DEVELOPMENT EDUCATION RESEARCH REPORT

April 2017

	Development Education Research Report, **April 2017**

The Research and Report was conducted by Katie Crowther, in the capacity of Education & Campaigns Intern with Christian Aid.

This internship contributed towards a Master's in Philosophy in Intercultural Theology Inter-Religious Studies which Katie completed at the Irish School of Ecumenics, Trinity College Dublin, The University of Dublin.

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Charity Number: NIC101332

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1.0

1.1   Abbreviations

CADA	Coalition of Aid Development Agencies in Northern Ireland
DE	Development Education
DFID	Department for International Development
ESD	Education for Sustainable Development
HIV	Human Immunodeficiency Virus
IDEA	The Irish Development Education Association
KS	Key Stage
NGO's	Non-governmental Organisations
NI	Northern Ireland
RoI	Republic of Ireland
TSPC	Thinking Skills and Personal Capabilities Framework
QUB	Queens University Belfast
UN	United Nations

1.2   Introduction

1.2.1 CADA's Role

The Coalition of Aid and Development Agencies (CADA), in Northern Ireland is an umbrella organisation of those overseas aid agencies with an active presence in Northern Ireland. CADA is a network of international development non-governmental organisations, of which there are currently 19 member agencies, which, are collectively supported by more than 400,000 people across Northern Ireland who donate their money and time to campaign, fundraise and volunteer. Together our members raise a combined income of over £28 million.

CADA's main objectives are to promote sustainable development, social justice and a fairer society in both local and global contexts.

1.2.2 Development Education

Development Education (hereinafter referred to as DE) is a transformational educational experience. It exhibits inclusive and democratic learning, with skill development in questioning and critical thinking, where learners can learn knowledge about the world and connect them to their own agencies. DE is a life-long process that is dynamic in its approach, as it interweaves knowledge with the development of skills and attitudes, about the complex world we live within and is about questioning that world. This can be very challenging as it invites us to answer questions and not just ask them. We therefore need to answer questions about the world we live in; the type of world we want; and the types of values we adhere to.

1.2.3 Importance of DE to CADA

The DE Working Group aim is to enhance DE practice among CADA members and in the formal and informal education sectors.

Colm Regan (2013) from 80:20 states that 'development education is at the very core of what development cooperation and aid is about'.[1] As the educational process involved with DE develops the knowledge, skills and attitudes necessary for taking informed action to challenge social injustice. DE is therefore central to how the education system may need to change; to tap into the energy of young people who often want to improve the world and DE helps them to do just that. Therefore, CADA may have a key role in advocating for the further embedding DE into Northern Ireland's curriculum.

1.2.4 Aims and objectives of the research and report

The aim of this report is to review the perspectives shared by members of CADA, regarding their DE activities. The survey was completed between November 2016 and February 2017 and the final draft was completed for the start of April 2017.

The aim of the research is threefold:

- to gather a snap shot of the level of DE engagement by members;

- to assess what support may be needed to further develop work in this area and;

- to identify what role CADA has in this.

The information gathered is presented in this report to inform the group's strategic direction and assist in the setting of terms of reference for the DE Working Group.

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[1] https://www.ideaonline.ie/development-education/de-resources/

2.0   Methodology

All the 19 CADA network members **(see Appendix 6.1.1)** were contacted via email and telephone to participate in this research **(100% responded to the request).**

Intelligence gathering

- 14 telephone interviews between 12 and 49 mins in length approximately 26 mins each (6hr 39mins in total);

- 3 completed the interview questionnaire (Appendix 1);

- 2 email responses advised they could not participate due to lack of knowledge and lack of activity with DE in NI.

This report analyses the responses of 17 of the 19 member organisations of CADA **(participation rate is 90%).**[2] This report shall therefore calculate percentages based upon these 17 participant's responses.

The Report

The data gathered has been analysed quantitatively using descriptive statistics and, where appropriate, pictorial displays of responses have been presented. Content analysis has been carried out on the qualitative data.

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[2] VSO and CBM did not contribute as they do not engage with DE in NI.

3.0 Findings

3.1 Current Education Activity

> **1: Which, if any, of the following education related activities does your organisation do:**
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> A)   Public awareness-raising about international development and/or social justice issues.
>
> B)   Education activities that aim to raise funds or gain support for a particular campaign.
>
> C)   Development Education
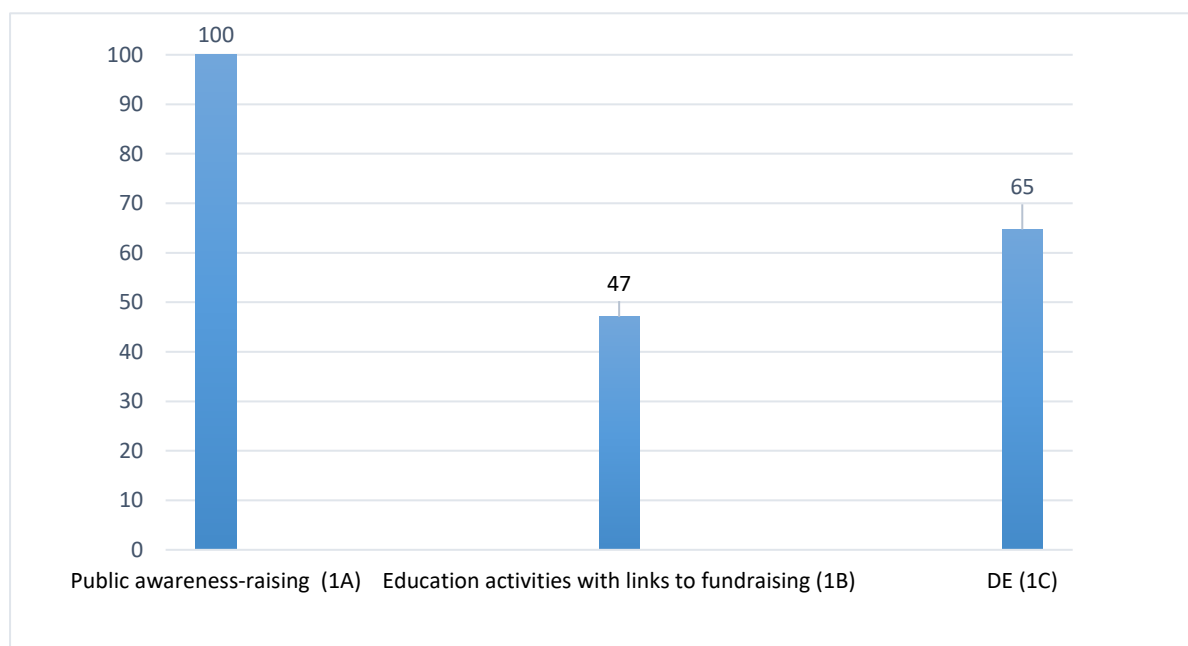
100% (17/17) of CADA's members engage in public awareness-raising about international development and/or social justice issues. Of these 47% (8/17) engage with education activities that aim to raise funds or gain support for a campaign. For example, one organisation explained they would engage in launching public appeals in general to raise funds to support education projects for a set time such as Palestine education appeals. However, the other 53% (9/17) did not link education with fundraising.

65% (11/17) stated that they engage in DE, some more than others, with one participant commenting that they are *"starting to do a little bit more".* Although 35% (6/17) stated they are not participating

in DE, however may have *"in the past"* and suggested that *"if [they] had the opportunity to they would".* This indicates that there is an interest in developing DE programmes, while also suggesting there are members in organisations that may have skill sets and historical knowledge to support this development.

3.2   Current DE Work of Members

Current kind of DE Activity

- Formal — 41%
- Informal — 35%
- Both Informal and Formal — 6%
- Currently Neither — 18%
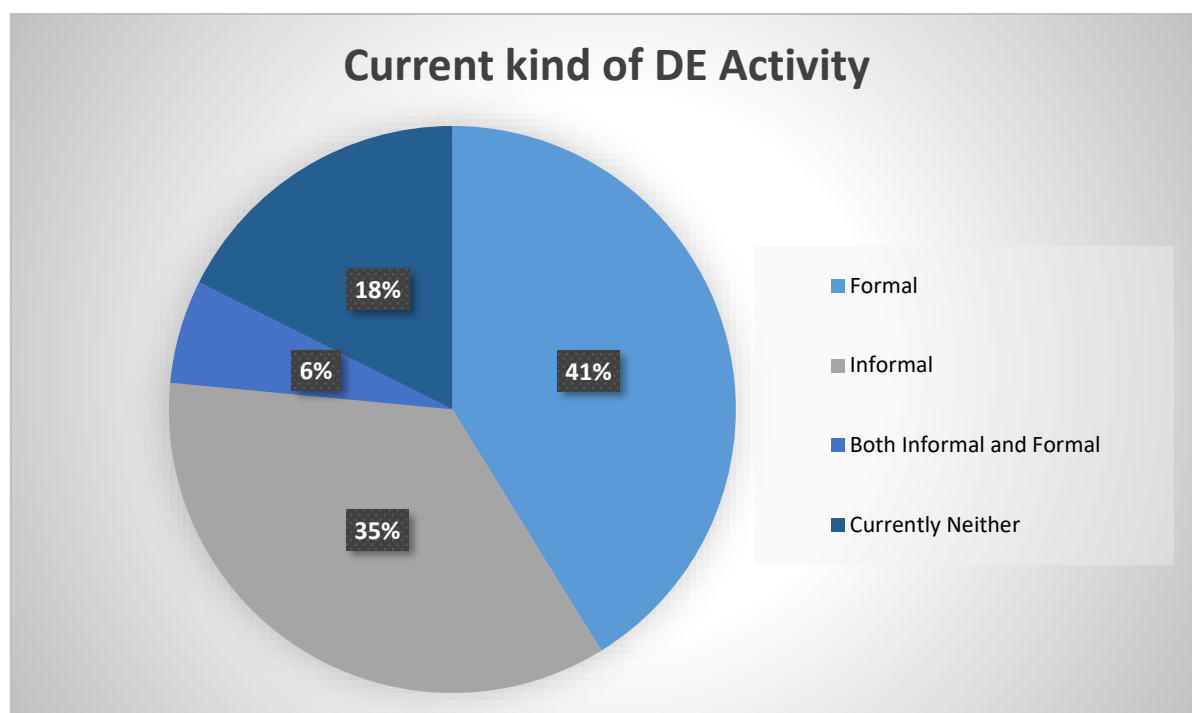
We have identified that 59% of CADA member participants have historically participated in delivery of DE in the formal sector. Whereas 24% have participated in delivery of DE in the informal sector.

In this section, we shall use 3 themes to highlight the current work of member organisations; **Why members are doing DE; How members are doing DE and; What their focus is.**

1. **Why members are doing DE**

- To create awareness about poverty, global injustice and human rights, environmentalism, sustainability and encourage people to question their daily lifestyle choices and their impact on the world.

- Raising Awareness of issues facing the communities and identifying the root causes (HIV, Gender, Poverty, Injustice, Human Rights, Environment, Sustainability).

- To help people to become empowered to challenge the root causes of poverty

- Working with a hope for longer term educational change, through a radical educational shift in formal education.

- Long term goal of the project is to create a new society with participants able to make informed decisions that reduce local and global poverty, promote a cleaner environment on a global scale and improve the welfare of the local community.

2. **How members are doing DE**: Levels of Engagement (Education in Primary Schools / Teachers/ Churches)

- Several members noted they deliver thematic workshops, talks and presentations on topical issues in formal education of KS2/3/4 and Transition Year students.

- Address global education through the arts, to facilitate learners to be globally aware and raise consciousness past sectarianism.

- DE is linked to a specific country and then going deeper, using macro understanding to reflect on micro behaviours.

- Direct Teacher Training in service and pre-service (trainee teachers and teachers and students in schools), in both the university setting and within schools. One participant suggested it is their goal to reach *"50% of schools over 3 to 4 years"*.

- Engagement with church leaders and trainee church leaders, educating churches on global issues.

- Developing a training approach that focuses on the development of the whole person, creating an awareness of emotion, body and people in the world and linking it to what being a citizen means.

- Promoting the work of the UN in the school context through the United Nations Ambassador Scheme.

- Training interested citizens and volunteers on educational approaches related to sustainable development.

- Development of Ambassador Programmes, to facilitate community fundraising campaigns.

- Support societies at Queens University Belfast (QUB) and offer training to them on a range of campaign techniques and issues.

- Communication campaign, currently used to raise fundraising.

Networking and connecting organisation across Ireland, such as with all-island development networks, Irish Development Education Association (IDEA) & Dóchas (the network of non-governmental organizations involved in development and relief overseas and development education in Ireland (Irish for "Hope").

- through their DE working group, while also collaborating with the network of the UK DE Network comprising national DE platforms in England, Scotland, Wales and NI.

- Preparation, organisation and promotion of DE resources; writing such resources with teachers and students in mind.

- Research is carried out at the university level about international development, producing publications and a research DE journal.

- One member explained they host a DE library accessible to all.

3. **What their focus is:** Content of Training / Education (local focus / global focus) the impact they are striving to achieve:

- Education on global injustice and human rights, environmentalism, sustainability.

- Encourage people to question their daily lifestyle choices and their impact on the world.

- Inspire youth to take action in their home communities and empower them with the knowledge.

- Taking them away from a hero model. Concentrating on a very different story. No longer talking saviours, coming alongside people 'perception on the ground (not about western solutions in the local community).

- Highlight global citizenship and inequality in our world, debt and economic justice organisations.

- DE approach to implement a global education approach with human rights and active citizenship as core features.

- Training of teachers, gaining accredited Teachers Qualifications in Development and Learning OCN level 3.

- Developing pedagogy with themes linked to both sustainable development goals and UN 2250 Youth Peace and Security.

- Development of materials for church and school settings with a missional approach of development, and focusing on the follow up of teams who do overseas visits and trips.

- Starting to do research and make links between bible action and resources.

- Involvement in initiatives that raises the profile of work abroad.

Analysis

This section demonstrates the actions currently being taken in DE. One survey participant stated *"during the past year 80% of the participants in their DE programme came from Primary schools and 20% of our participants came from other groups such as special needs, vocational training centres, youth clubs or women's centres."* Others work primarily in the training of teachers, and equipping them to lead in DE in the formal educational setting. One participant commented that they have so many requests they cannot accommodate the demand thus, illustrating there is a strong interest and need for DE. The responses suggest that there are overarching operational and strategic goals to be considered if the reasons why members are participating in DE are to be realised, as more than one noted there was a hope for an educational change in NI. One contributor went on to highlight the need for a radical educational shift in formal education.

3.3   DE as Strategic Objectives
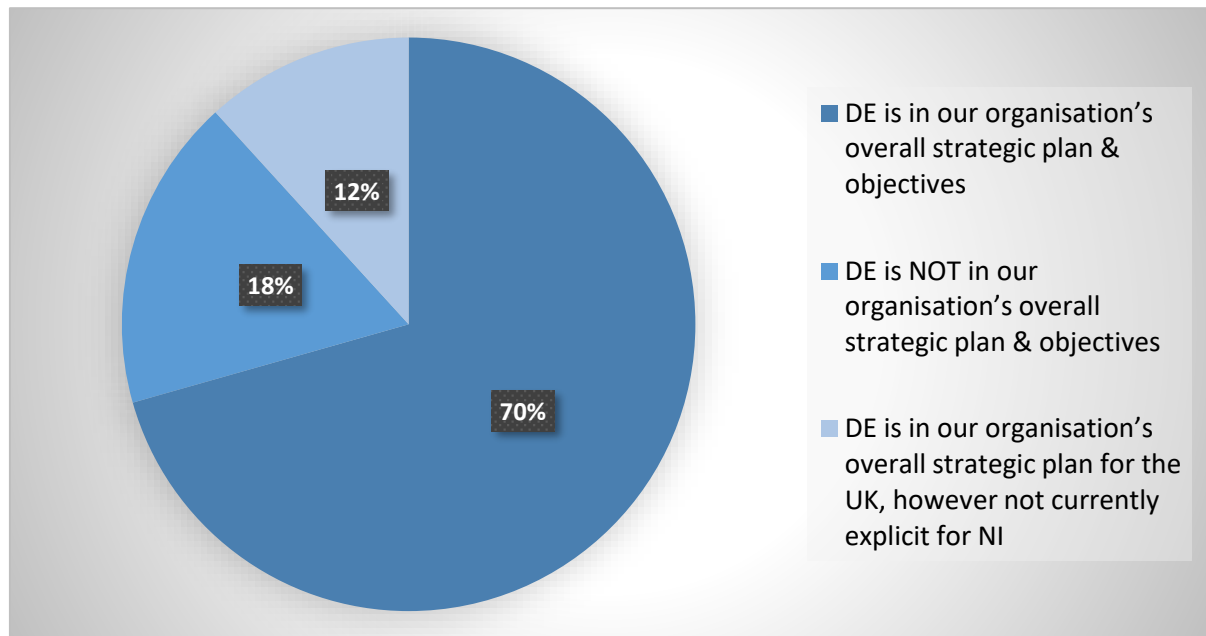
70% (12/17) recorded that DE is in their organisation's overall strategic plan linked to NI and 18% (3/17) recorded that they do not have DE in their strategic plan. Some respondents expanded. For example, one indicated that their organisation is keen to find out what other non-governmental organisations (NGOs) are doing in relation to DE and to work towards a more cohesive approach in order to circumvent replication. 12% (2/17) suggested that DE is on the organisations overall UK strategic plan, however is not specifically being actioned in NI. Therefore, DE is in 82% (14/17) of the UK wide overall organisations strategy, suggesting it is valued and core to the NGO's strategic vision.

Respondents gave the following reasons for their involvement in

Development Education:

1. To reach more youth across Ireland.
2. To continue working with schools and build up relationships with other groups within the community.
3. To develop workshops with a deeper level of understanding of development issues.
4. To train volunteers on Education for Sustainable Development and to pass on a skill set that would enable them to facilitate a series of ESD workshops on their own.
5. To unlock potential in the DNA through our brand story.
6. To strive to be 100% connected or linked to education services on global issues.
7. To offer larger active citizenship programmes in Ireland.
8. To tackle violence & build peace, to tackle gender inequality by producing DE resources for schools.
9. Running training at Theological Colleges.

> "We focus on how these can play a role in increasing awareness and understanding of the changing, interdependent and unequal world in which we live and the ways in which our attitudes and actions can make a difference to disadvantaged people and vulnerable communities"

Respondents offered a range of explanations in relation to how they integrated DE into their strategic plan.

One respondent described their approach. DE is mentioned in their 'Engaging with the Irish Public' section. This is broken down into many components illustrating how our DE will reach many audiences.

- Engaging with volunteers;

- School Immersion Programmes;

- Development Education Materials;

- A youth leadership programme involving over 20 schools. There is potential here to
add a DE component to their training.

Another explained that DE is one of the three aims of the organisation. This core objective linked to
DE is *"to raise awareness throughout Northern Ireland (NI) about the issues of sustainable
development within our own society as well as in the so called Third World or Majority World."*
Another indicated that DE pervades all the organisation's objectives and is included in policy and
advocacy work, for example in the overarching campaigns such as climate justice. Whereas another
respondent explained they have no strategic targets, which suggests it is not measurable or measured.

3.4   Barriers to DE

> **4: What are the main barriers to your organisation becoming more deeply involved in development education?**

In response to question 4, organisations recorded a range of barriers to their becoming more invested in DE. Their responses include the following:

1. **Funding.** For example, one respondent explained they feels like DE is something different, as it is more complex and asks supporters different questions to difficult questions. Therefore, it does not seem that it is an easy route to raise money for through campaigns, for instance to cover teachers time to gain training.

2. **Lack of local support for DFID and Irish Aid** (funding London and Dublin).   The suggestion being that it may be better to have local sources from the Department of Education in NI, as to look for funding from exterior bodies, makes organisations work vulnerable.

3. **Resourcing, staffing capacity and budget organisation** (not necessarily funding, but the location of resourcing). For example, one person may be responsible to cover DE in NI whereas five staff cover development education in the Republic of Ireland. This means that a larger team based in one place can work together and collaborate more effectively.

4. **Internal organisation structures of NGO's.** For example, one organisation talks about the separation of the different areas, such as campaigns, education and advocacy within their organisation.

5. **DE in the past being considered as an add-on,** however at present it is becoming considered *"more and more professionalised".*

6. **Limited by own skills and expertise** due to a downturn in funding and loss of expertise over the past years.

7. **Curriculum.** There is a mismatch between the areas we are working on and the NI education curriculum.

8. **Challenge of how to manage communication campaigns.** Focus has changed from solution focus to telling a story that is punchy enough to educate the observer and share a hopeful story that engages them even further in it.
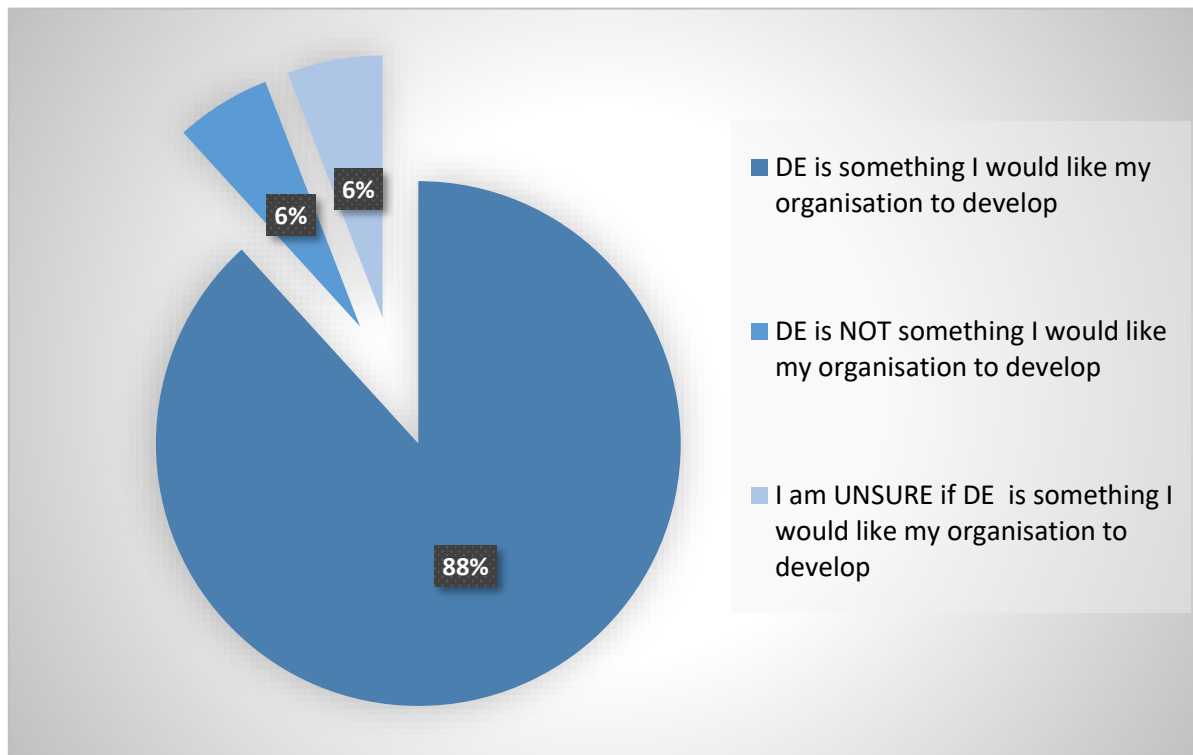
Analysis

The main barriers to the members becoming more deeply involved in DE seems to be funding and staff capacity.

3.5   DE Future Participation

5A: Is Development Education something you would like your organisation to develop?

5B: Do you think that Development Education is important and needs to be strengthened?

88% (15/17) responded affirmatively to this question indicating keenness to develop their commitment to DE. Only two respondents indicated a lack of interest in developing DE further and of these one indicated that their organisation was unclear in relation to the future development of DE linked to their overall objectives.

One participant explained that DE *"is already a big part of the organisation's activities".* This was confirmed by other participants stating that it *"is a very live conversation".* Several respondents expanded on this explaining there is a hope to develop a comprehensive development education programme in the areas that are lacking support (early primary education, final year of secondary school etc.).

The respondents raised concerns over how people engage with the journey of learning with DE to gain a deeper awareness and understanding. The challenge in the past was noting that even when good resources where created the uptake of the resources was as low at 5%. One participant noted the lack of critical thinking in relation to recent events such as Brexit (the UK's decision to leave the European Union by referendum in June 2016) and the need to link this to the values taught and engaged with in DE. There is a desire to see positive action taken as it is a valuable project to educate on the values required to challenge extremist views.

A respondent highlighted that an issue they faced was they could not deliver for the amount of work they were asked for, suggesting the need for more full-time staff. More than three organisations suggested in the next year they will be looking to increase capacity and growing their team to be able to manage this. One participant commented that each organisation has a role to play and if CADA are *"strategic everyone has something to offer and we need to identify this"*.

100% (17/17) recorded that they think DE is important and that it needs to be strengthened. Four organisations emphasised their views with comments such as:

- *"That's what it is all about, it is everyone's role, social digital media shows us this"*.

- *"Absolutely, there needs to be a global link to schools. And global education within the school"*.

3.6   Support For Enhancing DE

6A: What support would you require to enhance your organisation's DE capacity?

6B: Do you feel there is willingness in your organisation to do this?

In response to question 6A respondents recorded a range of examples of support they would require to enhance their organisation's DE capacity. Their responses include the following:

- More connections with the community and with other global educators to discuss the best practice, activities and approaches. If organisations could partner up and support each other through sharing of resources / training etc.

- Internal joined up thinking, considering who the organisations' supporters are and what messages key to raise awareness and support.

- External research to share a deeper understanding of where and how people's values are shaped.

- Greater engagement with leading managers in their organisations and senior management if in the agencies as this would benefit DE if the senior officers engaged with DE.

- Receive training as a problem is the lack of exposure to DE.

- Funding for part time roles, for admin or staff support, approximately £14-16,000.

- Need specific strategic collective focus and to prioritise agenda.

- Building the sector to get innovative with funding.

- Increasing capacity to allow those skilled to apply to funding.

- Increased capacity to allow for more time actually engaging in DE.

- A shared understanding of DE approaches.

- Map out and tap into what is actually being done at present.

- Share research and feed into broader themes.

- Collective advocacy.

- Promote DE activities on a wider scale, so accessed by all and not only elites.

- Internal clearer strategy links to DE.

- Function of DE is also about cultural awareness; therefore, need to support how community work is carried out to enable perceptions of communities to be changed past sectarianism.

- Develop best practices in sharing information as currently it is not as effective, both internally and externally.

88% (15/17) indicated that they thought there is a willingness to enhance DE capacity within their organisation (6B). One respondent recorded that they believed there was no willingness, while another stated that *"it's not a top priority as it's a harder sell, it is treated as a side issue compared to impact"* of the overall organisation. This is a challenge as there seems to be some internal live conversations about how DE can be done in a coherent way, however the test is the metrics such as the financial implications, but also how the impact and overall outcome is measured.


Analysis

The high statistics infer that DE is valuable to CADA members and there is willingness to engage and develop in this area. It is however alluded to that there is a need for strategic thinking together which will support all members to prioritise and participate in a collective DE agenda.

3.7   CADA Role In Strengthening DE

7A: Do you feel that CADA should play a more pro-active role in strengthening the development education sector in Northern Ireland?

7B: What could or should CADA do and why? Are they the right people to support it? Do they have a role to play?
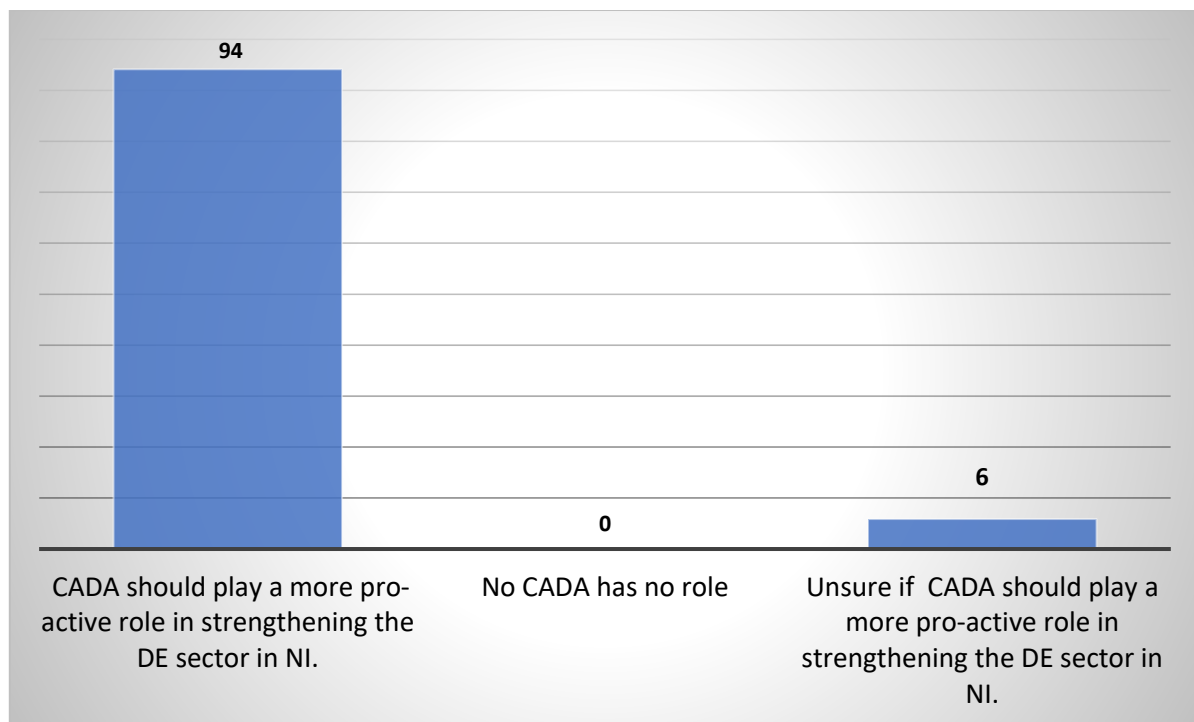
94% (16/17) indicated that they feel CADA should play a more pro-active role in strengthening the development of the DE sector in NI whereas only one member was unsure. A few respondents acknowledged the contribution already made by CADA. One stated they *"have done nice things in the past, [as] they are helpful in finding good common ground".*

There are several suggestions that were provided by the organisations who responded to this question. I have analysed these responses below and divided them up under the three headings of the question.

What can CADA do?	Are they appropriate?	What role do they have to play?
Establish a DE working group. With the aim of creating strategic joint up thinking. Be a regional group to link in and tap resources, support in creating a central hub. Partner with Irish and UK DE groups.	Yes	This would support organisations to share their ideas / resources etc. and give the potential for groups to collaborate. Co-ordinate strategic thinking together. Strategic vision of where we sit as a regional group, on topics such as global citizenship sustainable development goals.
Advocacy & sharing communication. A stronger voice when all organisations work together.	Yes Is there something we can do together?	Big advocacy campaigns for example Make Poverty History. CADA could advocate something that compels people and Christians into action, then to do education.
CADA needs to focus more with Irish Aid and IDEAS to enable capacity building. Also, to gain access to training for DE organisers, such as Continuing Professional Development (CPD), training delivery, methodology.	Yes	Create stronger Ireland wide and UK wide Partnerships. CADA could collaborate with groups such as Dóchas, an all-Ireland network and Comhlamh Belfast Group (Irish for 'solidarity').
Mapping out current DE work; identifying what are we doing, what unique role are we trying to fulfil and how can we adapt what we are doing. Essentially developing vision by coming at it together and addressing the mainstream curriculum.	Yes	Research or correlate what is being currently practiced. Identifying projects etc. Facilitate us sharing what we are doing, discussion around celebrating DE work, recognising how are we sustainable, also what are the struggles and what are the strategies to overcome.
Put structures for funding and matching human resources together to learn from each other and for benchmarking.	Yes	Locate funds to apply to for support.

*It was suggested that overall CADA should have a role, even if it is through coordination.

3.8   Benefits From CADA DE Working Group

8A: What benefit could a CADA Development Education Working Group bring to your organisation?
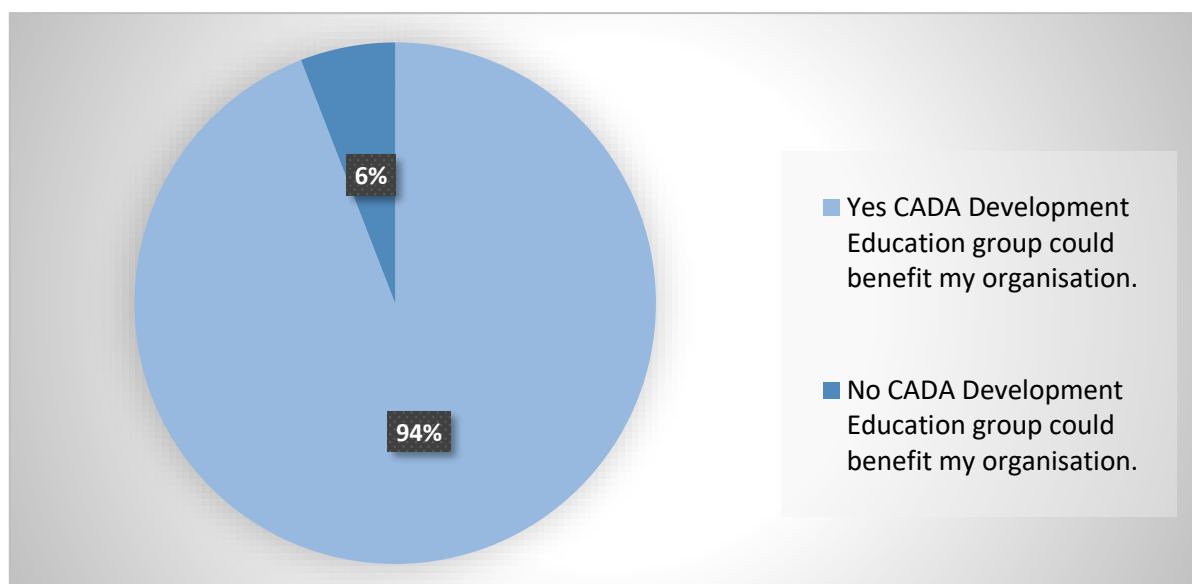
Respondents were asked to identify benefits their organisation might gain from a CADA DE Working Group. 94% (16/17) stated they thought they could benefit whereas 6% (1/17) thought they would not benefit. This high rate suggests that the CADA DE Working Group could be beneficial if they can deliver in the way that the organisations suggest is needed. They responded with a range of benefits which included the following:

1. To connect with other global educators and to gain a clearer awareness and grow in knowledge about other activities that are taking part in NI.

2. Potentially collaborate with other organisations to share resources and generate ideas etc.

3. To be involved in the think tank sessions that drives the new CADA agenda in DE.

4. To gain guidance and support.

5. Building networks; network people in NGO's and with an interest in DE to become more aware of what is going on in NI and they then they can partner to support with raising awareness.

6. Gain better understanding and identify links to sustainable development goals and where curriculum needs to be developed (e.g. in the New Wellbeing curriculum, DE needs to be include).

7. Locating human resources.

8. Link NGO's to DE training and future opportunities to grow their teams.

9. Create a cyber space to learn about being the CADA organisations and the individual NGO's key priorities.

10. Assist in avoiding duplication of efforts by being be aware of what is happening elsewhere.

11. Advocacy is essential for DE. Questioning how DE is really handled in the curriculum province wide.

Analysis

These benefits suggest that there is a need for having a clearer understanding of what DE is currently being done across NI and to better equip those active to share best practices, while also including others in the conversation. Suggestions are made about how this can be actioned and the need for both strategic vision and operational management.

3.8.1 Capacity
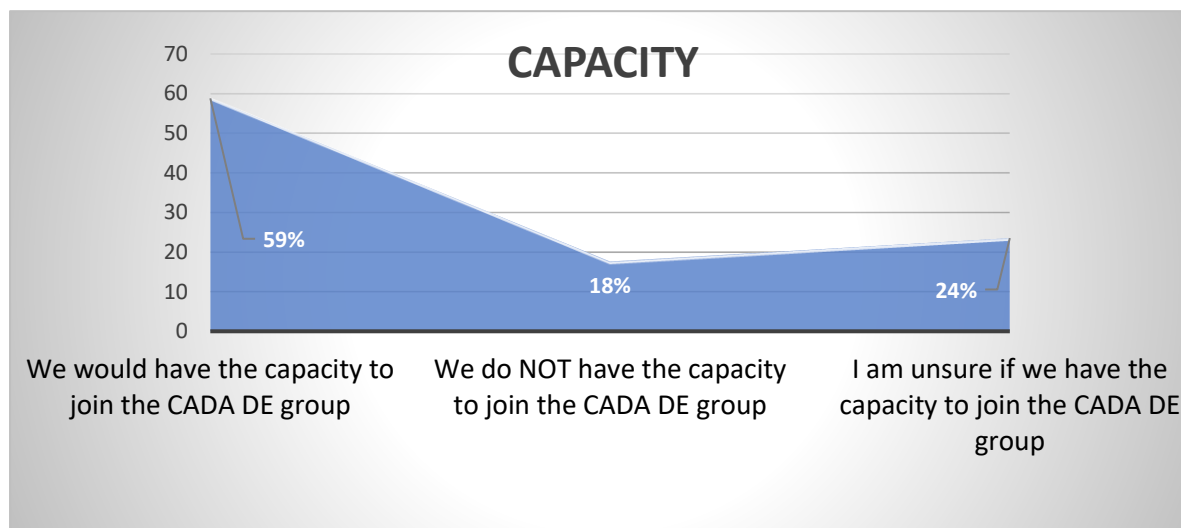
59% (10/17) indicated that they would have the capacity to join the DE Working Group and the remaining 41% (7/17) responded that they are either unsure or did not have the capacity to join. 26% (4/17) explained they would like to participate if they had capacity and if it linked in to their specific organisations objectives and current needs. Some of those who responded affirmatively qualified their responses. For example, the commitment for one organisation would be dependent on the number of ESD activities they undertook to participate in and when those activities were scheduled. Another respondent recorded that it would depend on the focus, whether school based or campaign based and on the anticipated outcomes for the organisation. Some concerns were highlighted, suggesting there was good intention to attend and participate however one respondent stated, *"yes but it is not a reality",* and another commented *"time is so scarce".*

Analysis

Therefore, dependant on timings, on the focus and depending if a young person or volunteer of the organisation could attend these meeting there will be more or less participation and attendance.

3.9   Any Further Comments

9: Any final thoughts you would like to communicate?

Respondents were invited to add any further comment in relation to their views on the way forward

for development education. The following responses were proffered:

- *"We would like to be part of the collaboration and partnership which can then inform strategic goals".*

- *"Things like this are great as it creates a focus on a common event".*

- *"We are very proud of what we do and the uniqueness we deliver, we would like to continue to build on that".*

- *"Cooperation with the CADA would be an advantage to our organisation".*

3.10 Future Communications
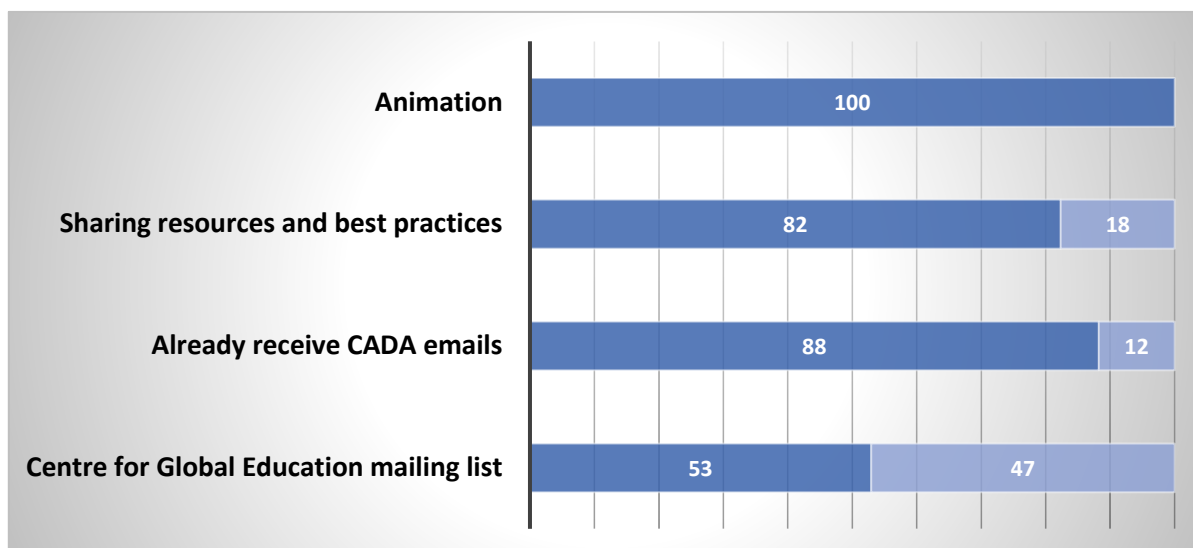
In relation to future communications 100% (17/17) are interested in receiving the link to the DE animation. 82% (14/17) are interested to learn about other DE resources, whereas 18% (3/17) are unsure about receiving these, one participant suggested that they would lack the time to view these as they are so busy. 88% (15/17) already receive CADA emails and 12% (2/17) advised new contacts to be added to the CADA email list. 47% (8/17) suggested they would like to be added to the Centre of Global Education mailing list, whereas 47% (8/17) stated they already were in receipt of these emails, 6% (1/7) suggested they did not need to receive them at present.

Analysis

This proposes that if all the respondents had capacity or time they would engage with sharing best practice and learning from one another.

These emails have been sent to the appropriate person to add to the communications mailings.

4.0   Conclusions

The aim of the survey was threefold:

- to gather a snap shot of the level of DE engaged in by CADA members;

- to assess what support may be needed to further develop work in this area and;

- to identify what role CADA has in this.

The information gathered is heightened in its value as there was a high rate of response from the CADA members, with **100%** responding to the request to participate and **89%** participating in the data gathering process.

The qualitative data gathered (**see 3.1)** suggests there is DE work being carried out by 65% of the respondents, while other respondents suggested they would participate if they had the opportunity. As highlighted in **3.3** DE is in 82% of the UK overall organisations strategic plans, which suggests it is valued and core to the NGO's strategic vision. Some indicate it is implicitly applied whereas others highlight that it is explicit. This is supported by the statistics in **3.5** where 88% indicated keenness to develop their commitment to DE and 94% stated they thought they could benefit from the CADA DE Working Group. 100% of the participants also recorded that they think DE is important and that it needs to be strengthened. 94% indicated in **3.7** that they feel that CADA should be the organisation that plays a more pro-active role in strengthening the development of the education sector in NI. This was reinforced by the 88% who indicated in **3.6** that they thought there is a willingness to enhance DE capacity within their organisation. However due to capacity and time constraints outline in **3.8,** 59% indicated that they would have the capacity to join the DE Working Group and a further 26% explained they would like to participate if they had capacity and it linked in to their specific organisational needs at the time. Therefore, this quantitative data demonstrates the significant desire to participate in the strengthening of the DE sector in NI and the important role that CADA has in facilitating this.

The qualitative data has been summarised and included in list forms to assist in drawing attention to the breadth and scope of the DE work being actioned. We have been able to correlate from respondents in **3.2** why they are doing DE; how they are doing DE and; what their focus is. This therefore begins to map out current DE practices in NI, something which several organisations highlight as being a significant need, so that there was not a duplication of efforts. We have also been able to identify the barriers organisations experience and raise individual actor's opinions about the future strategic role of CADA and possible direction required.

This report has been created to inform CADA's strategic direction and assist in the setting of terms of reference for the DE Working Group. We therefore conclude that this research project has been successful in the data gathering and will offer areas for further consideration in **5.0**.

We would like to thank all the respondents for their time and participation in the process to complete this research.

5.0   Areas for Consideration (Alphabetically listed)

1.   **Advocacy**

2.   **Communications**

3.   **Further Research**

4.   **Mapping DE current work in NI**

5.   **Networking**

6.   **Operational**

7.   **Resources**

8.   **Shared Annual Campaign**

9.   **Strategic vision for the future of DE in NI**

10.   **Terms of Reference**

Advocacy

-    Joint up Thinking – Cohesive approach

-    To embed further DE into current curriculum in NI

-    To improve avenues to funding

-    To assist CADA members to reach their DE strategic targets

Communications

-    Shared space online for data collection and storage e.g. cloud

-    Shared NI platform to communicate about DE in NI

    o   Training

    o   Workshops

    o   Volunteering opportunities

-    Creation of contact information and data bank on a cloud to map current DE activity

Further Research

-    Collaborating with a university to carry out external research to share a deeper understanding of where and how people's values are shaped and feed into broader themes.

Mapping DE current work in NI

-    Research tool to gather current projects, prospects

-    Create platform to store information accessibly to enable partnerships and best practice to be shared (see communication)

-    Shared understanding of DE approaches

Networking

-    Opportunities for NGO's and public to engage in dialogue on the issues and value of DE
-    Create Hub space for DE in NI

Operational

-    DE Sub-Group operational organisation
     o   Agreed dates for meetings in advance, either 3 or 6 month periods
     o   Minutes for the meeting sent to all members to keep all members up to date
     o   Minutes held on a cloud so all members can access to core historical information, valuable to manage continuity

Resources

-    Pool resources under a more integrated approach
-    Shared focus budgets annually agreed

Shared Annual Campaign

-    One large annual campaign a year that CADA members work on together, for example select a topic relevant to NI sector and local government, enabling it to be a positive campaign

Strategic vision for the future of DE in NI

-    Design common strategic vision and long term agenda
-    Design shared operational agenda to achieve strategy
-    Collectively organise research

Terms of Reference

-    Clear focus, clear plan of action to achieve strategic goals
-    Agree long/ medium term plan of DE Working Group (5/3-year plans)
-    Agree short term (1-year plan)

6.0   Appendices

6.1   Participant organisations

Amnesty, Beyond the Skin, Centre of Global Education, Children in Crossfire, Christian Aid, Christian Blind Missionaries, Concern, Disability Aid Abroad, Fields of Life, Habitat for Humanity, Oxfam Ireland, Save The Children, SERVE, Solidarity, Tearfund, Trócaire, United Nations Association, Volunteer Services Overseas and War on Want.

6.2   Context of Development Education

6.2.1   Links to the NI Curriculum

This is an investigation of the current curriculum in NI and an analysis to highlight how DE links to the learning journey of young people in mainstream education. This presents an opportunity to promote DE in mainstream education and to demonstrate how it can be explicitly managed and embedded into good teaching practices.

Key Stage 2

The STEM Programme focus is upon the early development of mathematical and scientific ideas in pre-school education which are built upon in primary and post primary education. Throughout, pupils are provided not only with knowledge of the subjects, but also develop investigative and problem solving skills and an understanding of their application in the real word and their impact on society, which directly links with DE.

Students at KS2 are to develop **Thinking Skills and Personal Capabilities** (in line with the TSPC Framework[3]). There are 3 categories; *Thinking, Problem Solving and Decision Making; Being Creative and; Working with Others.* Selected below are some key skills:

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[3]
http://ccea.org.uk/sites/default/files/docs/curriculum/connected_learning/thematic_units/stem/tu_introduction.pdf

a) Thinking, Problem Solving and Decision Making

- Know the difference between fact and fiction

- Work out if evidence is reliable or not and if it should be believed

- Weigh up the pros and cons to choose the best solution

- When they solve a problem, make a decision, they can explain their reasoning clearly so that other people can understand them

b) Being Creative

- Know that sometimes my imagination is the best tool to help me with my work

- They can find the best way of doing something, by trying different designs, plans and ideas

- They know that others can help me make a good idea even better

- They do not mind making mistakes as they can learn to do it better

c) Working with Others

- They can organise themselves in groups and alone without help

- The can work collaboratively helping others

- They can listen to others suggestions and take them on board

- They know that having different ideas and opinions can be positive and can respect them

Key Stage 3

At KS3 there are 5 **Thinking Skills and Personal Capabilities**[4] categories. They include the 3 categories developed in KS2, with the addition of *Managing Information and Self-Management.* The overall aim

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at KS3 is 'to empower people to achieve their potential and to make informed and responsible decisions throughout their lives'. The objective is to develop the young person:

- as an individual

- as a contributor to society

- as a contributor to the economy and the environment

The aim is to develop their personal, cultural and mutual understanding and their moral character. This would involve creating opportunities to grow their awareness of the media, economics, spiritual and ethical matters and educate them about sustainable development. The desired outcome would be a development in their attitudes and disposition towards having a concern for others; taking personal responsibility; demonstrating commitment and determination; and having a community spirit. Any young person may then demonstrate integrity; respect; tolerance; a moral courage; flexibility; pragmatism and; openness to new ideas. The desired outcome would be to assist any young person to be a well-rounded human being.

Key Stage 4

At KS4 there are 3 **Thinking Skills and Personal Capabilities** categories. They include *Problem Solving; Self-Management and; Working with Others.* The aim is to help students to:

- construct their own learning

- gain a deeper understanding of concepts and issues

- make progress in their learning

- support them to become independent and lifelong learners

Specifically, in the *Religious Education KS4 Framework*[5] DE has links to:

- Human Rights and Responsibilities

- Wealth and Poverty

- Environment (Stewardship)

- War and Peace

- Refugees

Analysis

There is a breadth of scope for the development of DE to be further embedded into the curriculum. At KS2 and KS3 this may be more explicit and in KS4 more implicit. As we have been able to examine the place of DE links directly to the curriculum's objectives of developing young people's learning journey to become global citizens.

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[5] https://www.eduaction-ni.gov.uk/sites/default/files/publications/de/religious-education-core-syllabus-english-version.pdf

6.3   Interview Questions/ Questionnaire

The aim of this survey is to gather the perspectives of members of the CADA in regards to Development Education. We hope to learn what level of Development Education you are engaged with and what could support you in developing this area within your organisation in the long term, if appropriate.

The information gathered will be presented in a report to enable the groups strategic direction and set the terms of reference for the Development Education Working Group.

Instructions for completing the survey

There are 10 overall question areas. These are made up of a range of Yes and No questions and others require either bullet points or full sentences to explain your ideas and opinion.

This should take approximately 10-15 minutes to complete. Thank you for taking part in this survey.

Question 1:

Which, if any, of the following education related activities does your organisation do? Y/N (Delete as appropriate)

a) Public awareness-raising about international development and/or social justice issues.

    Y   /   N

b) Education activities that aim to raise funds or gain support for a campaign.

    Y   /   N

c) Development Education (Provide the following description if needed: a transformational education process which develops the knowledge, skills and attitudes necessary for taking informed action to challenge social injustice.) The learning outcome of this is to change skill development and attitude development.

Y   /   N

Question 2:

Please describe the nature of your organisation's development education work? **Explain.**

Suggestions: Why are you doing what you are doing? Who is your target audiences? What is the objective? e.g. impact on pupils/ your organisation/international development/ other. **Please refer specifically to the Development Education you engage in.**

Question 3:

3A: Is development education in your organisation's overall strategic plan and objectives?

(Delivering Development Education in NI). Y/N (Delete as appropriate)

Y   /   N

3B: If yes, what are your key objectives for development education over the next few years?

3C: Where in the strategic plan is Development Education mentioned? Explain.

Question 4:

What, if any, are the main barriers to your organisation becoming more deeply involved in development education? **Explain.**

(Suggestion: Funding? Staffing capacity? Lack of organisational support, it's not in our strategic plan, it's not a priority for us, competing priorities.)

Question 5:

5A: Is Development Education something you would like your organisation to develop? **Explain.**

5B: Do you think that Development Education is important and needs to be strengthened? **Y/N**

(Delete as appropriate)

Y / N

Question 6:

6A: What support would you require to enhance your organisation's development education capacity? **Explain.**

6B: Do you feel there is willingness in your organisation to do this? **Y/N (Delete as appropriate)**

Y / N

Question 7:

7A: Do you feel that CADA should play a more pro-active role in strengthening the development

education sector in Northern Ireland? **Y/N (Delete as appropriate)**

Y / N

7B: If yes, what could or should CADA do and why? Are they the right people to support it? Do they

have a role to play? E.g. training, advocacy, joint work etc. **Explain: If yes or if no, why not?**

Question 8:

8A: What benefit could a CADA Development Education Sub-Group bring to your organisation?

Explain.

8B: Would your organisation have the capacity to join the group? (Attend meetings and take on

specific deliverables) **Y/N (Delete as appropriate)**

Y / N

Question 9:

Any final thoughts you would like to communicate? **Explain.**

Question 10: Future communications. Y/N (Delete as appropriate)

A. CADA will be releasing an animation shortly around Development Education. Would you like to be sent a link to this?

Y / N

B. Might you like to hear/learn about other resources that might be helpful, such as examples of other organisations activities in Development Education?

Y / N

C. Do you already receive the emails from CADA, or might you suggest anyone else in your organisation who would like to receive updates?

Y / N

D. Would you like to be added to the Centre for Global Education mailing list to gain further examples of quality development education?

Y / N

Thank you for your time. We appreciate you sharing this information with us.

Research and Report conducted by Katie Crowther, Education & Campaigns Intern, Christian Aid.