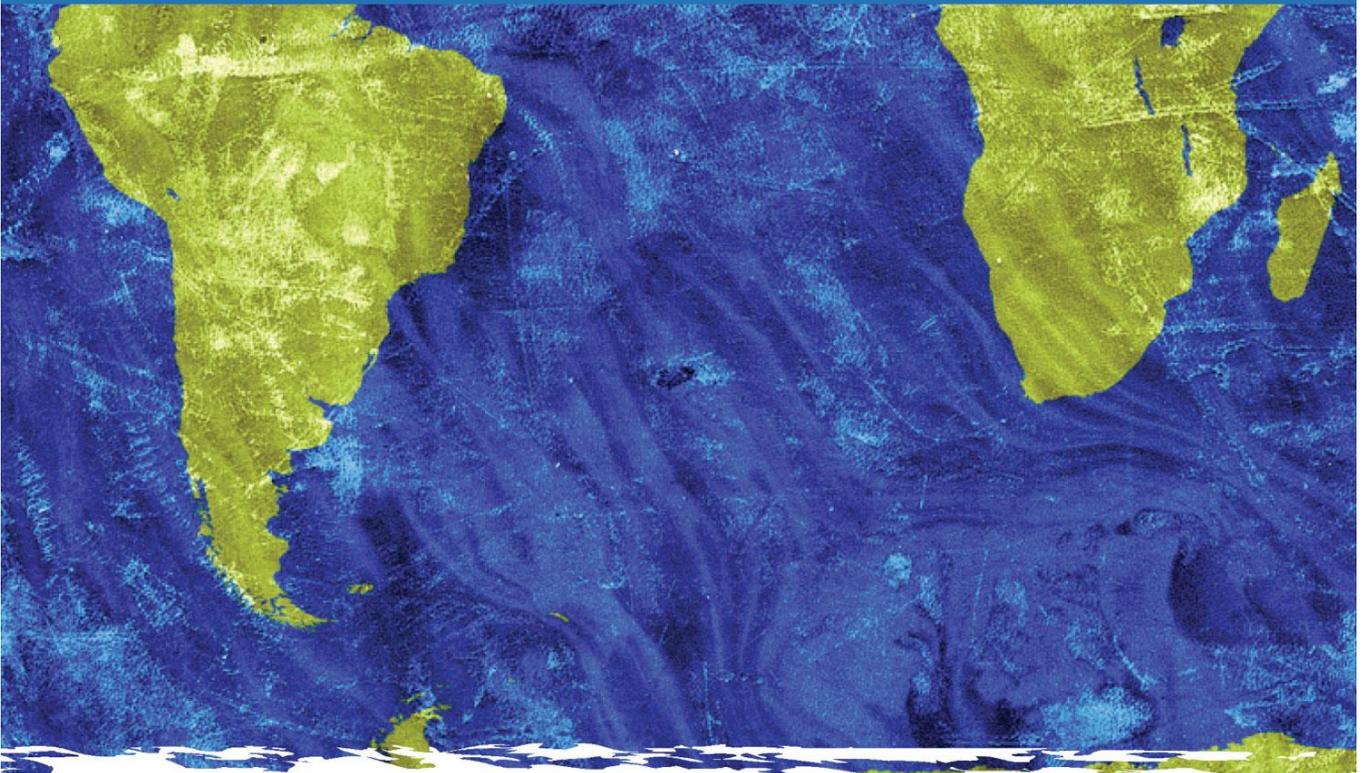


WORKSHOP REPORT

ARE WE CHANGING THE WORLD?

Development Education, Activism and Social Change



Are we changing the World?

Development Education, Activism and Social Change

Report on a Development Education Workshop

Held on
Wednesday, 23 September 2015

In
Carmelite Centre
56 Aungier Street
Dublin 2

ORGANISED BY:



FUNDED BY:



Acknowledgements

This is a report on a development education, capacity-building workshop organised by the Centre for Global Education in September 2015. The workshop was titled *Are we changing the world: Development Education, Activism and Social Change* and held on 23 September in the Carmelite Centre, Dublin. The workshop was organised as the central part of a project funded by Trócaire exploring the relationship between development education, activism and social change. The workshop was informed by a Thinkpiece setting out the main ideas behind the project, particularly the challenges of engaging learners in action outcomes as part of development education practice. The Centre for Global Education would like to thank Amy Skinner and Sandra Oliveira for commenting on drafts of the Thinkpiece and offering useful amendments. We also thank Sandra Oliveira for presenting and facilitating at the workshop in Dublin on 23 September. Finally, the project could not have happened without the financial support of Trócaire for which we are most grateful.

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

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Centre for Global Education

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

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

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

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About the Workshop

This workshop aimed to support reflection and debate on how development educators engage the public on international development issues. The action outcome is regularly cited by governments, non-governmental organisations and inter-governmental bodies like UNESCO as a core component of our education activities. At the very heart of development education practice, inspired by Paulo Freire, is praxis or the idea of combining reflection and action toward positive social change. But how effective are we as development educators and development practitioners in incorporating the action component into the planning and delivery of our work? Do we discuss the action outcome with learners and agree outcomes in partnership and dialogue with them or do we prescribe a menu of pre-determined outcomes?

Citizen engagement has become a central question in development dialogue of late following the publication of Oxfam's *Finding Frames* report (2011), which suggests that the development sector is struggling to enhance and sustain public action on the structural causes of poverty and inequality. The workshop drew upon recent research by Amy Skinner and Sandra Oliveira (2014) which investigated citizen engagement in Portugal, Greece and Cyprus in the aftermath of, and in response to, the 2008 financial crisis. Sandra Oliveira presented the research at the workshop and led participants in an activity in which they can reflected upon the implications of the research for an Irish context.

The workshop also included presentations from local community and development organisations that have managed to successfully engage citizens in effective actions. We had the opportunity to discuss the potential lessons from these case studies for development education practitioners in a range of sectors. Ultimately, the focus of the workshop was to enable participants to come away with a clearer understanding of how to make action a more central and effective part of their practice. The feedback received from participants suggested that this was the case.

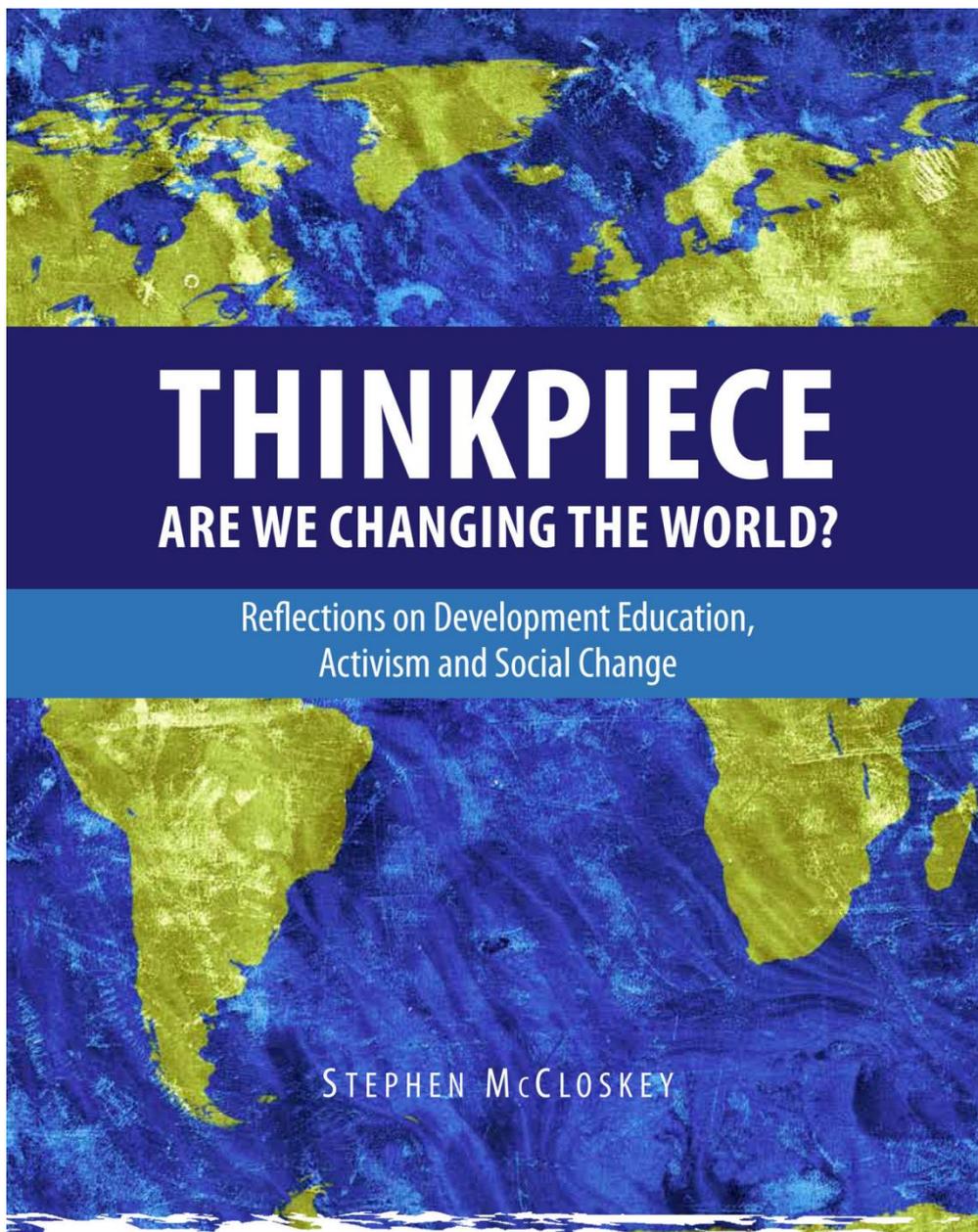
The workshop did not require prior knowledge of global issues and attracted participation from a range of education sectors: third level, community arts, community development, development NGOs and development education practitioners.

The workshop aim was to:

To support reflection and debate on how development educators can enhance their engagement with the public on international development issues.

The project objectives were to:

- To identify and discuss some of the key challenges in arriving at effective outcomes as part of development education practice.
- To enable participants to incorporate citizen engagement more effectively within the planning and delivery of development education activities.
- To learn from good practice in citizen engagement from local community and development organisations.
- To learn from research conducted on citizen engagement in other parts of the European Union.



WORKSHOP PROGRAMME

10.00am **Coffee / Tea and Registration**

10.30am **Introductions / Purpose of Workshop**

10.45am **Icebreaker**

11.00am **Journeys to Citizen Engagement – presentation by Sandra Oliveira**

11.30pm **Activity: How do we Enhance Citizen Engagement in Ireland?**

> Plenary brainstorm (Shower of Ideas) 20 mins addressing three main questions:

- What are the main obstacles and pitfalls confronted by development education practitioners when engaging citizens in Ireland?
- What have been the main achievements by development educators in engaging Irish citizens as part of their work?
- What are the main entry points (issues, themes, methods) that development educators should work toward to better engage Irish citizens as part of their work?

> Discussion groups: these questions will be explored further in three groups over 30 minutes. Each group will appoint a rapporteur to feedback.

12.45pm **LUNCH**

1.30pm **Case Studies of Good Practice in Ireland:**

- Debt and Development Coalition Ireland (Sian Crowley)
- Creativity and Change (Nora Furlong)
- Lourdes Youth and Community (Helena McNeill)

3 x 15min presentations and 15mins discussion.

2.30pm **Coffee / Tea**

2.45pm **Designing an Action: what are the essential elements to achieving effective citizen engagement?**

This will involved discussion in three breakout groups followed by discussion.

3.30pm **Feedback**

3.45pm **Evaluation**

4.00pm **Close**

PRESENTATION by Sandra Oliveira

Sandra presented the aims, methodology and outcomes of her research report, *Journeys to Citizen Engagement: Action Research with Development Education Practitioners in Portugal, Cyprus and Greece*. The research was compiled with Amy Skinner and published by DEEEP (Citizens' Empowerment for Global Justice). The report was the result of an action research project on citizen engagement approaches used by DEAR (Development Education and Awareness Raising) practitioners and wider civil society in Portugal, Cyprus and Greece. The participatory research process gave voice to DEAR practitioners and enabled the recommendations included at the end of the report to come directly from the DEAR community itself. The report provides an interesting insight into some of the key elements and challenges of engaging citizens in working for a better world, as well as being a useful resource for further reflection on how to improve citizen engagement approaches within your work.

Sandra's presentation of the research and its outcomes sparked an interesting discussion among participants and fed into the brainstorm and discussion groups that followed. The research is available at:

http://deEEP.org/wp-content/uploads/2014/05/DEEEP4_QualityImpact_Report_2013_web.pdf



Sandra Oliveira

BRAINSTORM SHOWER OF IDEAS

- The full plenary participated in a brainstorm addressing the questions below.

What are the main obstacles to Citizen Engagement?

- “Clickivism” – deeper involvement
- Preaching to the converted
- Linking the local to the global
- Limited funding / project cycles
- Type of funding – often linear and inflexible
- Occupying safe social spaces that support interaction
- Presenting alternatives: lack of options because of recession and neoliberalism
- Powerlessness / lack of agency and the role of the media in this
- Complexity of the issues
- Ethics should permeate all sectors



Icebreaker activity

BRAINSTORM SHOWER OF IDEAS

What have been the main achievements by development educators in citizen engagement?

- Inspiring and passionate practitioners
- Creative practitioners and innovative resources: thinking 'outside the box'
- Expressing marginalised voices / opinions
- International solidarity and alternative models of development
- Contributions to civil society and social justice
- Professionalisation of the sector
- Irish government policy and funding
- Good resources
- We have kept global, transformative learning on the agenda of formal and informal institutions and policy-makers
- Fundraising for development overseas: big contribution from Ireland
- Fairtrade: an important global link to the local
- We have created change but it is often intangible and difficult to measure

BRAINSTORM SHOWER OF IDEAS

What are the main entry points for better citizen engagement by development educators?

- Social media but you need a base / audience
- Celebrity / less conventional ways to endorse issues
- Social movements as agents of change, e.g. water campaign
- Global travel can result in activism and long-term commitment through, for example, volunteering
- Different interventions and access points at different times – youth, older people etc.
- Local – global links through solidarity work, travel and interaction
- Marketing campaigns – can we learn something?
- Disillusion with current development model can result in impetus for change



Icebreaker

BREAKOUT GROUPS

- In three breakout groups, participants discussed the questions and brainstorm responses in more depth.

(1) What are the main obstacles to Citizen Engagement?

- People have their own issues – start where they are at
- Isolation, loneliness – making connections
- Neoliberalism – promotes individualism, encourages disconnection
- Good intentions not enough!
- Transactional nature of capitalism has seeped into deved!!
- Online engagement – connects but also disconnects (breadth but limited depth)
- Refugee solidarity – many women getting involved
- Different entry points – what are the different steps to engagement?
- Values – all different



BREAKOUT GROUPS

(2) What have been the main achievements by development educators in citizen engagement?

- More cohesive sector
- Cross-over / inter-sectoral collaboration
- Community of practice
- Citizens (dandelion) – Voice (Witness / hearing space)
- Engagement through life cycle
- Transformative (confidence / HR / consumerism)
- Solidarity (wider global concepts - empathy)
- Building empathy (books) to breakdown stereotypes
- Broader understanding of “achievements” (not just ticking boxes)



BREAKOUT GROUPS

(3) What are the main entry points for better citizen engagement by development educators?

- Schools, classrooms and higher education
 - Teacher education
 - Clubs and societies
 - Curriculum development
 - Politics and Society (NCCA)
- Linking with real life events, e.g. ebola, migration
- Faith organisations
- Overseas volunteering informing structured learning / development education in schools and higher education
- Trade unions – global employment issues
- Peers / family influence: kids telling parents to get involved
- Fun activities
 - Books
 - Culture night
 - All-Ireland development education
- Institutional links – GAA / ICA / IFA
- Products with a story, e.g. coffee sales, ethical consumption

CASE STUDIES

We had three presentations of good practice from local development practitioners who have successfully engaged learners in citizen engagement. The presentations were delivered by:

Sian Crowley (Debt and Development Coalition Ireland)

Nora Furlong (Creativity and Change Programme, Cork Institute of Technology)

Helena McNeill (Lourdes Youth and Community Services)

“THE IRISH DEBT CRISIS – WHAT HAPPENED?”

Debt and Development Coalition Ireland
Case study of development education practice

Prepared for
“Are We Changing the World?”
Development Education, Action and Social Change”
Wednesday, 23rd September 2015



The Irish Debt Crisis: What Happened?



Workshop template for
community education settings

A joint creative project between

Debt and Development Coalition Ireland and

The Spectacle of Defiance and Hope

Debt and Development Coalition Ireland (DDCI)

DDCI is a global financial justice organisation, founded in 1993.

- We critically engage people to understand the structural causes of global inequality and power relations.
- We aim to empower people in Ireland to take informed action for greater economic justice globally.
- Tackling inequality and achieving a fairer society requires critiquing power structures in our society and globally - highlighting the **causes** of inequality, rather than the **symptoms**.

www.debtireland.org



The Spectacle of Defiance and Hope

The Spectacle of Defiance and Hope is “a broadly based creative resistance movement founded in 2010 by the community, youth and voluntary sector.”

It has worked on many issues related to communities; household tax, water, tax, housing crisis, homelessness, closing projects, slashing the community sector.

Copyright Ray Hegarty



“The Irish Debt Crisis – What Happened?”

- A workshop, designed for community and development education purposes, collaboratively designed by DDCI and The Spectacle of Defiance and Hope.
- It seeks to explain **what happened during the Irish banking crisis in a simple and accessible way** – in particular, how the private debts of Anglo Irish Bank became nationalised (public).
- It links the events of the banking crisis (decisions made by government and influential institutions) directly to the personal experiences of participants. It creates links between debt repayments to the experience of communities in Ireland, and to the many cuts to services and increases in taxes in Ireland since 2008.

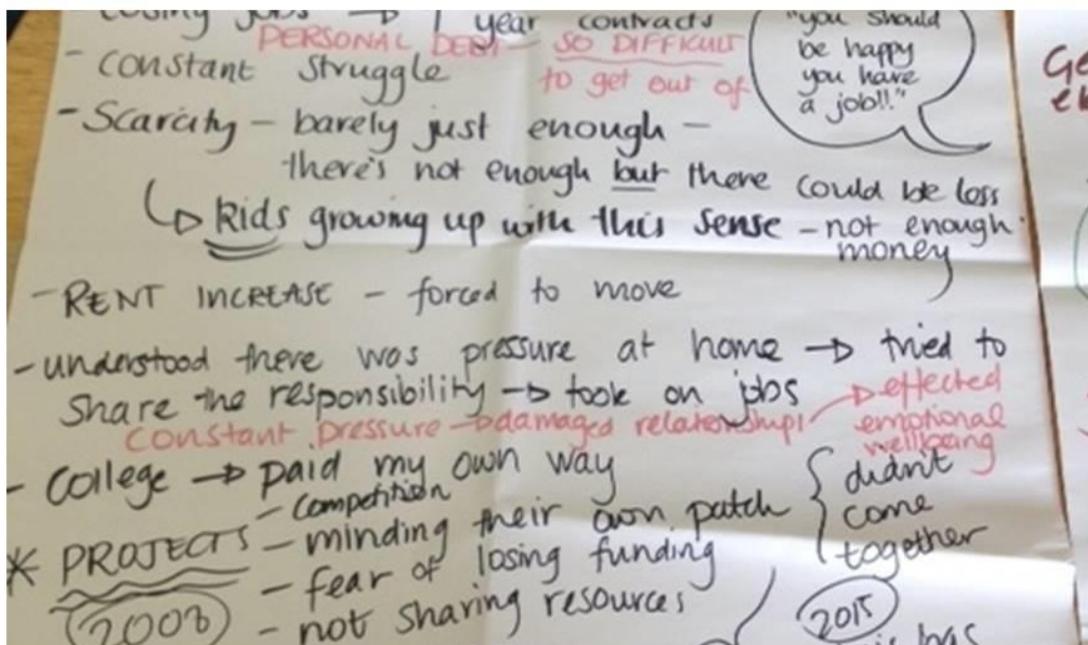
Aims of the workshop

- Explore the events of the banking crash and bank guarantee, paying particular attention to Anglo Irish Bank;
- create links between people’s lived experience with what was (and still is) happening at the political level since 2008;
- explore this from a justice perspective;
- increase participants’ economic literacy (key terms like ‘bondholder’, ‘promissory note’, etc);
- empower participants to feel informed and entitled to engage in discussions about economic issues in Ireland and globally.

The workshop is structured in three parts

- **Part 1:** Reflecting on life in Ireland since 2008, in our personal lives, in our communities, and more broadly in the country.
- **Part 2: Role-play** – the core part of the workshop. In this role-play, participants act out what happened in the banking crisis.
- **Part 3:** Linking learning from Parts 1 & 2, reflecting on justice issues and power within the story, looking at alternatives.

Part 1: Reflecting on life in Ireland since 2008...



ing - preferring ... Election
 2006 → Banks giving huge loans
 → DNO regeneration } CROKE PARK AGREEMENT
 → EMIGRATION } ↳ silencing
 ↳ BANKS KNEW WHAT WAS HAPPENING ↳ Bankers BONUSES
 ↳ BANK GUARANTEE ↳ 100% MORTGAGES + living conditions
 ↳ collapse of development
 2010 → PRIORITY HALL - Suicides ↳ Pensions
 * TROIKA (EU, IMF, ECB) FIANNA FAIL COLLAPSE
 2011 → People started PROTESTING / MARCHING again.
 USC | PROPERTY TAX | WATER TAXES
 HEALTH SERVICES - people on trolleys
 ↳ new FG / LABOUR gov promised change
 Went to Enniscorthy

2011 General election - voted for change!
 ↳ working for free
 ↳ DNO contracts
 HOMELESSNESS ↳ National problem
 ↳ Families
 Suicide child Poverty
 JOBLESSNESS
 ANGIO TAPET
 * Right 2 Water
 GLOBAL ↳ impact on: refugees, direct provision
 ↳ less empathy for AID & GLOBAL SOUTH
 ↳ political agenda
 ↳ me fein ↳ ECONOMICS
 ↳ Ethics
 ↳ People not just GDP
 ↳ real life
 ↳ Opportunity to make Solidarity + links *
 ↳ bringing power back
 ↳ Politically

Part 2: Role-play

- **Experiential activity:** participants act out **real** events by key stake-holders during banking crisis, between the years 2008 – 2013.
- **7 characters:** Irish Central Bank, Irish Government, European Central Bank, Anglo Irish Bank, The People, The Future Generations, Bondholders.
- **Financial props:** signifying the vast sums of money involved.
- The facilitator **narrates** the story and prompts characters to speak.
- Each character only has their own script – they cannot see other characters' scripts.

The first attempt, 2014.

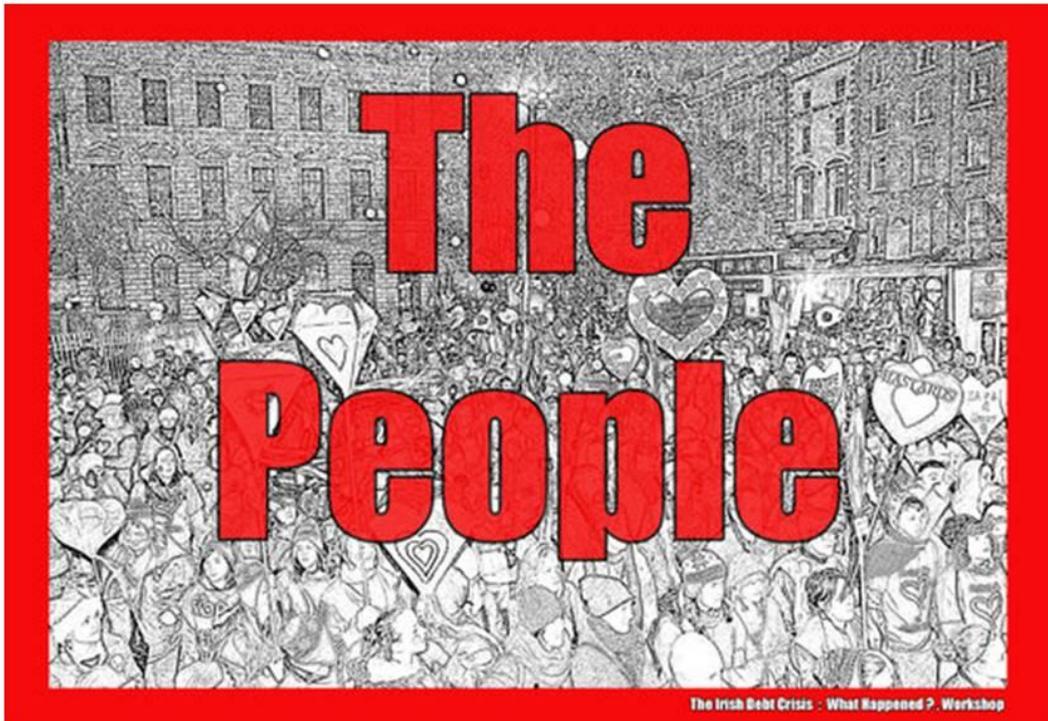


Participants getting into character, before the role-play begins.



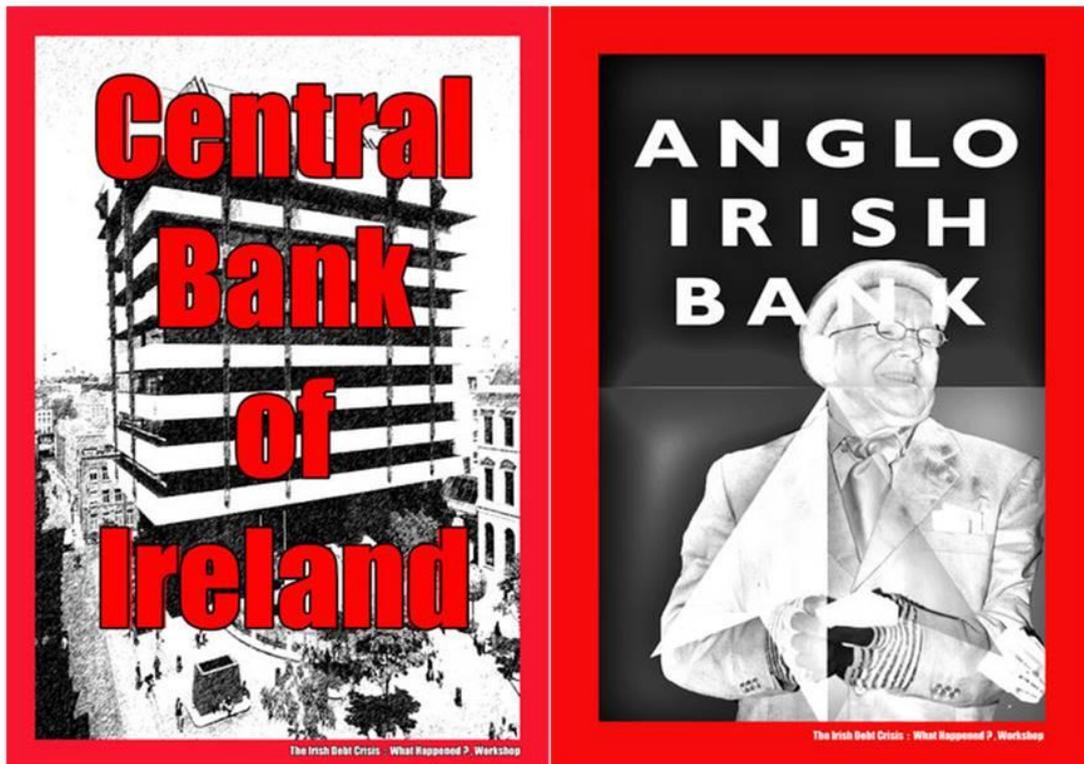


All props and character name-cards were designed by the Spectacle.



Name cards worn by the characters throughout the role-play.





Financial props:

As the role-play unfolds, financial props are introduced to represent the vast sums of money involved in the banking crisis. Participants watch them move between the hands of the characters; from the people, to the Government, to the Central Bank, to Anglo Irish Bank, and ultimately to the Bondholders who get paid off.

At the same time, participants observe vast amounts of money being cut from public services, and taxes increasing for ordinary people.

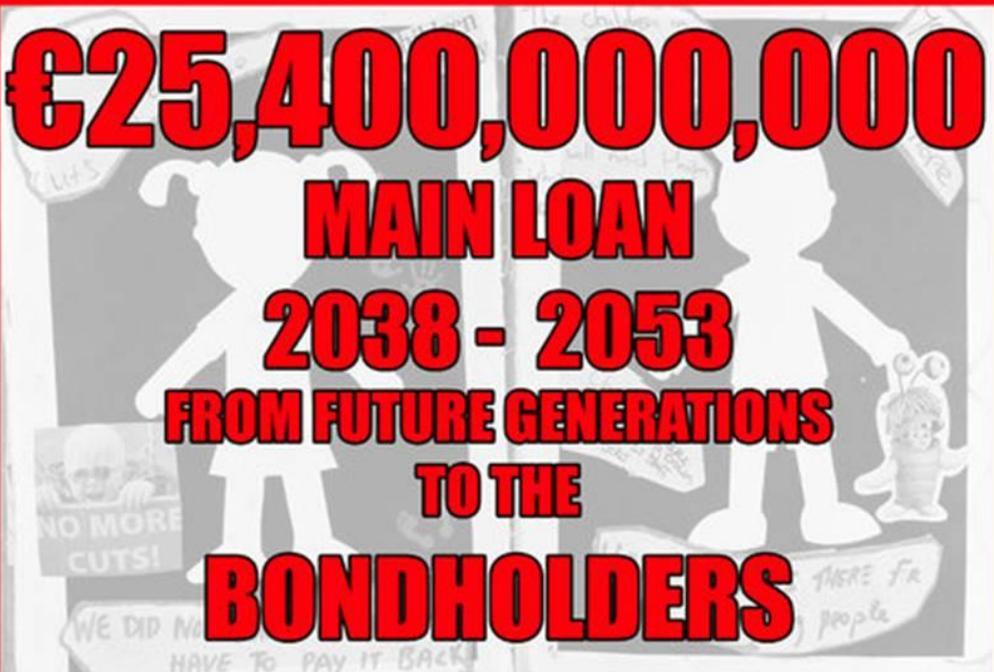




PROMISE LETTER
€31,600,000,000
IRISH GOVERNMENT
TO
CENTRAL BANK

Prop: 2

The Irish Debt Crisis - What Happened? Workshop



€25,400,000,000
MAIN LOAN
2038 - 2053
FROM FUTURE GENERATIONS
TO THE
BONDHOLDERS

Prop: 7

The Irish Debt Crisis - What Happened? Workshop



Part 3: Exploring our learning

- Exploring the role-play from a justice perspective.
- Discussing the the links between Part 1 and Part 2 of the workshop.
- Debriefing;
 - How did you feel in your role?
 - How do you feel personally? What issues are coming up for you personally?

What next? This is still an open piece of work, and we are in the process of following up with participants. Ultimately participants will decide themselves if they want to take an action, and what action to take.



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Copyright Ray Hegarty

What works?

- Drawing on people's own experiences and knowledge.
- Looks at power relations, and the structure of inequality.
- Building literacy and confidence.
- Has a multiplier effect: people who have done this workshop have gone on to run the workshop again themselves in their communities / campaigns / organisations.
- Because it wasn't planned in the first place, the workshop came about through a cycle of **action / reflection / praxis** itself, owing to the contribution of the people involved in the Spectacle.

How do people engage?

- Many participants have brought this learning into other movements; water justice movement, housing campaigns.
- Some people have adapted the workshop for these campaigns.
- Confidence: some participants have had the confidence to be interviewed on television and to speak about the banking crisis (on the Vincent Brown Show and RTE news).
- Constituents have felt more confident about speaking to their local councillors about the issues raised.

Some participants say:

- *“The workshop was brilliant. I learnt an awful lot although I came away feeling angry, I did an interview with RTE and I was able to quote stuff I learnt from the workshop during the interview.” S*
- *“The thing that stands out about the workshop is that it translates a messy and opaque reality... into something accessible, and therefore, re-usable by anybody. I certainly used ideas from this workshop to explain the promissory notes to others.” D*
- *“I really enjoyed the workshop and I definitely felt the benefits of doing it. I got a greater understanding in clear simple terms of what actually happened and I think the role play really helped in that regard.” J*
- *“I’ve had the confidence to speak to politicians who have come to my door about the banking debt. I have noticed that half of them don’t understand what happened with the banks either.” R*

Challenges:

- It is **time-consuming**; it takes a lot of time to prepare and to do properly.
- It can be difficult to make **global links**, even though it addresses some effects of neoliberal globalisation.
- **Sustaining engagement** over longer periods of time – getting people back into the room.
- **Really doing praxis**: How much are we really doing praxis, in the Freirean sense, within the “project-based reality” defined by funding, bureaucracy, time-limits, deliverables, and when we are forced to move from one space to another quickly, and often only have a few hours with groups.

Lessons: understanding structural violence

1. Using **role-play as a methodology** is very effective for exploring complex issues.
2. In terms of **engagement**, it can be difficult to measure. There has been very positive engagement with the issues, but this is not necessarily the engagement or kind of action that we (DDCI) envisaged at the outset.
3. Being critical of **structural causes of inequality** is absolutely essential to development education and to social transformation.
4. Empowerment of participants came from looking at structural causes and **making clear links between personal experience and the structural (political) events**.



Download the workshop toolkit:

➤ www.debtireland.org

➤ Education

➤ 'The Irish Debt Crisis'

Sian Crowley
sian@debtireland.org

CREATIVITY & CHANGE
<http://www.creativityandchange.info/>

What are the main obstacles and pitfalls confronted by development education practitioners when engaging citizens in Ireland?

mainstream education needs to embed a values-based empathy model of education that can give a foundation for future change making and action

- I often feel we are preaching to the converted. How do we engage those that are not inclined to connect to development education programmes?
- All education needs to identify an interdisciplinary education practitioners, teachers, educators and youth, community workers need to identify and connect to their own sense of 'change maker'
- Development education has to start from the personal experience
- There are lots of ways to be active: an activist, a change maker! We need to be aware of perspectives on this and our own capacity to engage in change making.

Fast Participants Voice:

CASE STUDY - Creativity, Resilience & Global Citizenship

CREATIVITY, RESILIENCE AND GLOBAL CITIZENSHIP

<http://issuu.com/creativityandchange>

CIT CREATIVITY & CHANGE (SPA)
ARE WE CHANGING THE WORLD?

CREATIVITY & CHANGE
<http://www.creativityandchange.info/>

- Development education experience
- There are lots of 'change maker!' We need to be aware of perspectives on this and our own capacity to engage in change making.

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CREATIVITY & CHANGE

is about

'creativity and its power to ignite empathy, passion and learning about our interconnected and interdependent world.

It is about imagining more humane, just and viable ways to live in the world.

It connects how we think, live and act in the world and considers how we can live as connected global citizens becoming part of the changes we want to see.'

What are the main obstacles and pitfalls confronted by development education practitioners when engaging citizens in Ireland?

- mainstream education needs to embed a values - based empathy model of education that can give a foundation for future change making and action
- I often feel we are preaching to the converted: How do we engage those that are not inclined to connect to development education programmes?
- All educators need to identify as 'development education practioners!' Teachers, educators and youth & community workers need to identify and connect to thier own sense of 'change maker'
- Development education has to start from the personal experience
- There are lots of ways to be 'active, an activist, a change maker!' We need to be aware of perspectives on this and our own capacity to engage in change making'

Past Participa

'People have lost their focus on the really is working hard to survive and to have a b live our present.'

'I am afraid that the human being is startin nature, physically as well as spiritually.'

'The pressure to 'belong' somewhere and lead to non-acceptance of other groups a closed-mindedness and result in people r able to fully express themselves within th

CHANGE
ge.info/

Past Participants Veiw's

'People have lost their focus on the really important things. Everybody is working hard to survive and to have a better future while we forget to live our present.'

'I am afraid that the human being is starting to stray very far from nature, physically as well as spiritually.'

'The pressure to 'belong' somewhere and to fit into a certain group can lead to non-acceptance of other groups and people. It can create closed-mindedness and result in people not feeling as though they are able to fully express themselves within their group or sector.'

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CASE STUDY: Creativity, Resilience & Global Citizenship

Creativity,
Resilience
and Global
Citizenship

Activity toolkit

<http://issuu.com/creativitychange>

DESIGNING AN ACTION:



WHY CREATIVITY?



<http://inspirationexchangeford.tumblr.com/>

REFLECTIONS

"Learning the power of collaborative work was a major highlight for me. I have been inspired to fight the good fight once more and I have realized how much you need other like-minded people and how powerful that group action can be."

"I have a much greater understanding of how my own practice can be used as a means of critically examining the world/community around us, and also take away lots of practical skills and ideas"

"One of the things that the course does best is combining theoretical knowledge with practical approaches and bridging the gap between those two areas. In doing so the course serves in itself as a great example!"

"It challenges the way you think and also many of the attitudes you have. This is done in a non confrontational way, self-reflectational way."

"I got new energy...improved my understanding and expanded my horizons and opened my eyes to the world as a bigger picture."

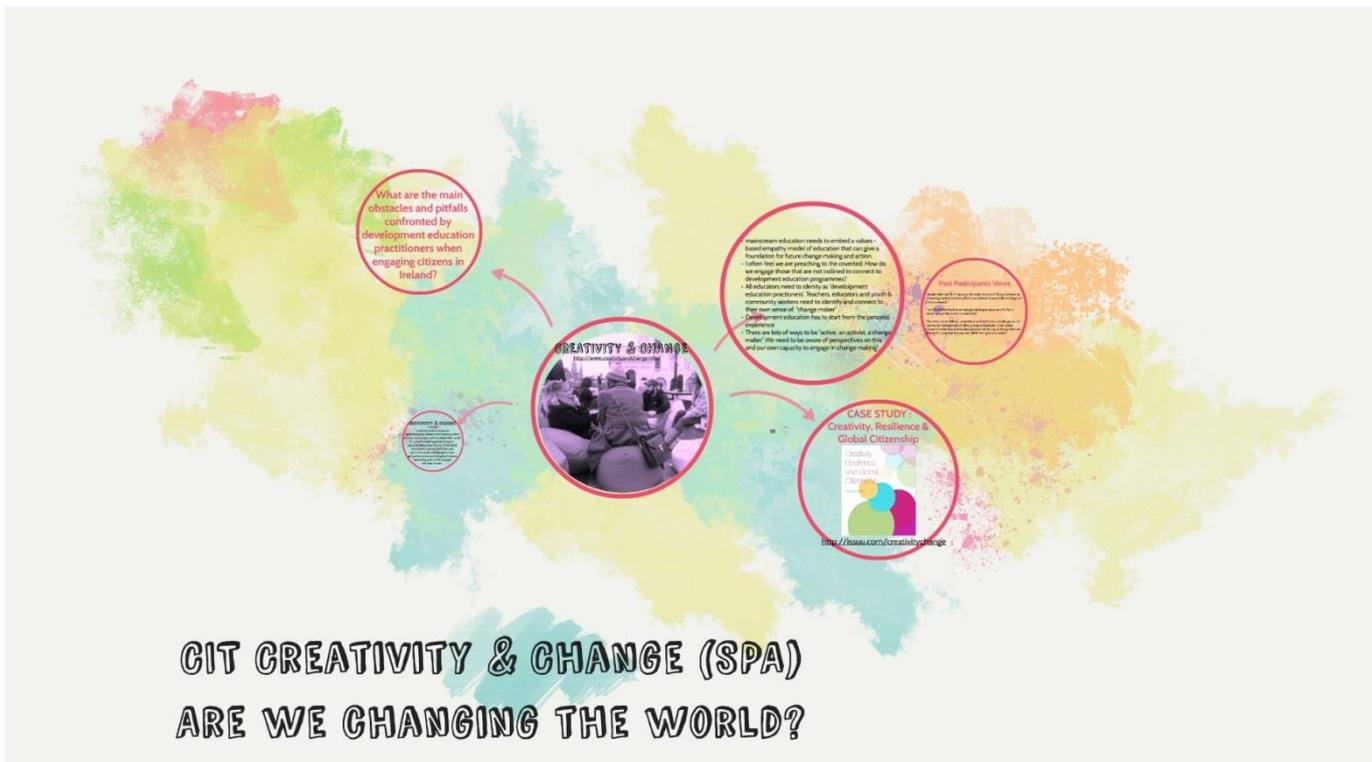
"Love that it can make learning fun even though the issues are very serious"

"Very inspiring to see the power of art and creativity in action"

CASE STUDY: INSPIRATION EXCHANGE



<http://inspirationexchangewexford.tumblr.com/>



Are We Changing the World? September 2015

Any day now!

LYCS



Lourdes Youth and Community Services

LYCS Philosophy

Everyone has the right to participate in their own development and in the development of their community, country and world

What we do

- Education & Training for adults & young people
- Social education including development education
- Early childhood care & education
- Fostering community participation and leadership

LYCS Development Education Programme

- Accredited & non accredited learning opportunities for people living locally in Dublin Nth Inner City
- Issue based workshops – water, food, democracy
- Relating to International Days and Campaigns e.g International Women's Day, 16 Days of Action
- Training for people working in the community sector



How do we engage our participants in effective action?



How do we engage our participants in effective action?





What we try to do

Be relevant – local issues, gender, food, migration, water

Create a learning environment that serves as an experience of the values we are promoting- democracy in action?

Be open and clear about the type of education process it is

Talk about action from the beginning

Invite, value and respect people's lived experience, knowledge and culture

Promote a sense of shared struggle and solidarity

Be open to questioning, uncertainty, disagreement ..

Encourage a look behind the givens

Examine DON'T silence. It's easy to give a mixed message – I promote respect etc but I am not upfront about disagreement and I let you know that what you're saying is wrong

We don't prescribe actions but we do present alternatives and may propose actions

LYCS Development Education: A Model



Many Types of Action

Lifestyle action (live ethically and sustainably, be informed, make conscious choices..)

Consumer action (e.g. Fair trade, boycotts..)

Lobbying and campaigning action on local/global issues/causes

Protest action

Political action (become involved in political movements)

Awareness raising and advocacy action (talk to friends, family, colleagues, inform and challenge)

Dialogue and educative action (participate in and/or organise public debate, events, workshops...)

Cultural action (creative protest, art, music, theatre with political purpose)

Spiritual/symbolic action

This is not an exhaustive list. Nor are the actions mutually exclusive, many of them overlap, and many people in engage in multiple types of action .

The changing person is the outcome

Confidence

Group skills

Critical thinking

Analysis of power

Understanding of root causes

Sense of community, solidarity and interconnectedness

Finding a voice and a sense of agency

Appreciating diversity and challenging racism and discrimination

Becoming more actively engaged

Thinking globally, acting locally

In the learner's own words...

"I've learned to not tolerate violence and ignorance in our communities, I feel more strongly now. Take an attitude, take a stand, don't ignore!"

"[looking at human development needs]... was great because it showed me that I have all these things and it doesn't matter if I don't have more material things, they don't really matter "

"It built up my confidence. It's my first time to stand up and talk in front of people. When I walked in we were all strangers, but I was able to do that!"

"it gave me a new way of life. I have a different outlook on things now. I'm stronger since doing the Women as Leaders course. I feel like a bird that has got out of a cage. I can fly here and I can fly there. I feel I have something to aim for now"



Connecting with women from the Global South



Symbolic action at end of an International Women's Day event

Public Installation for International 16 Days of Action Against Violence Against Women



Exploring the Global Financial Crisis

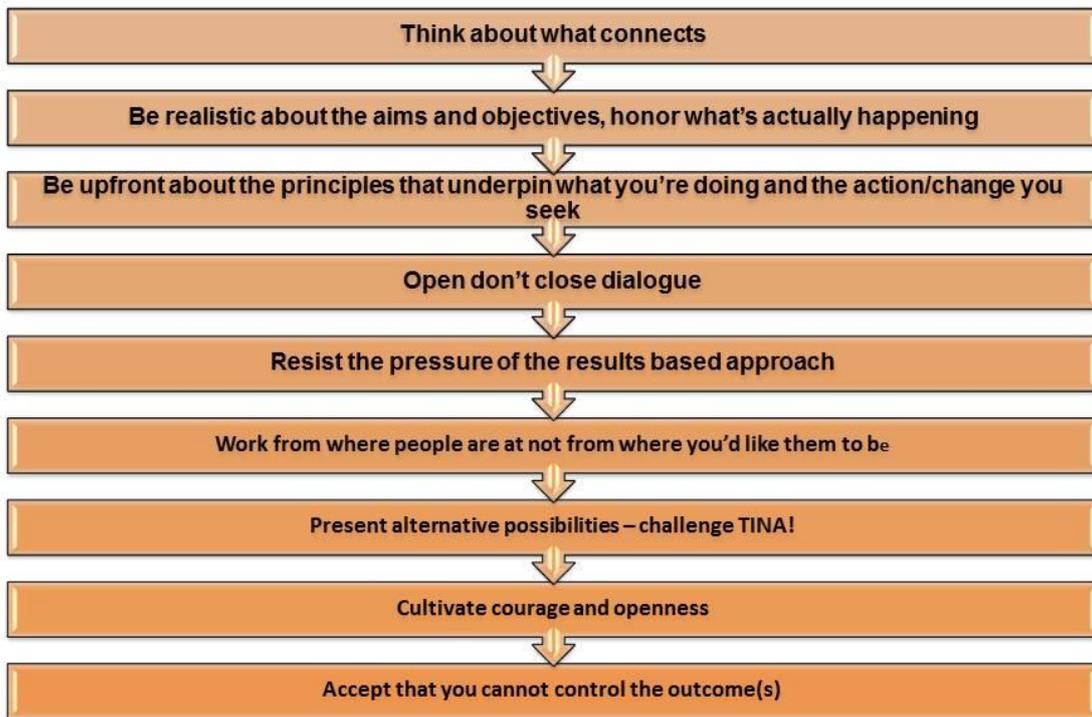
**Public Debate on the
debt/ financial crisis**



**Widening the debate
about water 2015**



Fostering engagement and action



Where the arrow lands



As Freire says:

“Education either is used to facilitate the integration of generations into the logic of the present system to bring about conformity to it, or it becomes the practice of freedom, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world.”

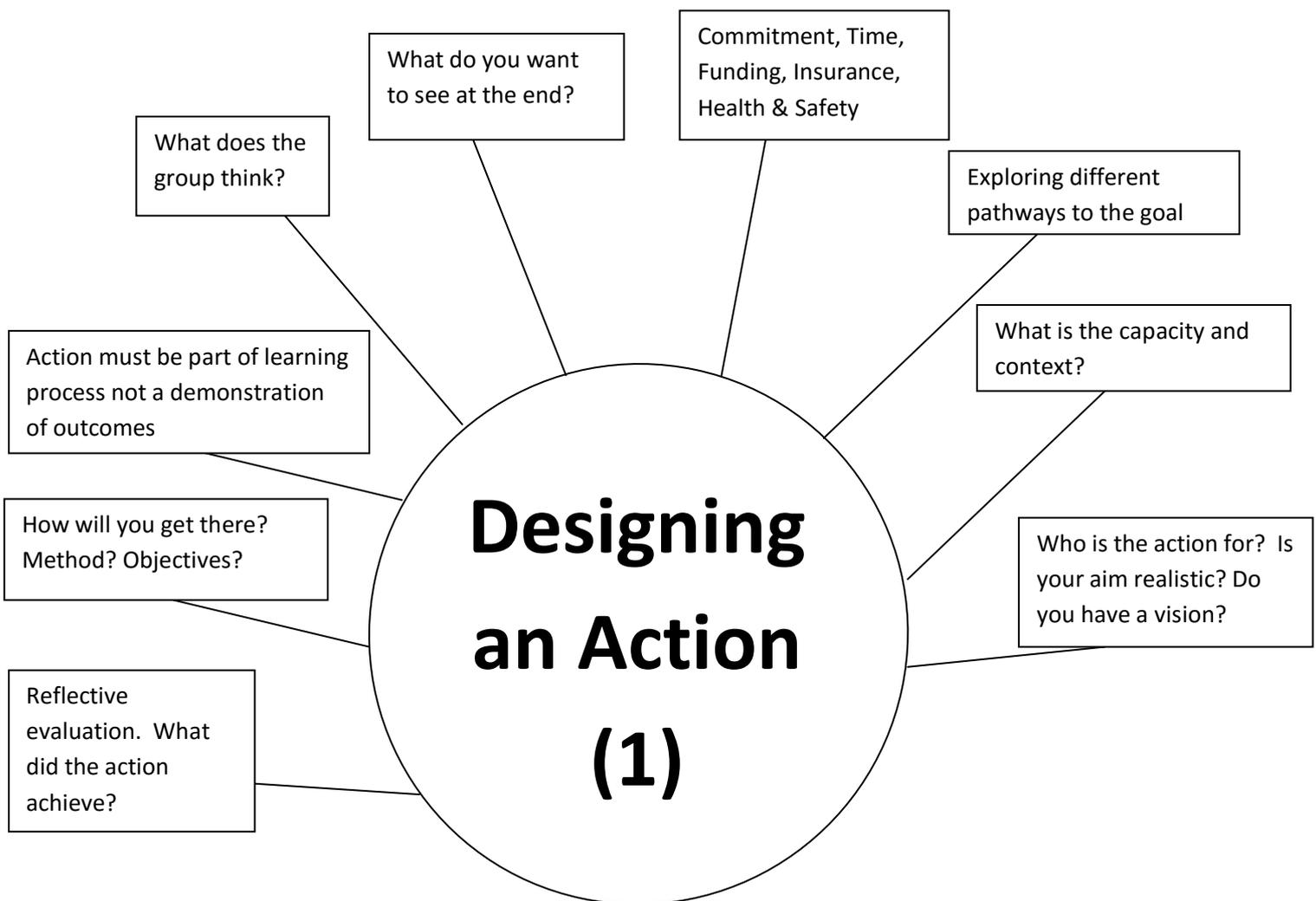
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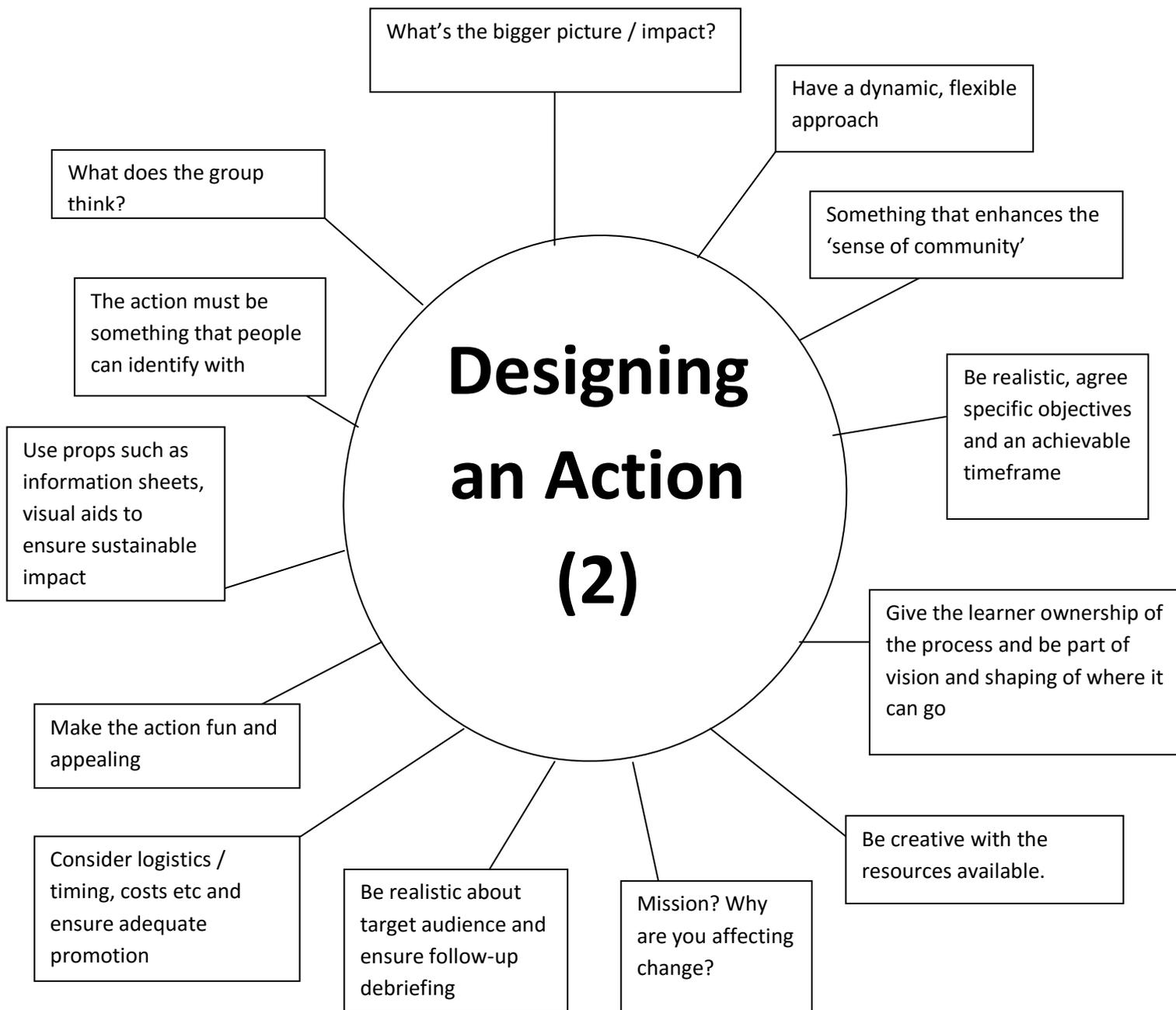
“A dialogue involves respect. It should not involve one person acting on another, but rather, people working with each other...enhancing community and building social capital, to lead us to act in ways that make for justice.”

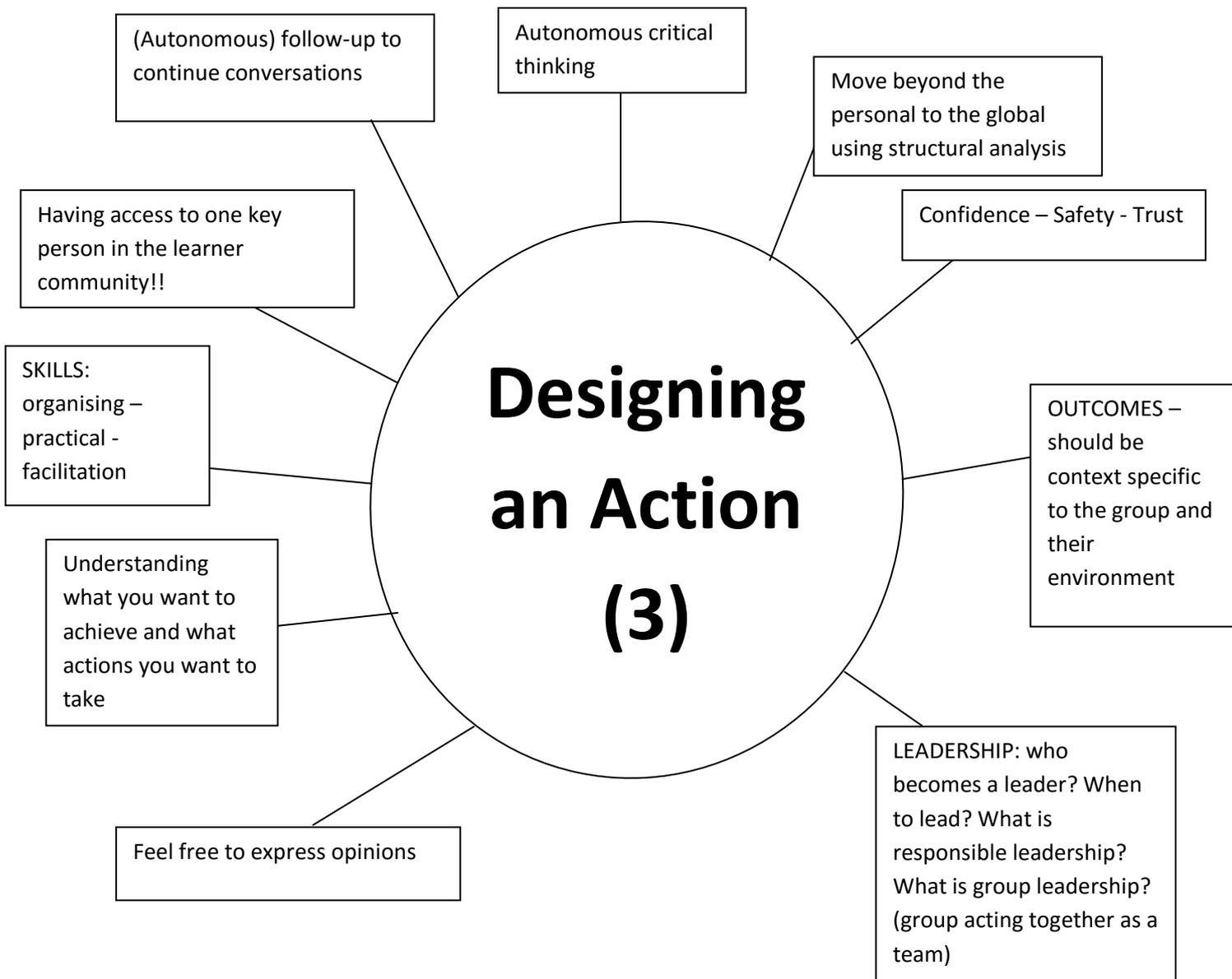
DESIGNING AN ACTION

What are the essential elements to achieving effective citizen engagement?

- In three breakout groups, participants considered some of the essential elements to consider when planning to engage learners in action outcomes. The results are below.







PARTICIPANT FEEDBACK

Sandra Oliveira's Presentation

It was good to hear discussion of these issues based on research. I think following up with similar research in Ireland would be useful.

Good content but it would have been good to have broken up the 'lecture' more, for example, with group activities between each point, rather than just a talk with Q & A at the end.

I thought Sandra's presentation could have done with some visual aids but became really focused and useful near the end.

I was really interested in the context which was extremely relevant to my work. I was really interested in ABCD, what are we not using, what do we have? I think this is a very useful approach and can be uplifting at times when you think your efforts are going nowhere.

Her presentation was good but having already read the paper I gained more from the discussions / Q&A after.

I thoroughly enjoyed Sandra's presentation, and her calm style was very inspiring. I will definitely read the longer report she published about the research. I found it very interesting that dev ed, action, and engagement, means different things in different countries. I also appreciated Sandra saying that we should be giving more feedback to the funders.

Case Studies

Very interesting presentations, but also showed the breadth of different projects that fall under the banner of Dev Ed.

All excellent.

All were relevant, interesting, and gave good examples of process/product. I particularly enjoyed Sian's presentation, it complemented the other 2 nicely by giving a concrete case study of how creative methodologies are so important in engaging others in complex issues that are burdened by inaccessible language and too many figures. I found this the most useful part. Always good to share the challenges and success of action outcomes with others.

I particularly enjoyed the fact the presentations covered different topics, but they all linked together very well – none of it was repetitive, but it all came together to complement each other. It was extremely interesting to hear about the different types of dev ed happening within different spaces and with different groups, and what dev ed means to LYCS. The presentations displayed how many different types of ways we can approach dev ed. Also I had not heard about Nora's course before at all, so hearing about that was wonderful.

What would you change?

Maybe try to incorporate a specific outcome or follow-on project for those involved, such as for example, carrying out a piece of research like Sandra's.

More interaction / workshopping from participants. Generally, though, it was excellent.

Perhaps at the end you could have given each group a case study to then develop an action plan - it would have challenged us more and given us an opportunity to be more creative I think.

I think it would have been useful to interrogate what we meant by citizen engagement at the beginning, as the conversation drifted into 'successes of development education sector in Ireland' rather than keeping the focus on the theme of the workshop. The debate was good though, and some interesting stuff came up!

I liked the discussions about entry points that we work towards to engage Irish citizens. My concern is that our perspective of the Irish Citizen is too simplistic. We need to be very aware of the diverse demography. Values, capacity and interest of the citizen to engage.

It would have been useful perhaps to have mapped out all the different types of audiences we have with DE and then consider the best way to approach action outcomes with such groups as it will always depend on the context.

Maybe have examples of engagement from the formal education sector or maybe to indicate that it doesn't happen there to the same extent as other sectors.

The explanation of the final activity was a bit unclear. And also having a conversation about funding / education / activism outlined above would be amazing. One thing I felt was lacking was representation from Global South NGOs, or anti-racist NGOs. I'd be really interested in hearing about what kind of tools and methodologies they use for tackling prejudice and what they feel the strengths / weaknesses are.

I would like some brief hands on creative/ role play / collaborative piece in the afternoon – like our ice breaker in the start, which was great.

What should be done to follow-up the workshop?

Maybe an edition of Policy and Practice based around the workshop's central question?

One page sheet of things to keep in mind would be useful, thanks!

Could CGE perhaps work collaboratively with IDEA to create a toolkit of guidance on planning for action outcomes in DE that will address the needs for different types of audiences, e.g young people, adults in community settings, teachers, youth workers, community workers, business groups, politicians etc.

Maybe having a larger and similar event with other CSOs.

A day of workshops covering different creative methodologies and how you carry them through to the engagement part would be brilliant!! (Not a big ask I know).

Perhaps some case studies and a practical hands on session. For example, if Nora was to explain more about her course and then do a brief creative w/shop.

PARTICIPANT LIST

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Grainne O'Neill	Comhlamh	Grainne@comhlamh.org

FACILITATORS / PRESENTERS

Sandra Oliveira has worked in the Non-formal education and non-profits sector since 2002. She started her career as a journalist in 1992. Passionate about documentary film making and participatory methodologies, she is currently dedicated to Visual Anthropology – and will eventually deliver her Masters thesis on the subject. She is involved in the field of global citizenship education, community development and cooperation and keeps researching new approaches and tools to foster community engagement.

Sian Crowley has worked with Debt and Development Coalition since 2012, working on development education, campaigns, and events, and has been involved in global justice activism and community and development education for many years. Sian is particularly interested in how we explore justice issues in creative ways through participatory methodologies.

Orla Devine is Global Learning Programme Co-ordinator in the Centre for Global Education.

Nora Furlong has a background in youth work. She was the youth worker on the Global Education Programme in Mayfield Arts for nearly 10 years. Her work is about engaging people of diverse backgrounds in Global Citizenship Educational Programmes. These programmes use creative methodologies, to develop skills, values and competence to reflect on and engage in action related to personal, community and global justice issues. She co-coordinates and delivers the Creativity & Change Programme in CIT. She also delivers modules in Development Education, Creative Social Action and Creative Youth Work Models on UCC Youth Work Masters Programme as well as various other freelance work. She strongly believes that most people want to be part of creating a more just world but often don't have the ways and means of going about it. Global Citizenship Education Programmes can facilitate this and help mobilise people for positive change.

Helena McNeill is a Development Education worker with Lourdes Youth and Community Services, a community development organisation based in Dublin's North East Inner City. LYCS delivers community training, a childcare programme, youth and adult education training, and a development education programme of training courses and empowerment programmes.

FURTHER READING

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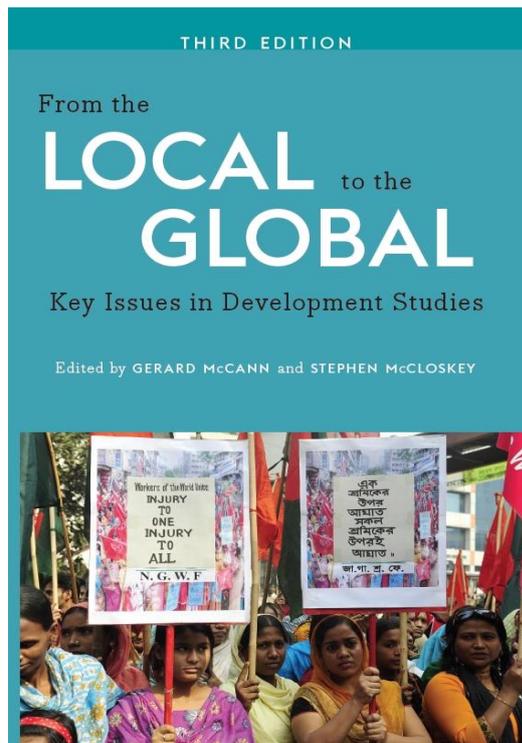
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“An ideal lift-off point for anyone interested in the issues that underpin poverty and injustice at local and global levels. It combines accessible writing on essential international development issues with a call for action.”

Marina Sitrin (author of *Everyday Revolutions*, 2012)

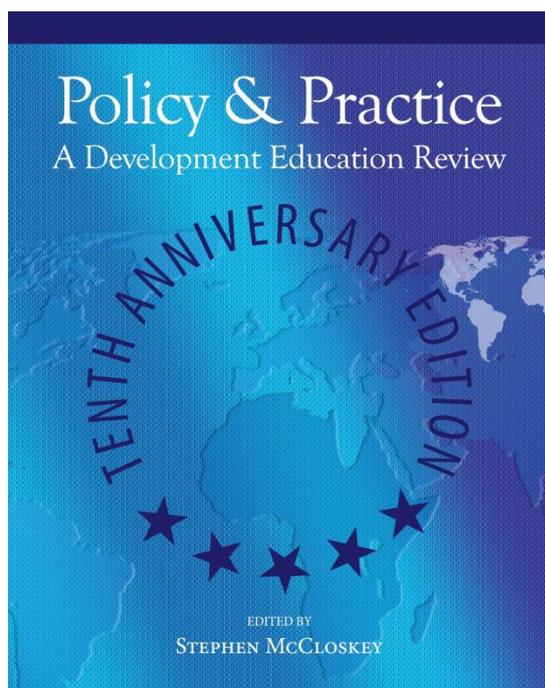
“This is of global value to a radically changing world. It is essentially a survey of all the issues that affect the global South and shape the global North.”

Hector Maldonado Felix, Universidad Nacional Mayor de San Marcos, Peru

From the Local to the Global: Key Issues in Development Studies, 3rd Edition, Edited by Gerard McCann and Stephen McCloskey, ISBN: 978 0 7453 34738; Pluto Press; May 2015; Paperback; 352 pages.

To order a copy please click on this link:

<http://www.centreforglobaleducation.com/from-the-local-to-the-global-3rd-edition>



“This special issue of *Policy and Practice* provides an outstanding view of the state of the field of development education from a range of excellent scholars and practitioners. Once again, this journal demonstrates its success in supporting educators’ understanding of the contested areas and edges of development education theory and practice in many parts of the world”.

Lynette Shultz, Associate Dean, International & Director, Centre for Global Citizenship Education and Research, University of Alberta.

Policy and Practice: Tenth Anniversary Edition, Centre for Global Education, Belfast, 2015 can be ordered from

<http://www.centreforglobaleducation.com/policy-practice---10th-anniversary-edition>



The Centre for Global Education (CGE) is a development non-governmental organisation that provides education services to increase awareness of international development issues. Its central remit is to promote education that challenges the underlying causes of poverty and inequality in the developing world and effect action toward social and economic justice.

The Centre equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

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