and film; literature and music; art, news media and research). There is a growing need for guides to such resources and on how they can/could be better used in DE.

- The need for guides extends into multimedia assets such as videos, podcasts and microsites and apps which have exploded onto the landscape in recent years as the opportunity cost of production has decreased. Navigating good quality multimedia resources (auditing, making available and supporting educationally) presents a practical need for those working in DE and for end-users as the main consumers of these materials. This point could extend into social media platforms too.
- Building on the increased take-up of multimedia assets by users, specific training and support should be tailored for DE resource producers appropriately, perhaps even shared across DE networks in the sector to pool financial and human resources.
- There is also considerable opportunity for strengthening onward referencing and linking within resource production.

**In educational terms, gaps and opportunities include:**

- Continuing need for resources to support formal sector education in diverse subject areas such as junior and senior cycle post-primary e.g. maths, history, business studies, RE, senior geography, languages, Gaeilge, art etc.
- Opportunities exist also at subject level in primary education and there is also a need for additional and appropriate 'analysis' of issues at this level
- Considerable opportunity exists for both Irish Aid and NGOs to greatly strengthen the educational elements of promotional and 'aid focused' resources.

**Resource libraries and One World Centre gaps include:**

- Resource producers should deposit their works with key libraries in Ireland, as appropriately identified based on subject, learning level and speciality. Many of these have been highlighted in the *Guidelines for Producing Development Education Resources*.
- Due to severely decreased funding on the impact of library work, from a DE and development studies focus, research has suffered, but could yield specific and valuable contributions to generating evidence, impact and results. For example, on library queries with subject librarians; assignment topic queries and support etc.
- An outreach strategy to re-engage libraries (specialist or otherwise) and One World Centres within their locality and community, along with provisioning for resource budgets
- Organisations and groups maintaining their own in-house library collections of resources should: keep them up to date; make them as accessible as possible; be consistent – whether developing an in-house classification system or using a common standard such as the Statement of International Cataloguing Principles (ICP) 2016 etc.
- The history and heritage of DE resource developments should be preserved, energised and supported. Just as Irish heritage has been undergoing a renewal as a result of 1916 centenary activities nationally, the preservation and cultural contribution from people involved in the DE movement in Ireland is substantial and should be supported.
- Develop key contact points for regular communication with the community of librarians active on DE, ESD, HRE, GCE. This will support distribution and awareness across knowledge communities through, for example, up to date mailing list that includes a 'resource news' focus.

## CASE STUDY 7: HUMAN RIGHTS, SUSTAINABILITY AND HUMAN DEVELOPMENT - A RICH RESOURCE AGENDA

The past number of decades have witnessed an explosion of international reports offering data, analyses, case studies, graphics and maps on a host of core issues related to Human Rights, Sustainability and Human Development and much more. In addition to making them available (mostly free online), there has also been a marked effort to make them accessible and directly useable. Importantly, they also offer a rich diversity of viewpoints many of which are often at odds with the 'western, economics-driven' perspective of the traditional 'development' story.

These reports offer a rich vein of immediately useable resources for those of us involved in education and they can be readily used by students, youth, teachers and educators. [Developmenteducation.ie](http://Developmenteducation.ie) routinely features such reports and this is something we plan to expand in coming work agendas. It would be impossible to list all such reports here, but for illustrative purposes, we have chosen to highlight four.

- **The Human Development Report** is published annually by the UN Development Programme and is virtually a one stop-shop for all the key data and analysis. Each year's report highlights a particular theme ('Human Development for All was the 2016 theme) and includes a detailed data-set in tables by key issue and theme; an overall view of the state of human development worldwide; case studies, graphics and opinion pieces. It is very accessible, is available free online and should be on the shelves of every library (if not, ask them to get it). See [www.hdr.undp.org](http://www.hdr.undp.org)
- **The Living Planet Report** is published every two years by the Worldwide Fund for Nature, the Global Footprint Network and the Zoological Society of London and provides a detailed and comprehensive overview of key issues in sustainable development. It focuses on the human impact on the planet and on nature, includes detailed data, extensive case studies, and specific thematic foci and measures the Living Planet Index. Again, it is available free online, is readily accessible and answers most key questions learners may have. See [wwf.panda.org/lpr](http://wwf.panda.org/lpr)
- **Freedom in the World Report** is one of the most comprehensive reviews of the state of human rights broadly defined internationally. Published annually by the US-based human rights, freedom and democracy organisation Freedom House, the report evaluates the state of freedom in 195 countries and 14 territories during the previous year. It is based on the Universal Declaration of Human Rights and assigns each country a score based on 25 indicators. These scores are, in turn, used to determine two numerical ratings, one for political rights and the other for civil liberties. The ratings then determine a country's overall status as Free, Partly Free, or Not Free. It is available free online and is also easily accessed and creatively used. See [www.freedomhouse.org/report-types/freedom-world](http://www.freedomhouse.org/report-types/freedom-world)
- **State of the World's Children Report** is one of the long standing international reports focusing on the well-being of children and women. It is published by UNICEF, has a expansive range of data on health, education, maternal mortality etc. and also has an annual theme (A Fair Chance for Every Child in 2016), case studies, graphics and maps. It is available free online and is one of the most accessible reports. See [www.unicef.org/sowc](http://www.unicef.org/sowc)

## 5.0 Recommendations

**In considering the brief recommendations below, it is important to remember the limitations of Phase 2 already referred to in section 2.**

### 5.1 - An overall conclusion and suggestion

In light of the conclusions above, it might be productive if an appropriate, partnership-based forum on the need and relevance for resources on particular themes and in particular areas was convened. Such a forum might also address additional issues such as the need for a central reference point (see 5.2 below), partnership approaches to resource provision, quality assurance issues and challenges, funding and the more 'balanced' spread of coverage of key, cross-cutting issues (human development, human rights, women's rights, sustainable development etc.).

Such a forum should involve all key groups engaged in the agenda including Irish Aid.

### 5.2 – A central library/ resource centre and additional audits

As already indicated in *Phase 1*, the need for a central reference point, library, centre through which resources can be identified, discussed, possibly accessed or purchased remains. Such a reference point is needed for the long-term agenda of DE. Many resources clearly exist for those who are familiar with where to find them, how to access them given their hugely diverse sources and locations etc. but the need most constantly referred to is the need for information on their appropriateness for users etc.

While many resources are increasingly available through a central website such as [developmenteducation.ie](http://developmenteducation.ie) this does not satisfy expressed needs as all resources are not available free online and as many end users remain uninformed of the range and diversity of resources.

*Phase 2* has clearly highlighted that the range and scale of resources has increased significantly and the challenge of annotating and auditing them has grown very significantly. Our accuracy in this respect has developed accordingly as we have modified the annotation template which now includes 25 categories (as distinct from 11 in *Phase 1*). In *Phase 2* we have included a much larger range of resources from outside the formal DE sector per se and this reality will likely grow further. A central reference point would assist with this task.

It is recommended that an initial forum be convened (as in 5.1 above with, perhaps a following feasibility study in partnership with relevant structures and NGOs in DE and related areas) to discuss such a centre in all its dimensions and contexts.

### 5.3 – A national resource database

It is recommended that the database associated with this audit be maintained and expanded in the coming years, as was pursued following *Phase 1* and its follow-through phase; that it be made available online with a range of associated resources and supports and that all producers of resources be encouraged to submit an annotation as new resources are developed.

It is also recommended that the database be expanded to include a far larger range and diversity of resources beyond those produced in Ireland and those formally recognised as DE resources. [Developmenteducation.ie](http://Developmenteducation.ie) has begun an initial limited exercise in this regard with colleagues in the UK with a view to '*testing the waters*'.

We have yet to grapple with the two most glaring omissions – third-level DE resources (and their definition etc.) and the exponentially increasing audio visual material and its growing importance in DE and related areas. We recommend that appropriate audits in these two areas be undertaken.

## 5.4 – Ongoing need for resources

As educational methods, approaches and ideas will continue to change and develop there will always be a need for additional resources. Similarly, the need to update materials and analysis of development, environment and human rights issues will require the ongoing production of resources as will responding to the gaps and opportunities identified in *Phase 2*. It is therefore recommended that resource production remain a key component to strategies and funding streams within Irish Aid and across the NGO sector. It is hoped that *Phase 2* will assist with identifying and responding to priorities within this context.

Taking a broad cross-cutting themes approach to both development and development education, the audit suggests the following:

- While there has been an increase in resources addressing issues such as women’s rights, climate change, sustainability and activism in DE, there continue to be significant gaps as regards key topics and ‘target’ groups e.g. the SDGs as an agenda, key dimensions of human rights and development, recent changes in the aid agenda and architecture, trade and financial flows (especially illicit transfers) etc. On the educational side, senior post-primary remains under-serviced as does ‘public education’ and youth work. There is also a shortage of resource materials on Ireland in the world (the contributions of President Michael D. Higgins in this regard are significant, see p15 for example).
- The audit has highlighted the many key areas in which the agenda remains under-supported, resource-wise.

- In the context of *Phase 2*, it is recommended that greater attention be paid by resource developers and funders to the two key areas of ESD and the SDGs – it is vitally important to the relevance of DE that these issues/agendas be appropriately and critically resourced in the immediate period ahead.
- As noted in the conclusions above, additional ‘guides’ to a huge range of international reports on development, rights, sustainability, interculturalism etc. would be a considerable ‘added-value’ resource in DE. Resources permitting, [Developmenteducation.ie](http://Developmenteducation.ie) (in partnership with others) intends to make such guides increasingly available in the coming phase of work.

## 5.5 – Research into impact

One of the constant issues that arose in the course of undertaking *An Audit of Development Education Resources in Ireland, Phase 1 and 2* is that of assessing the value and impact of resources in terms of their stated aims and objectives. This is particularly the case with the many free resources where no cost is involved. While some research has been undertaken in the period between audits, considerably expanded research into impact, such as through longitudinal research (among other types), is crucial in terms of achieving stated objectives in DE.

Development education does not exist in a vacuum – there are many, very well-funded alternative world views and agendas. While it is now commonplace to attempt to measure the impact of DE, little research is undertaken into those messages, media and agendas that undermine or negate those of DE. Research into the impact of such alternate agenda on public opinion in the context of DE remains neglected and in such a context, measuring the impact of DE in ‘isolation’ is likely to be of limited value at best.

## 5.6 – Hard and soft copy resources

As stated in *Phase 1*, there is continued evidence of the need for and value of hard copy resources and there are ongoing difficulties in accessing and downloading soft copy resources.

Of increased importance in *Phase 2* (although inadequately addressed) are digital resources and the significant growth of 'microsites' addressing particular issues. Technology continues to substantially advance with implications for the continued availability and accessibility of resources. It is recommended that multiple formats of resources continue to receive support funding.

## 5.7 – Availability, accessibility and promotion

It is recommended that all significant resources produced access an ISBN number; that funded resources remain available for a specified period as a condition of funding (5 years); that resources remain accessible and visible on websites and that, where feasible and appropriate, copies are made available to websites such as [developmenteducation.ie](http://developmenteducation.ie) and deposited in key libraries and One World Centres.

# Appendices

**TABLE A1: RESOURCES INCLUDED IN THE AUDIT 2013-2016**

PUBLISHER	TITLE	YEAR
8020	80-20 Development in an Unequal World 7th Ed.	2016
A Partnership with Africa (APA)	Working for a Better Life: A Junior Cycle CSPE unit exploring human rights and development	2016
A Partnership with Africa (APA)	The Outsiders: Children living in direct provision in Ireland	2016
Afri	Just a second! Exploring Global Issues Through Drama and Theatre	2014
Afri	Just a Second! Pathways of Peace	2015
Age Action	Income security: why it matters for older people everywhere	2016
Age Action	Gender Discrimination and Age: the experience in Ireland and Developing Countries	2016
Age Action	Guidelines for Including Ageing and Older People in Development and Humanitarian Policy and Practice	2014
Age Action	Health and Older People in Ireland and Development Countries	2014
Age Action	Rural Poverty for Older People in Ireland and Developing Countries	2015
Amnesty International Ireland	A Matter of life and death: An introduction to the death penalty for second level students	2013
Amnesty International Ireland	Bringing ESC Home: the case for economic, social and cultural rights in Ireland	2014
An Taisce	The Case for Fossil Fuel Divestment	2015
ATD Fourth World	The Roles We Play: making a commitment to implement the Global Goals	2015
ATD Fourth World	Growing Together to Leave Noone Behind: UN Day for the Eradication of Poverty 17 October 2016	2016
ATD Fourth World	Messages from the #EndPoverty Day in Dublin 17.10.2015	2015
Ballymoney Community Resource Centre	SOS: an interactive learning resource and guidance notes	2016
CDVEC Curriculum Development Unit	Palestine and Israel: How will there be a just peace? A Citizenship Education resource	2013
Centre for Global Education	Workshop Report: Are we changing the world? Development Education, Activism and Social Change	2015
Centre for Global Education	Occupation and Resistance in the West Bank, Palestine: a report on a visit to the West Bank	2016
Centre for Global Education	Policy and Practice: a development education review	2013-2016
Centre for Global Education	Policy & Practice: A Development Education Review - Tenth Anniversary Edition	2015
Child Fund	<a href="http://www.childfund.ie/mylifemyworld/">http://www.childfund.ie/mylifemyworld/</a>	2014
Children in Crossfire	Teachers in Development and Learning: activity workbook	2016
Christian Aid (Ireland)	Poverty explored: A four week course for transition year students	2014
Christian Aid (Ireland)	The Human Rights Impact of Tax and Fiscal Policy	2015
Christian Aid (Ireland)	Climate Change and Kenya	2015
Christian Aid (Ireland)	Discrimination and HIV	2015
CIT Crawford College of Art and Design	Creativity, Resilience & Global Citizenship: Activity Toolkit	2015
Comhlamh	Be the change: a toolkit for taking action against poverty and injustice	2013
Comhlamh	From Volunteers to Active Citizens	2015



Comhlamh	Coming Home Training	2014
Comhlamh	Engaging Returned Volunteers in Active Citizenship: research and best practice from four countries	2016
Comhlamh	#Volops Volunteering for Global Justice newspaper series	2016
Comhlamh	What Next? A training resource for working with returned volunteers	2016
Comhlamh	Focus	2013-16
Concern Worldwide	Make Every Drop Count	2013
Concern Worldwide	Living in the Hollow of Plenty: World Hunger today and the hunger map	2013
Concern Worldwide	Emergency Response: Ebola	2014
Concern Worldwide	Climate Change: Educational Resource for teachers and facilitators	2016
Concern Worldwide	Development Education: Frequently asked questions by teachers and facilitators	2016
Concern Worldwide	Gender Equality: Educational Resource for teachers and facilitators	2016
Concern Worldwide	Hunger: Educational Resource for teachers and facilitators	2016
Concern Worldwide	Sustainable Development Goals: Educational Resource for teachers and facilitators	2016
Concern Worldwide	Someone Like Me	2016
Concern Worldwide	Remembering Madiba: reflections from young people in Ireland	2014
Concern Worldwide	One in Eight: a senior primary resource about hunger, food and our role in the world	2013
Concern Worldwide	Debating World Hunger: issues and challenges	2014
Concern Worldwide	Food for thought	2014
Concern Worldwide	Haiti: the Concern Worldwide Writing Competition 2013	2013
Concern Worldwide	Everyday Activism	2015
Debt and Development Coalition Ireland	Accounting for Justice: a facilitators guide to Global Tax Justice	2013
Debt and Development Coalition Ireland	How the World Works 2: a resource for Teachers	2015
Debt and Development Coalition Ireland	World Bank - IMF Watch 2013	2013
Debt and Development Coalition Ireland	FROM PUERTO RICO TO THE DUBLIN DOCKLANDS; Vulture funds and debt in Ireland and the Global South	2016
Debt and Development Coalition Ireland	FINANCIAL VULNERABILITY IN MALAWI	2014
Debt and Development Coalition Ireland	TOWARD JUSTICE CENTRED DEBT SOLUTIONS: Lessons from Argentina	2015
Debt and Development Coalition Ireland	Econowha? Free online resources for economic literacy	2014
Debt and Development Coalition Ireland	Corporate Tax Secrecy and the State: the Apple case in Ireland	2015
Debt and Development Coalition Ireland	Accounting for Justice: A facilitators guide to Global Tax Justice	2013
Department of Education and Skills	Education for Sustainability: The National Strategy on Education for Sustainable Development in Ireland	2014
Development Options	FairViews: A development Education photopack	2016
Development Perspectives	SDG Challenge series	2016
developmenteducation.ie	Guidelines for Producing Development Education Resources	2014
developmenteducation.ie	Development Issues: a course for Transition Year	2015
developmenteducation.ie	Consumption animation series	2013
developmenteducation.ie	Doing Development Education: ideas and resources - a starter guide	2015
developmenteducation.ie	Exploring the Shape of Our World - online module	2013
developmenteducation.ie	Stories of Change	2013-16
DICE	Intercultural Events in Schools and Colleges of Education	2013



DICE	Good Practice in Development Education in Primary Schools: Guidelines for School Placement Tutors	2014
DICE	You, Me and Diversity	2014
DICE	Imaging Global Perspectives: Representation of the Global South in a Higher Education Environment	2016
Dochas	Finding Irish Frames: Exploring how Irish NGOs Communicate with the public	2014
Dochas	The World's Best News	2014
Dochas	Illustrative Guide to the Dochas Code of Conduct on Images and Messages	2014
Dochas	Overseas aid: Fiction & Fact	2015
Dochas	The World's Best News	2015
Dochas	The World's Best News	2013
Doras Luimní	Anti-Rumours Campaign	2015
Education for a Just World: An Initiative of Trocaire and the Centre for Human Rights and Citizenship Education, DCU Institute of Education	Creating Futures: 10 Lessons inspiring inquiry, creativity and cooperation in response to climate change for senior primary classrooms	2016
Education for a Just World: An Initiative of Trocaire and the Centre for Human Rights and Citizenship Education, DCU Institute of Education	Farid's Rickshaw Ride	2014
Education for a Just World: An Initiative of Trocaire and the Centre for Human Rights and Citizenship Education, DCU Institute of Education	Children's Global Thinking: Research Research Investigating the Engagement of Seven- to Nine-Year-Old Children With Critical Literacy and Global Citizenship Education	2014
Education for a Just World: An Initiative of Trocaire and the Centre for Human Rights and Citizenship Education, DCU Institute of Education	Just Children 2: Farid's rickshaw ride: a tool for integrating critical literacy an global citizenship education across the curriculum at primary level	2014
EIL Intercultural Learning	Power and Equality Workshop Kit	2014
EIL Intercultural Learning	Equality Network Weekend Workshop Kit	2015
Eurodad	Hidden Profits: The EU's role in supporting an unjust tax system	2014
Fairtrade Ireland	Fairtrade Towns: Goals and Guidelines	2014
Fairtrade Ireland	Fairtrade procurement: a guide for procurement professionals	2014
Fairtrade Ireland	A module of work and action project for CSPE: a partnership approach to living in an interdependent world	2016
Frontline Defenders	The European Union: what it can do, getting it to take action: Protection Handbook for human rights defenders	2014
Frontline Defenders	La Lucha: The Story of Lucha Castro and Human Rights in Mexico	2015
GOAL Ireland	Mosquito Bites - small bites, big threat	2014
GOAL Ireland	Spotlight on South Sudan: A Development Education Resource for Primary Schools	2015
GOAL Ireland	Exploring Conflict: A Workshop Resource for Post Primary Teachers and students	2015
Gorta-Self Help Africa	Food for Thought: World Food Day	2013

Gorta-Self Help Africa	Twenty Fifteen: Thoughts and reflections on the Fourth, Fifth and Sixth Millennium Development Goals: To reduce Child Mortality, improve Maternal Health and combat HIV/AIDS, Malaria and other diseases.	2016
Gorta-Self Help Africa	Twenty Fifteen: Thoughts and reflections on the Seventh Millennium Development Goal: To ensure Environmental Sustainability.	2016
Irish Aid	One World One Future: Ireland's policy for international development	2013
Irish Aid	(As Gaeilge) One World One Future: Ireland's policy for international development	2013
Hi Rez Youth Centre	Be Well Times - for the news we'd like to read [satire]	2013
Hope Foundation	Children at Work: Exploring Child Labour in Kolkata	2016
Immigrant Council of Ireland	Moving Lives ( <a href="http://ic.ptoolsdemo.com">http://ic.ptoolsdemo.com</a> )	2015
INNATE - Irish Network for Non-Violent Training Education	Non-violent News - newsletters	1990-2017
INNATE - Irish Network for Non-Violent Training Education	Non-violence posters	1990-2017
INNATE - Irish Network for Non-Violent Training Education	Non-violence Workshop Resources	1990-2016
Irish Aid	A Better Future for all the World's Children	2013
Irish Aid	Snakes and Ladders: Food and Farming in Malawi	2013
Irish Aid	Caring for our World: the One World Irish Aid awards 2015	2015
Irish Aid	For people and planet: Our World Irish Aid Awards 2017 - pupil magazine	2016
Irish Aid	For people and planet: Our World Irish Aid Awards 2017 - teacher materials <a href="http://ourworldirishaidawards.ie">http://ourworldirishaidawards.ie</a>	2016
Irish Aid	HIV and AIDS: A Deep Human Concern: the Professor Michael Kelly Lecture Series 2006 - 2015	2015
Irish Aid	<a href="https://fathermichaelkellyzambia.org">https://fathermichaelkellyzambia.org</a>	2016
Irish Aid	Irish Aid Development Education Strategy 2017-2023	2016
Irish Aid	(As Gaeilge) Irish Aid Development Education Strategy 2017-2023	2016
Irish Consortium on Gender-Based Violence	Women, War and Displacement: a review of the impact of conflict and displacement on gender-based violence	2016
Irish Development Education Association	Good Practice Guidelines for Development Education in Schools	2013
Irish Development Education Association	Development Education in Adult and Community Settings: Guidelines for Good Practice	2014
Irish Development Education Association	Challenging the Crisis: Survey of Attitudes of Young Adults towards global development and social justice	2015
Irish Development Education Association	Challenging the Crisis: a guide to social and solidarity economy	2015
Irish Development Education Association	Development Education in Ireland 2015	2016
Irish Development Education Association	Challenging the Crisis: advocacy manual	2016
Irish Development Education Association	Index: austerity in Ireland - a DE response?	2013

Irish Family Planning Association	Fact Sheets series on rights, sexual health, empowerment, health and family planning from the ALL PARTY OIREACHTAS INTEREST GROUP On Sexual and productive health and Rights and Development	2015
Irish Nurses and Midwives Organisation	World of Irish Nursing & Midwifery Journal (WIN) - Delivering Care in a Conflict Zone - special issue vol24 no8	2016
Kimmage Development Studies Centre	Development Education in Theory and Practice: An educator's resource	2016
Liberties Press	The Things I've Seen: nine lives of a foreign correspondent	2014
Liffey Press	What in the World: Political Travels in Africa, Asia and the America	2013
LYCS	Connecting Communities: a practical guide to using DE in Community Settings - 2nd Ed.	2014
LYCS	Women of the World: Training Activity Pack	2016
Mayfield Community Arts Centre	Action for the Environment	2014
Mayfield Community Arts Centre	Art Action Toolbox	2013
National Women's Council of Ireland	Through the looking glass: A guide to empower young people to become advocates for gender equality	2014
National Women's Council of Ireland	Through the Looking Glass: Activism - it's a girl thing	2014
National Youth Council of Ireland	The Sustainable Development Goals and YOUTH	2015
National Youth Council of Ireland	Global Rights, Nobel Goals: refugees, migration the sustainable development goals and YOUTH	2016
National Youth Council of Ireland	Setting our Sights on Rights: a global youth work resource on young people's rights	2014
National Youth Council of Ireland	The World Young People Want	2014
National Youth Council of Ireland	Young People, 2015 and Beyond: February 10th 2015 <a href="http://www.youthdeved.ie/roundtable15">http://www.youthdeved.ie/roundtable15</a>	2015
Plan International Ireland	Development Education Teacher Handbook	2016
Presentation Schools	Challenge to Change 2014-15	2015
Presentation Schools	Challenge to Change 2012-13	2013
Self Help Africa	Twenty Fifteen: Thoughts and reflections on the Third Millennium Development Goal: To Promote Gender equality and empower women	2013
Serve	Focus on - themed special issue newsletters	2013-2016
Shannon Watch	Shannon Airport and 21st Century War	2015
Shannon Watch	Factsheet: monitoring US military and CIA use of Shannon airport	2013
Sightsavers Ireland	Seeing our World: a CSPE and TY resource that explores blindness and human rights	2013
Sightsavers Ireland	Open Your Eyes: A resource for early years and primary education exploring blindness around the world	2014
Sightsavers Ireland	(As Gaeilge) Open Your Eyes: a resource for early years and primary education exploring blindness around the world	2014
Stop Climate Chaos	Not so Green: debunking myths around Irish agriculture	2016
Stop Climate Chaos	Ireland at the climate crossroads: Five tests for the Annual Transition Statement and the draft National Mitigation Plan	2016
SUAS	<a href="https://stand.ie">https://stand.ie</a>	2014
The Equality Authority	Equality in Second-level Schools: A Training Manual for Educators and Trainers	2014
The People's Conversation	Citizens Rising: a report from the People's Conversation	2015
Trocaire	The Long Stuggle for Justice in Guatamala	2013
Trocaire	Power up: Supporting Communities as they work their way out of poverty	2013

Trocaire	Activist Toolkit: Climate Justice Campaign	2014
Trocaire	Let the Devil Sleep: Rwanda, 20 years after genocide	2014
Trocaire	Make Every Drop Count: Lent 2014 Education Resource Pack	2014
Trocaire	Forced to Flee: Exploring the refugee crisis	2015
Trocaire	Climate Change, Climate Justice: Lent 2015 education resources pack for schools	2015
Trocaire	Feeling the Heat: Poetry Competition 2015	2015
Trocaire	Forced to Flee: this is our exodus Poetry Competition 2016	2016
Trocaire	Its up to us: Poetry Competition 2014	2014
Trocaire	Tomorrow's children, tomorrow's world: Poetry Competition 2013	2013
Trocaire	SASA! Activist Kit for Preventing Violence against Women and HIV	2016
Trocaire	Active Learner, Active Citizen: a resource to support reflective and active learning for first years in Loreto Schools	2014
Trocaire	Climate Change, Climate Justice 2: Lent 2016	2016
Trocaire	Daisy's World: education resource for preschool	2016
Trocaire	(As Gaeilge) Power up: Supporting Communities as they work their way out of poverty	2013
Trocaire	(As Gaeilge) Make Every Drop Count: Lent 2014 Education Resource Pack	2014
Trocaire	(As Gaeilge) Climate Change, Climate Justice: Lent 2015 education resources pack for schools	2015
Ubuntu Network	Teaching for a Better World: introducing DE (Dialogue Day)	2013
Ubuntu Network	Dialogue Day 7	2014
Ubuntu Network	Dialogue Day 8	2016
Ubuntu Network	Innovative Pedagogies and Practices (IPP) 2: Using photographs to tell stories	2014
Ubuntu Network	Innovative Pedagogies and Practices (IPP) 2: Storytelling as pedagogical approach for development education	2014
Ubuntu Network	Innovative Pedagogies and Practices (IPP) 1: Exploring development themes through the use of talk in the classroom (dialogic teaching) [relevant to English, CSPE, Modern Languages	2014
Ubuntu Network	IPP 4: Using Documentary and Guest Speakers as mechanisms to explore development issues.	2016
UNICEF Ireland	Its about us: supporting young people to talk about the post MDG agenda	2013
UNICEF Ireland	<a href="http://ireland.ureport.in">http://ireland.ureport.in</a>	2016
UNICEF Ireland	<a href="http://www.unicefyouth.com">http://www.unicefyouth.com</a>	2014
Value Added in Africa	Proudly made in Africa: A Business Studies and Development Education Transition Unit	2013
Vita	The Potato Farmers of East Africa (and photo exhibition)	2015
Waterford One World Centre	Going Beyond the Symbols: Ethical Consumerism and FairTrade for Youth Work	2016
Waterford One World Centre	Global South Resources Online	2014
Waterford One World Centre	Global South Resources Online: Zambia lesson plan	2014
Waterford One World Centre	Global South Resources Online: Uganda Lesson plan	2014
Waterford One World Centre	Global South Resources Online: South Africa Lesson Plan	2014
Waterford One World Centre	Going Beyond the Symbols: Ethical Consumerism and FairTrade for Post-Primary Education	2016
Waterford One World Centre et al.	Ethical consumerism in European Education Toolkit	2014
Wezesh	Champions of Transformation: The African Diaspora in Ireland	2016
Wezesh	Healing the wounds of war: narratives of women from armed conflict	2016
Young Social Innovators	Social Innovation Action Programme Senior Cycle - a manual for YSI guides	2016

Worldwise Global Schools	Doing Development Education as a School Network	2015
Worldwise Global Schools	Doing Development Education for Practitioners and Organisations	2015
Worldwise Global Schools	Doing Development Education Through a Global School Partnership	2015
Worldwise Global Schools	Doing Development Education: Junior Cyle Digital Media Literacy	2016
Worldwise Global Schools	Doing Development Education: Junior Cyle Business Studies	2016
Worldwise Global Schools	Doing Development Education: Junior Cyle Science	2016

Access the full database with additional information and filters, such as key topic areas and resource 'type' online at [www.developmenteducation.ie/resources](http://www.developmenteducation.ie/resources)

**TABLE A2: BYTHEMES AND EDUCATION SECTORS**

	DE Practitioners	Early Years	Junior Primary	Senior Primary	Primary	Post Primary	Primary and Post Primary	Junior Cycle	Transition Year	Senior Cycle	Adult and Community	Higher Education	Youth 12-15	Youth 16-30	General Public	Development Workers	TOTAL
Activism	1										2		1				4
Aid	2										1						3
Basic Needs					1		2										3
Children's Rights									1				2				3
Climate Change		1		2	1		4	1			1		1		2		14
Conflict and Peace				2		1			2		5				4		14
DE Methods	2	1		1		1		3	1		1	6		1		1	18
DE Practice	5				1	4	2		1		2	6			1		22
Debt and Trade									2		6				2		10
Development															3		3
Emergencies/Humanitarian													1				1
Equality			2		1												3
ESC Rights			1								3						4
Global Citizenship Education						1			1	1	7						10
Health				1				1			2			1	4	1	10
Human Development			3	1	1	1	1		4			1			1		13
Human Rights						1		1	2		3				2		9
Hunger, Food and Agriculture				1		1		1					1	1	2		7
Justice							1				1						2
Migration and Displacement			1				1	1			1		2		1		7
Poverty, Wealth and Inequality								1	2		4				1		8
SDGs											2		2	1			5
Social Economy		1						1	1		4		1	1			9
Sustainable Development				1		1	2						1	2	1		8
Women and Gender						1			1		5		1	1	1		10

**TABLE A3: CONTENT FRAMEWORK MATRIX**

		DE Practitioners	Early Years	Junior Primary	Senior Primary	Primary	Post Primary	Primary and Post Primary	Junior Cycle	Transition Year	Senior Cycle	Adult and Community	Higher Education	Youth 12-15	Youth 16-30	General Public	Development Workers	TOTALS	
€€€	No. of resources	7	4	6	9	5	13	13	11	18	1	48	13	12	9	29	2	200	
	ESD	5	2	5	7	5	12	13	10	10		23	11	8	5	16		132	
	SDGs	4			1	2	5	3	3	2		10	2	5	4	6		47	
	IA funded	6	2	3	5	5	7	1	4	10		17	10	8	4	7	1	90	
	NGO funded	3	3	1	3		2	1	5	7		30	4	5	6	13	1	84	
	Own sources	3	2	2	5	2	11	11	5	6	1	19	2	3	3	18	1	94	
	Educational Activities	2	4	5	8	5	9	6	10	17	1	19	7	9	4	1		107	
	Analysis of issues	6	4	4	7	5	10	8	2	15	1	36	13	9	7	25	2	154	
	Factual data	6	4	5	7	5	11	8	8	16	1	42	13	11	6	23	2	168	
	Onward links	6	2	3	5	2	9	7	9	15	1	31	10	10	8	13	2	133	
Primary Emphasis	Available	7	4	5	8	5	13	13	11	18	1	47	13	12	7	28	2	194	
	Not Available											1			1			2	
	Download online	7	3	4	7	5	12	12	11	16	1	47	12	12	6	22	2	179	
	Free	7	3	6	6	5	12	12	11	16	1	47	12	12	7	25	2	184	
	Not Free		1	1	3		1	1		2		1	1			4		15	
	DE folks						5	1				6	2		2	3		19	
	Early Years						1											1	
	Junior Primary				2														2
	Senior Primary			2															2
	Primary		2		1														3
Subsidiary Target Audience	Post Primary			1					1	1			7			1		11	
	Primary and Post-Primary											1						1	
	Junior Cycle			1	1					1								3	
	Transition Year								3					1	1			5	
	Senior Cycle									2								2	
	Adult and Community	2					1	4		2		1		1	3	7		21	
	Higher Education	1				1		1				1						4	
	Youth 12-15				2		2	5	2	3	1			1		3		19	
	Youth 16-30									6				6		2	1	25	
	General Public	4				1							16	1		3		25	
Development Workers												1			2		3		

## LIST OF TABLES, CHARTS AND CASE STUDIES

Themes and Issues – a visual snapshot	4
Case study 1: The work of President Michael D Higgins	15
Chart 3.1: Primary themes identified	16
Chart 3.2: Resource format type	17
Chart 3.3: Frequency of Resources Produced 2013-2016	18
Chart 3.4: Funding sources	18
Chart 3.5: Summary distribution of resources by sector	19
Chart 3.6: Summary of resources by sector	20
Tables: Formal education findings	21
Chart 3.7: Resource distribution across formal education	21
Tables: Non-formal education findings	25
Chart 3.8: Resource distribution across non-formal education	25
Case study 2: Policy and Practice: A Development Education Review	26
Case study 3: Education for a Just World – a partnership approach	30
Case study 4: A warning on facts, change and education	33
Case study 5: Websites as a source of DE ‘materials’	35
Case study 6: What in the World? Documentary series	38
Case study 7: Human rights, sustainability and human development – a rich resource agenda	41





***Learning to Change the World: An Audit of Development Education Resources in Ireland 2013-2016***, follows on directly from the initial audit (*Phase 1*) covering the period 2000 to 2012 and forms part of an expanding database of resources supported by a range of outreach activities and agendas.

Apart from identifying, annotating and auditing such resources, the *Phase 2* research itself is undertaken in the context of issues and trends in the areas of human development, human rights and sustainability as well as those in the education sphere itself across 200 resources organised into 25 themes, 23 resource formats and formal (primary, post-primary and higher education) and non-formal education (youth and community education, and development educators).

Following the findings, 9 recommendations are posed relating to access, resource production, libraries and centres, impact research, digital/print formats.

For the online version, databases and annexes visit [developmenteducation.ie/resources](http://developmenteducation.ie/resources)



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