Policy and Practice

A Development Education Review

DEVELOPMENT EDUCATION AND TRANSNATIONALISM

REPORT ON A DEVELOPMENT EDUCATION SEMINAR

13 May 2021

Seminar Organised By Centre for Global Education and Praxis and Funded By Irish Aid

CENTRE FOR GLOBAL EDUCATION

DICE Development & InterCultural Education

Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

Acknowledgements

This is a report on a development education seminar organised by the Centre for Global Education in partnership with the Development and Intercultural Education (DICE) project held online on 13 May 2021. The workshop was titled *Development Education and Transnationalism* and debated the content of Issue 32 of the Centre for Global Education's journal *Policy and Practice: A Development Education Review*. The Centre for Global Education would like to thank Helen Concannon, DICE Project Co-ordinator who is based in the School of STEM Education, Innovation and Global Studies, Dublin City University, for facilitating the seminar and helping to organise it. The seminar was organised as part of a two -year development education project funded by Irish Aid.

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

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1 Centre for Global Education

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

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

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

The Centre's Values are as follows:

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

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2 Policy and Practice: A Development Education Review

Policy and Practice: A Development Education Review is a bi-annual, peer reviewed, open access journal which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past 16 years, 32 issues of the journal have been published on the journal's web platform: www.developmenteducationreview.com. Each issue of the journal is constructed around a theme chosen by an Editorial Group which also assists with the peer reviewing of articles.

The strategic aims of the journal are to:

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

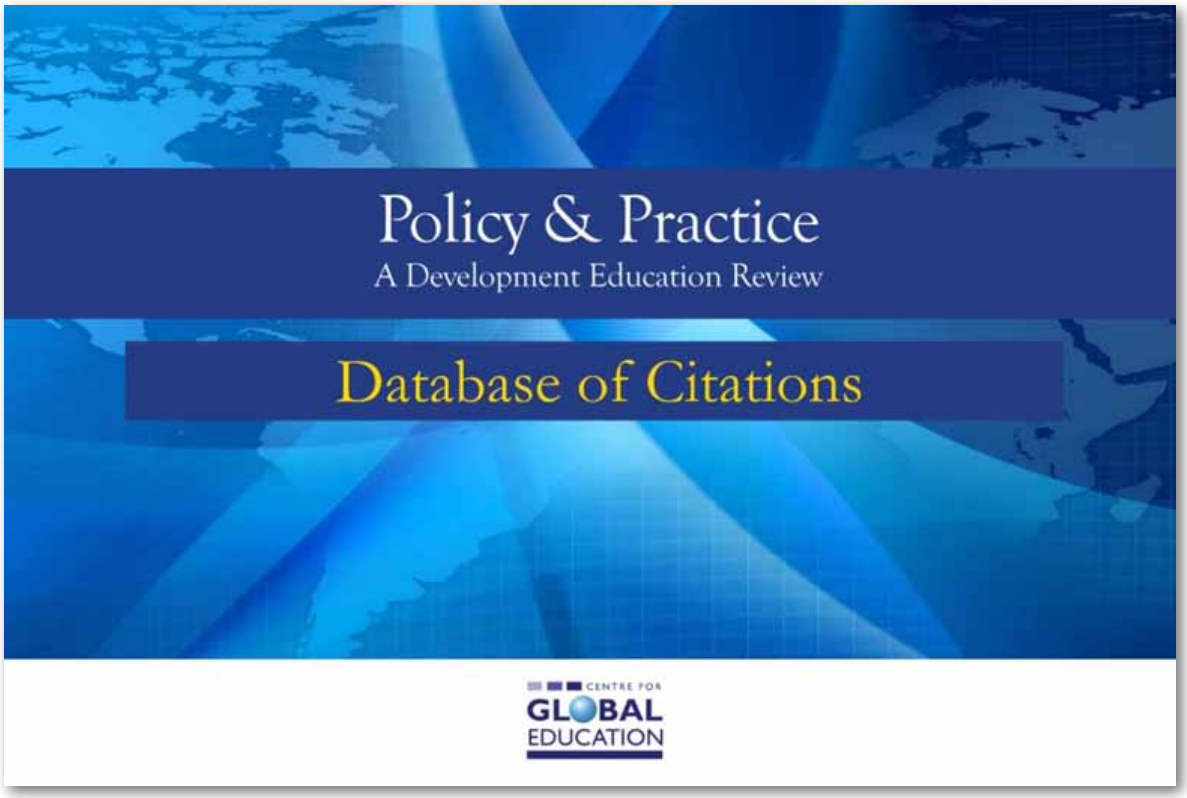
In 2020, the *Policy and Practice* web site received 149,036 unique visitors and 196,548 in total from the global North and South. The top 10 visitor countries to the web site on the basis of pages viewed from January to December 2020 were the following:

Countries	Number of Pages viewed
USA	144,051
Great Britain	24,222
Philippines	21,540
India	18,384
Canada	12,400
Russia Federation	12,335
Germany	11,720
Ireland	10,135
Australia	5,684
South Africa	5,025

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

Journal Citations

One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in May 2020 and showed that a total of 2,564 citations had been generated by journal articles; 295 citations were created in *Policy and Practice* articles and 2,269 in other journals and books. This total represented an increase of 573 since the last time we updated the database in June 2019. The citations have appeared in 275 journals (an increase of 78) and 152 books (an increase of 39) covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles has been cited in 200 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 24 non-governmental organization publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available here.



3 Aims of the Seminar

This seminar was organised to present and debate the content of Issue 32 of the Centre for Global Education's bi-annual, open access, peer reviewed journal *Policy and Practice: A Development Education Review*. The theme of this issue is 'Development Education and Transnationalism' which is defined as "a set of processes relating to social, economic and political connections between people, places and institutions, across national borders, potentially spanning the world". Issue 32 included articles that related development education to a diverse range of global issues including contemporary slavery, migration, NGO approaches to public engagement, and media representations of Africa. The full issue is available here. Four of the articles published in Issue 32 were presented at this seminar and the aim was to enable authors to debate their articles with readers to facilitate discussion on good practice in development education.

The four papers presented at the seminar were:

- Global Education and Migration in a Changing European Union
  Romina De Angelis

- Using Collective Memory Work in Development Education
  Nita Mishra, Jenny Onyx and Trees McCormick

- Addressing the Complexity of Contemporary Slavery: Towards a Critical Framework for Educators
  Chris O'Connell, Benjamin Mallon, Caitríona Ní Cassaithe and Maria Barry

- NGO Representations Versus Mediation: A Learner Centred Approach to Public Understanding About Global Development
  Son Gyoh

The Speakers / Facilitator were:

Helen Concannon (Chair)
(DICE Project Co-ordinator | School of STEM Education, Innovation and Global Studies | Dublin City University)

Romina De Angelis
(Doctorate candidate, Institute of Education, University of London)

Chris O'Connell
(Postdoctoral CAROLINE Fellow at the School of Law and Government, Dublin City University)

Benjamin Mallon
(Assistant Professor in Geography and Citizenship Education in the School of STEM Education, Innovation & Global Studies in the Institute of Education, Dublin City University)

Son Gyoh
(Specialist in Development and Global Citizenship Education)

Nita Mishra
(Lecturer in International Development and Chair, Development Studies Association Ireland)

4 Presentation by Romina De Angelis

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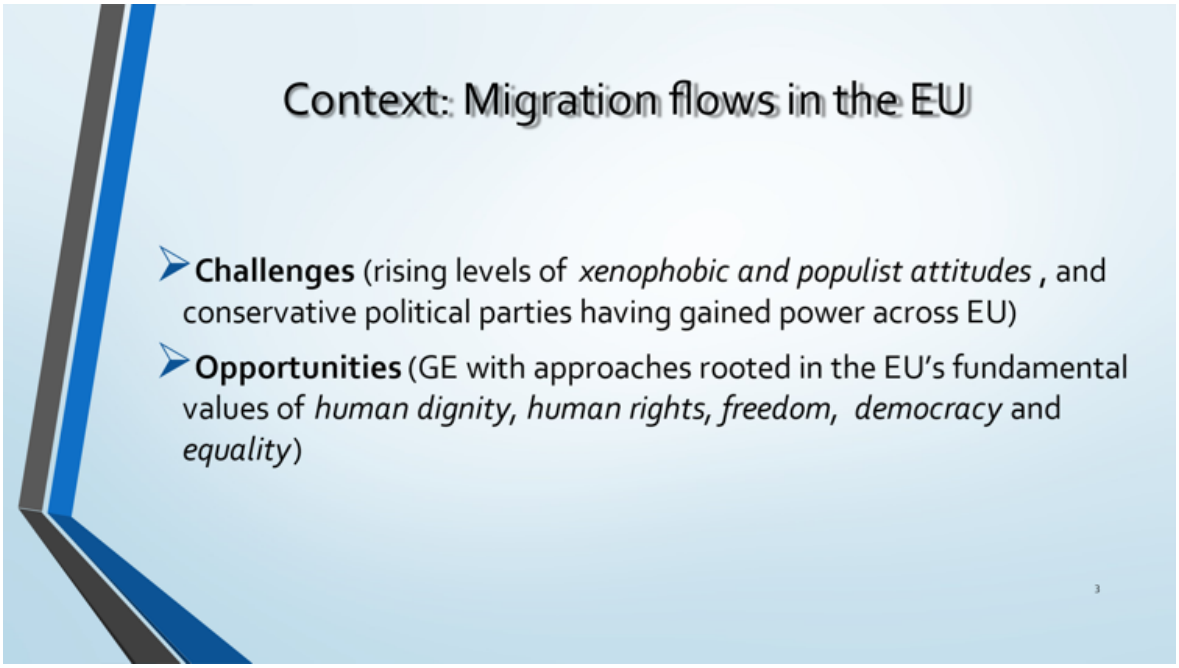

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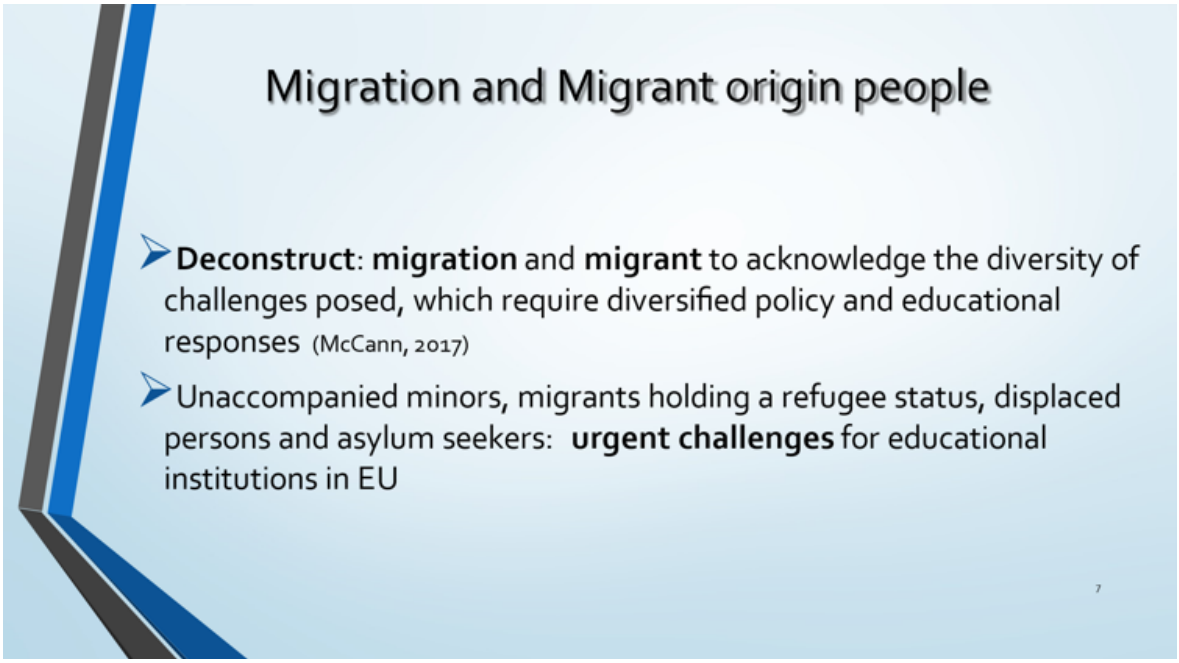

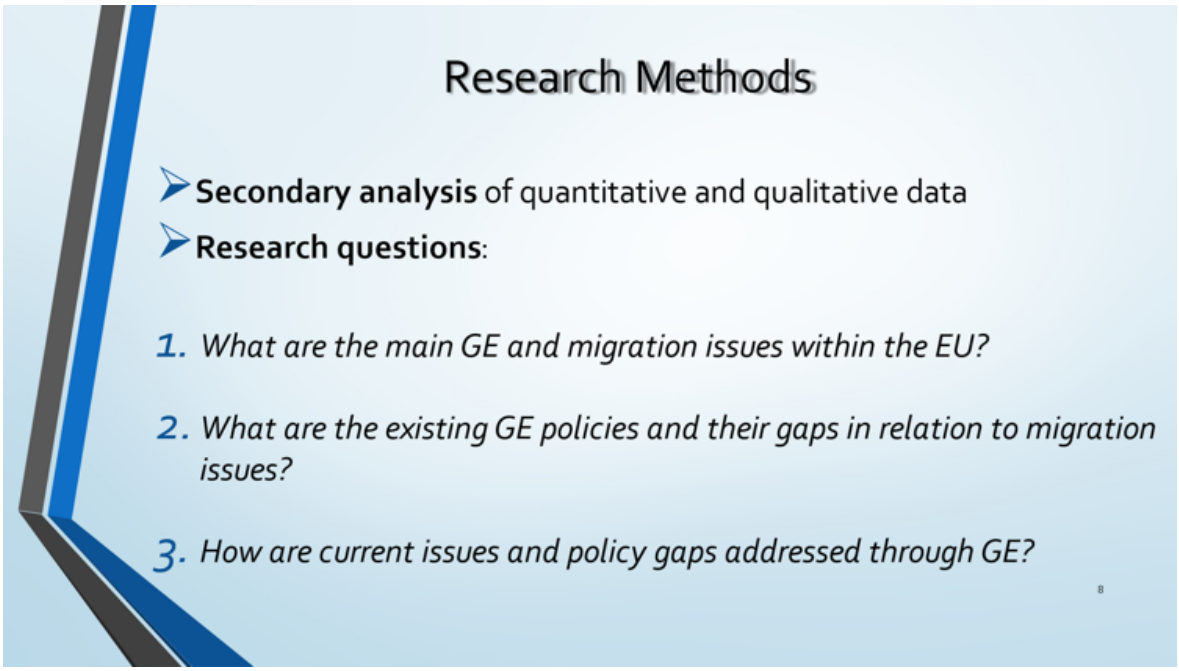

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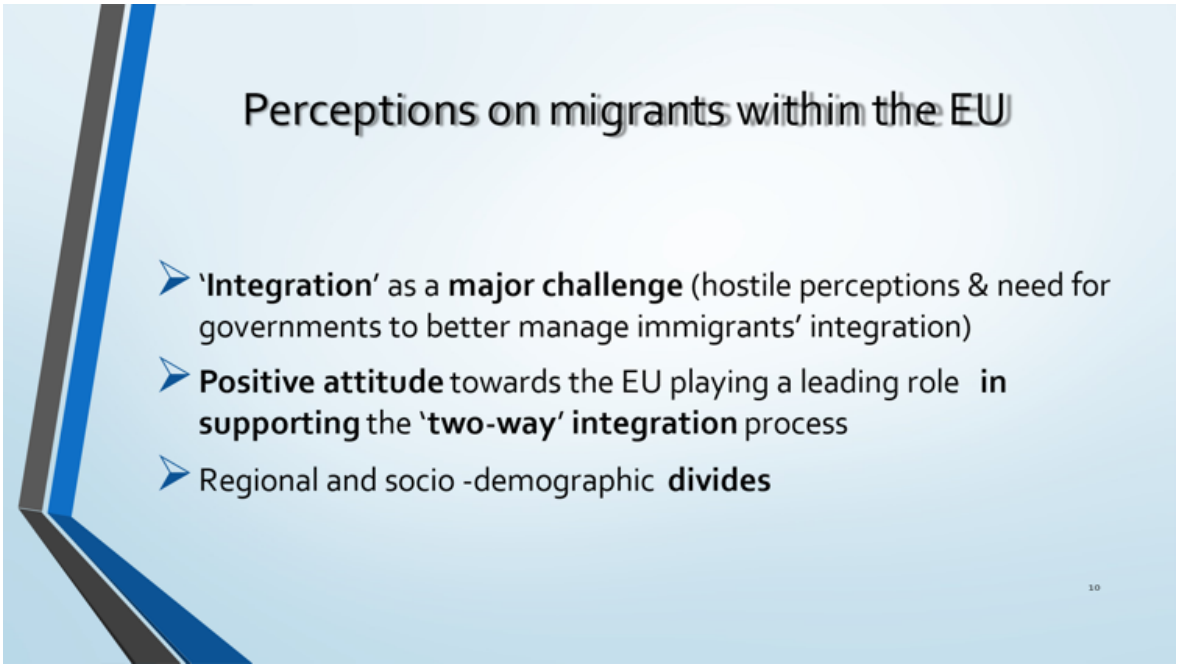

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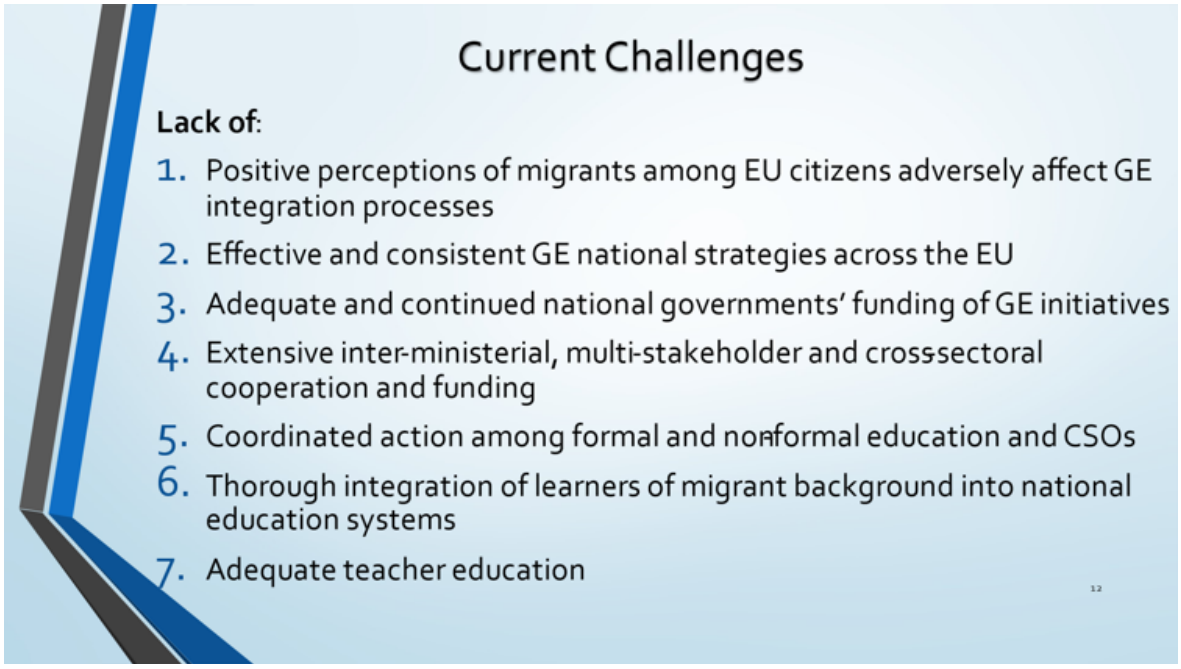

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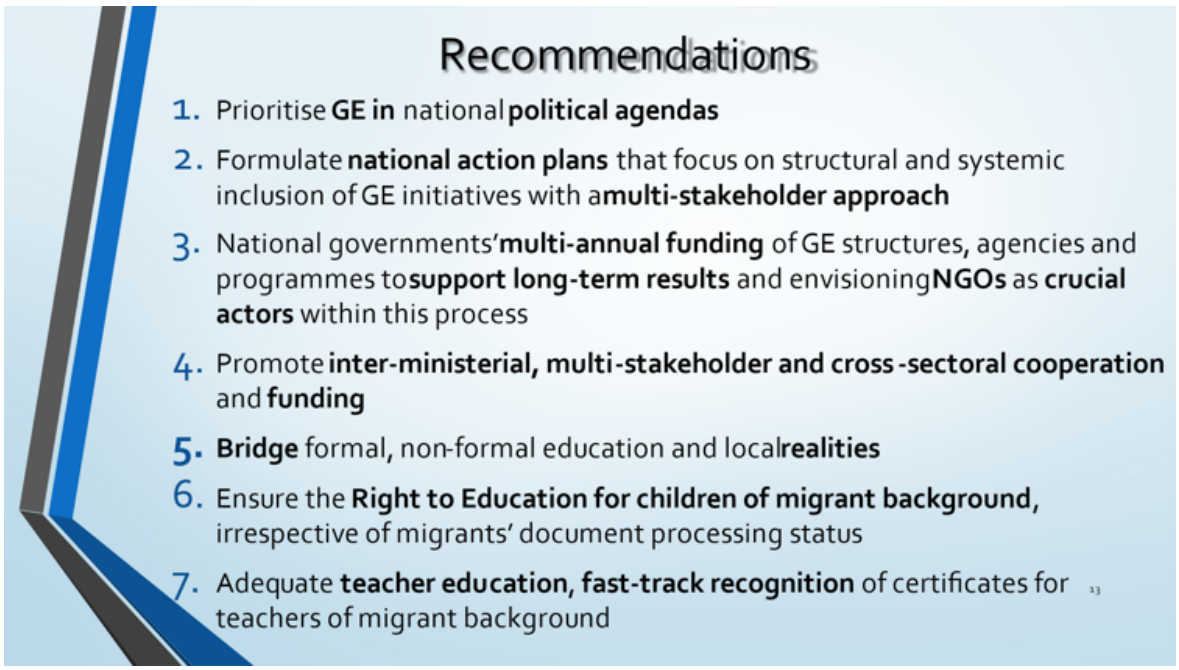
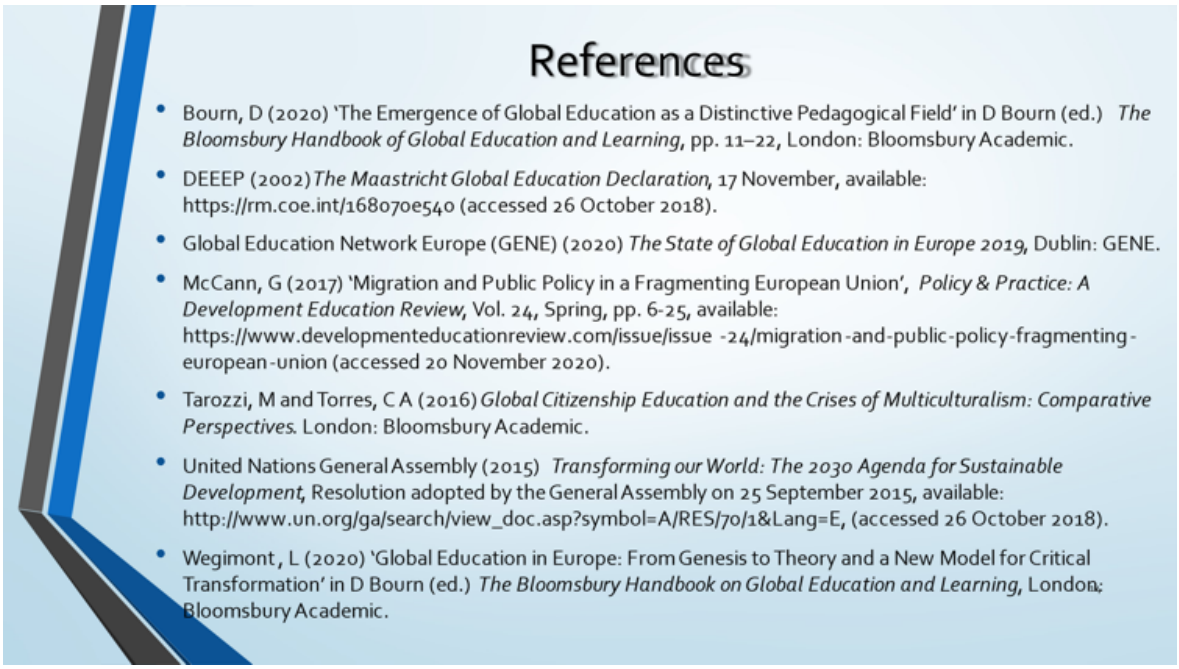




5 Presentation by Chris O'Connell and Benjamin Mallon

Addressing the Complexity of Conte Slavery: Towards a Critical Framev Educators

Chris O'Connell, Benjamin Mallon,
Caitríona Ní Cassaithe and Maria Barry (Dublin City University)

Transnationalism: the 'social, economic and political connections between people, places and institutions' (Drinkwater, Rizvi and Edge, 2019: 5),

Historical and contemporary slavery a transnational issue (Quirk, 2009; Kotiswaran, 2019)

Interconnects in complex ways with socio - economic, institutional, political and environmental processes (Van den Anker, 2004).

... 'one of the most effective weapons for modern day abolitionists is education' (Keogh, Ruane and Waldron, 2006: 13).

5 Presentation by Chris O'Connell and Benjamin Mallon

Contemporary slavery: Defintion and debat

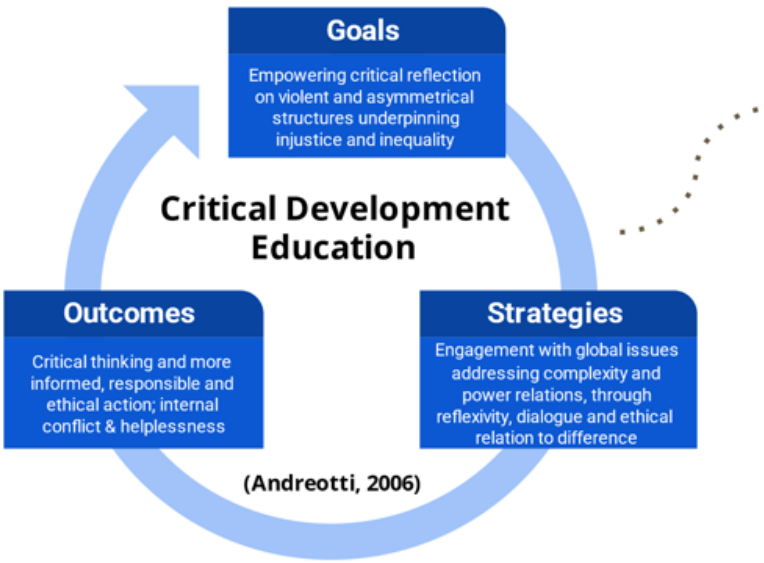
Contemporary slavery is " the severe exploitation of other people for personal or commercial gain" (ASI) - 'Umbrella concept'

'Modern slavery' adopted by UN, ILO, governments and NGOs - dual emergence with human trafficking

Wealth of critical literature: simplified, coopted, ahistorical, individual over systemic, carceral

Quandary for educators: Contemporary slavery is a significant global development that involves severe human suffering

But challenging - colonialism, racialisation, discrimination, freedom and development



History education

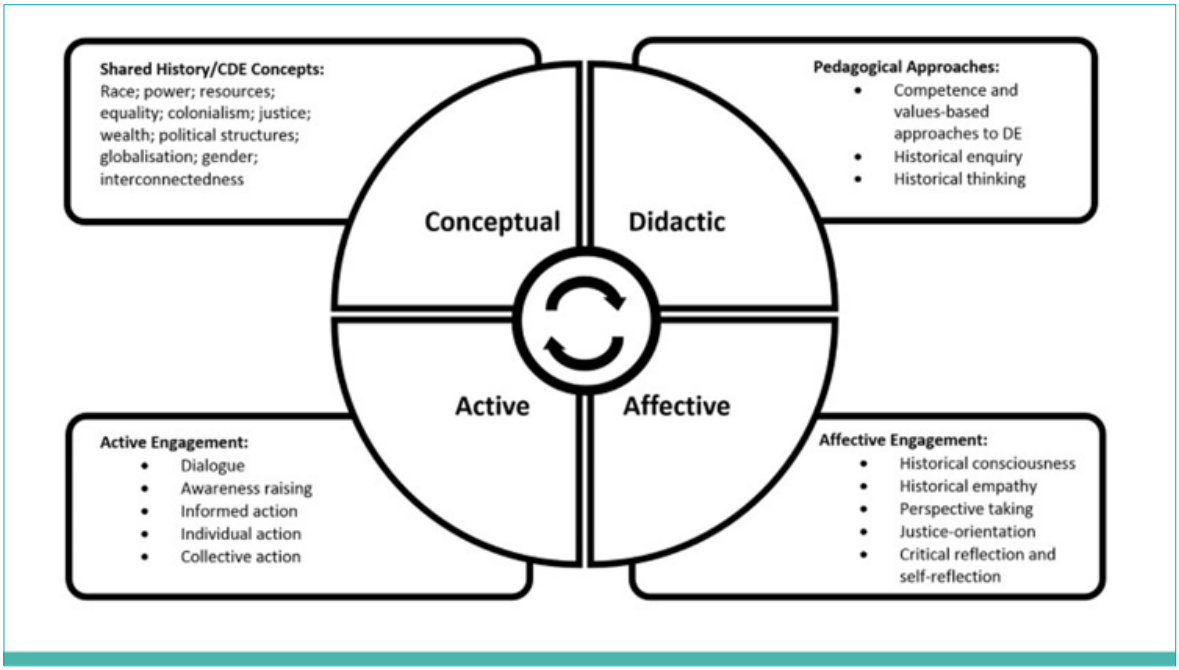
Deeper context to legacies of slavery (Klein, 2017)

Often chronologically, geographically and thematically limited (Armstrong, 2016)

Predominantly factually focused on transatlantic slave trade (Blum, 2012)

Relationships between the historical and modern forms? (Quirk, 2009).

5 Presentation by Chris O'Connell and Benjamin Mallon



5 Presentation by Chris O'Connell and Benjamin Mallon

Further cases

Beyond Eurocentrism: India and Brazil - issues of coercion and consent

Global to Local: Linking climate change and contemporary slavery - 'win-win situation' or a vicious/virtuous circle?- Extractivism as cause and consequence

Interconnections across time and space

Source: O'Connel, C (2021). ' From a Vicious to a Virtuous Circle' . Anti-Slavery International/DCU.

Understanding, reflecting on, and taking action:

".. actions or inactions of individuals and institutions in the past and present, both against slavery and in support of the violent practices and structures that shape history and our current reality".

Next steps:

Article is part of an ongoing process ... *opening up spaces* to explore how DE can contribute towards a wider educational response to the injustice of slavery in all its forms.

5 Presentation by Chris O'Connell and Benjamin Mallon

References etc.

Migrant Rights Centre Ireland (MRCI) (2017) *Left High and Dry: The Exploitation of Migrant Workers in the Irish Fishing Industry.* Dublin: MRCI.

https://www.mrci.ie/2017/12/11/left-high-and-dry-the-exploitation-of-migrant-workers-in-the-irish-fishing-industry/

O'Connell, C et al. (2021) 'Addressing the Complexity of Contemporary Slavery: Towards a Critical Framework for Educators', Policy and Practice: A Development Education Review, Vol. 32, Spring, pp. 10 -32.
https://www.developmenteducationreview.com/issue/issue-32/addressing-complexity-contemporary-slavery-towards-critical-framework-educators

O'Connell, C (2021) *From a Vicious to a Virtuous Circle: Addressing climate change, environmental destruction and contemporary slavery.* London: Anti-Slavery International.

https://www.antislavery.org/wp-content/uploads/2021/04/ASI_ViciousCycle_Report_web2.pdf

Dr Chris O'Connell's research has received funding from the Irish Research Council and from the European Union's Horizon 2020 research and innovation programme under the Marie Sklodowska-Curie grant agreement No. 713279.

6 Presentation by Son Gyoh

NGO representation versus Mediation: a learner centered approach to public understanding about global development

Son Gyoh PhD

Son.gyoh@wlv.ac.uk

How NGO communication with their campaigners/audiences can promote greater understanding about global development

- Argued the revolution in information technology provide NGOs with the opportunity to mediate safe spaces for the encounter of their campaigners/audiences, supporters with plural sources of knowledge about global development issues.
- Analysed the communication strategies of 2 types of NGOs: international (2 in UK, 1 in Ireland)and 2 local youth led campaign organisations "Communication strategy" in the digital information era/Network

6 Presentation by Son Gyoh

Problem based Knowledge as a public good

- knowledge approach to "knowing", learning and acting to achieve a common objective. Organisationalknowledge theory applied in exploring how NGOs and global educators can/use social justice frames to promote public deliberation and involvement in co constructingproblem basedknowledge.

Wickramasinghe & Lubitz, 2007

- Campaigners and audience as "issue public" and potential catalyst for multiplying public understanding. Their involvement at different phases of identifying the issues influenced their level of engagement, and in framing a narrative.

Representations vs mediation

- The youth-led organizations performed the role of mediating between campaigners/their audience, and diverse sources of knowledge. They used protest images to generate and multiply social justice frames.

- The multiple & competing agendas of international NGOs influence the way social justice is perceived, often from ambivalent and compassionate frames of charity/donation. This inhibits density in conversations and therefore, low in generating similar frames.

6 Presentation by Son Gyoh

Social justice frames promote deliberation

- The involvement of campaigners and their network of audiences generated deep frames in contrast with the top-down representations and soundbites associated with "surface" frames as proposed in the Finding Frames theory.

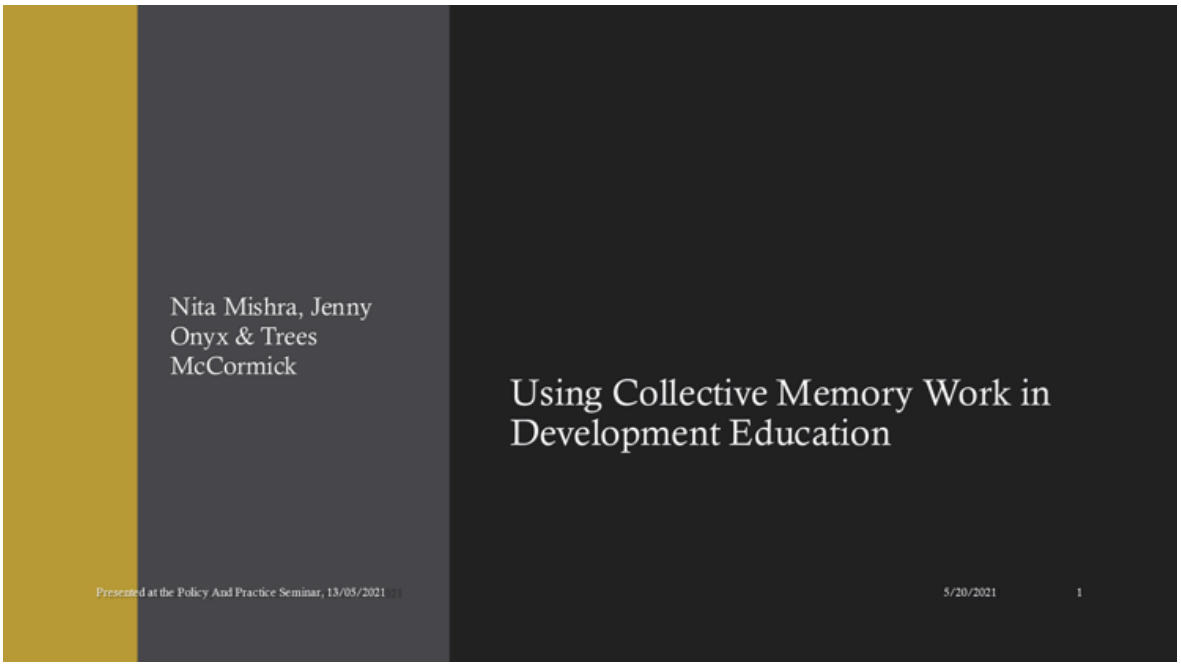
Credit:Peopleandplanet.org

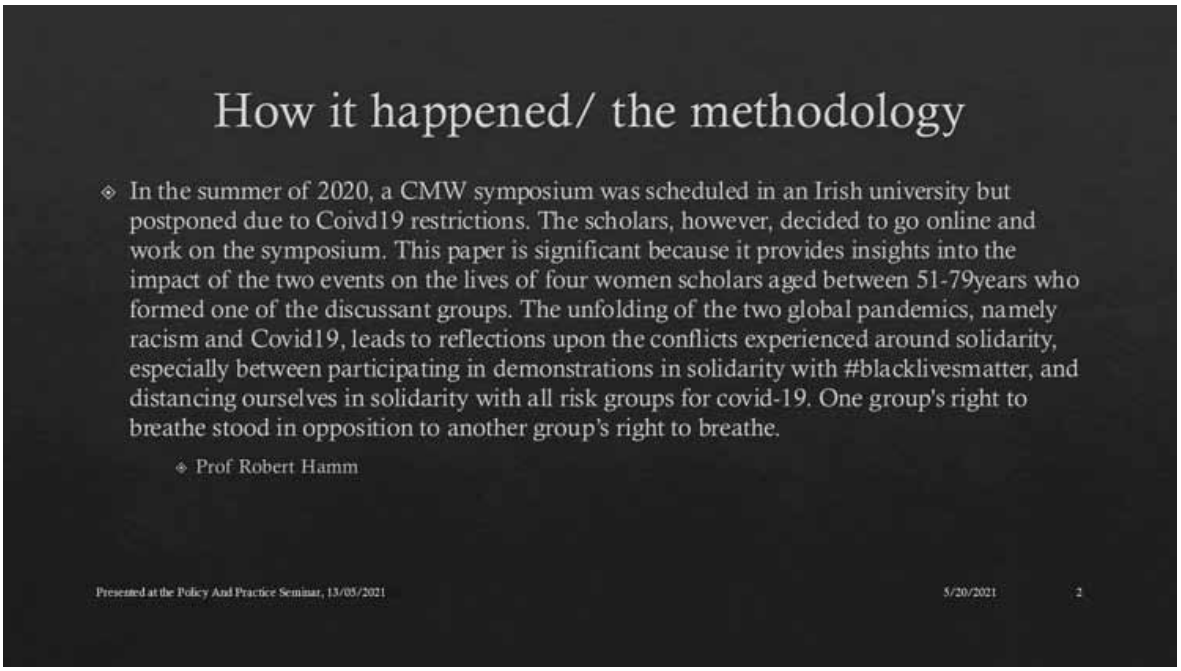
- Compassionate images such as starving children and difficulty associated with uncritical and surface frames. Youth-led orgs used protest images.

Concludes "Single issue" campaign powerful for common frames

- Single issues activate public deliberation, thicker conversations and therefore density necessary for similar and deep frames. Example, the exploitation of workers by outsourcing clothing industry-thick conversations.
- The clustering of issues such as with contradictory frames has implications for public understanding, and in shaping identity of their audiences. Examples "Hunger for change" "If campaign". Rallies succeeded in branding
- The choice NGOs make between engaging their audiences through representation and mediating their encounter with development issues has implications in shaping the identity of their "issue publics" as multipliers of public understanding.

7 Presentation by Nita Mishra





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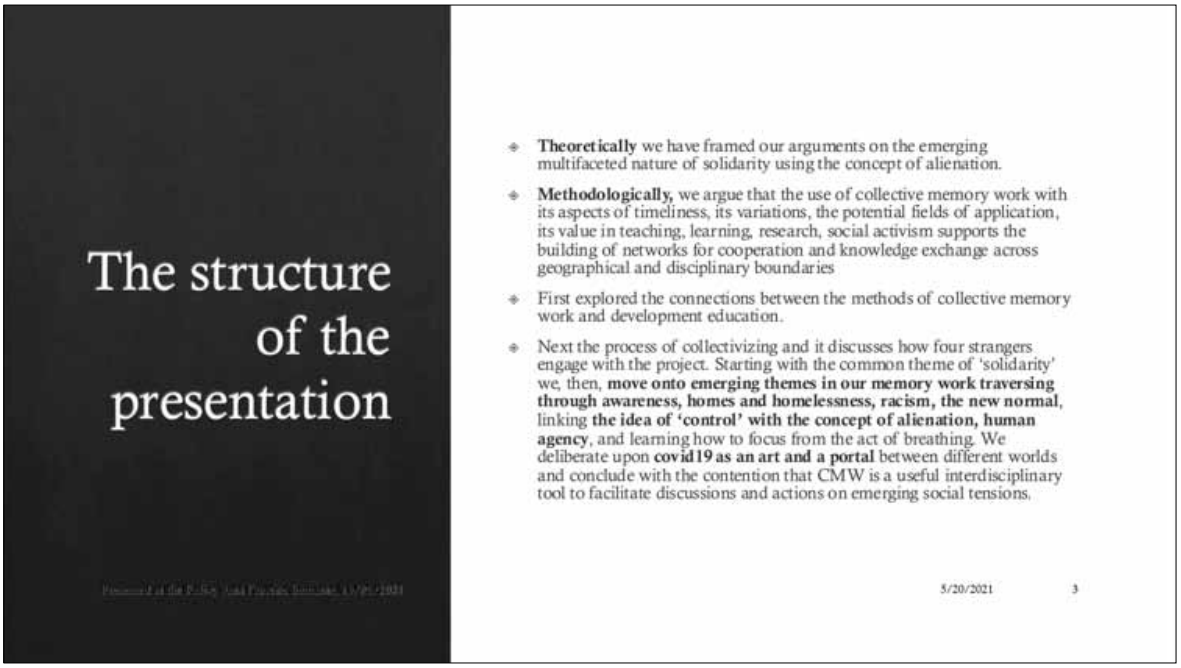

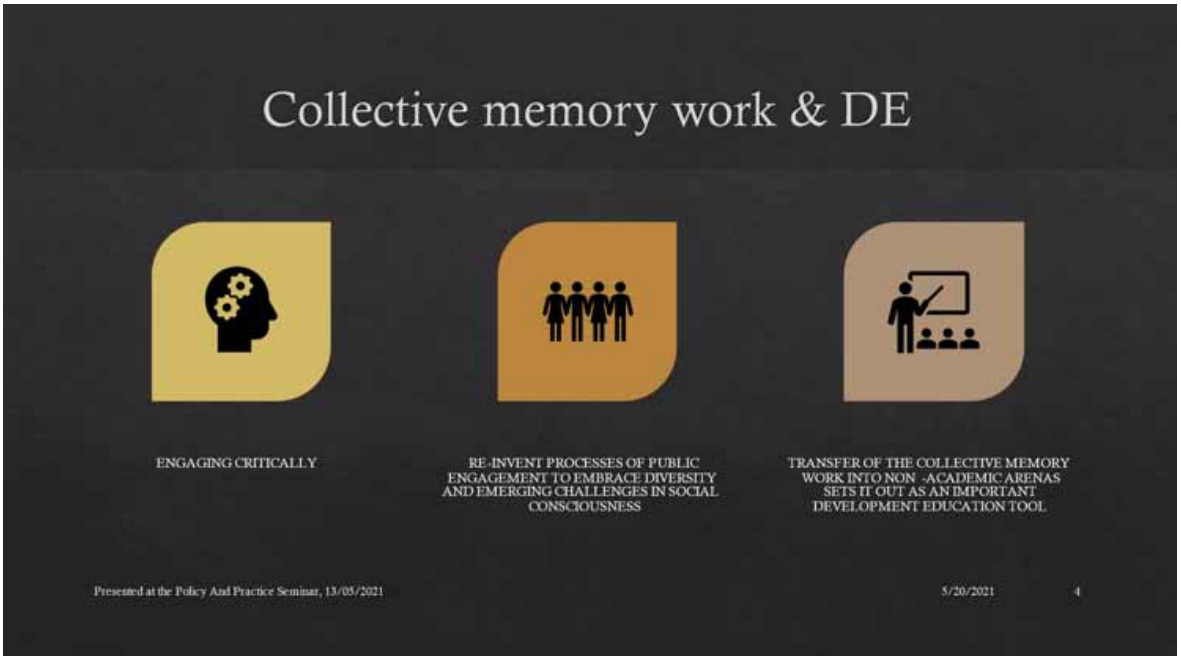

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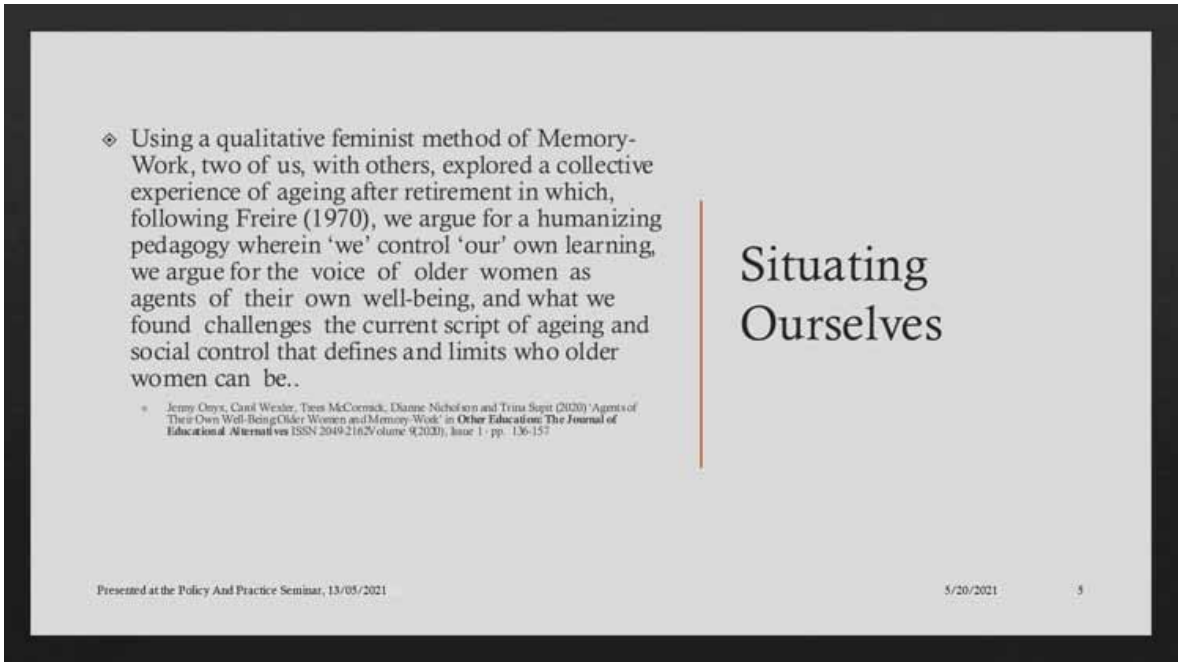

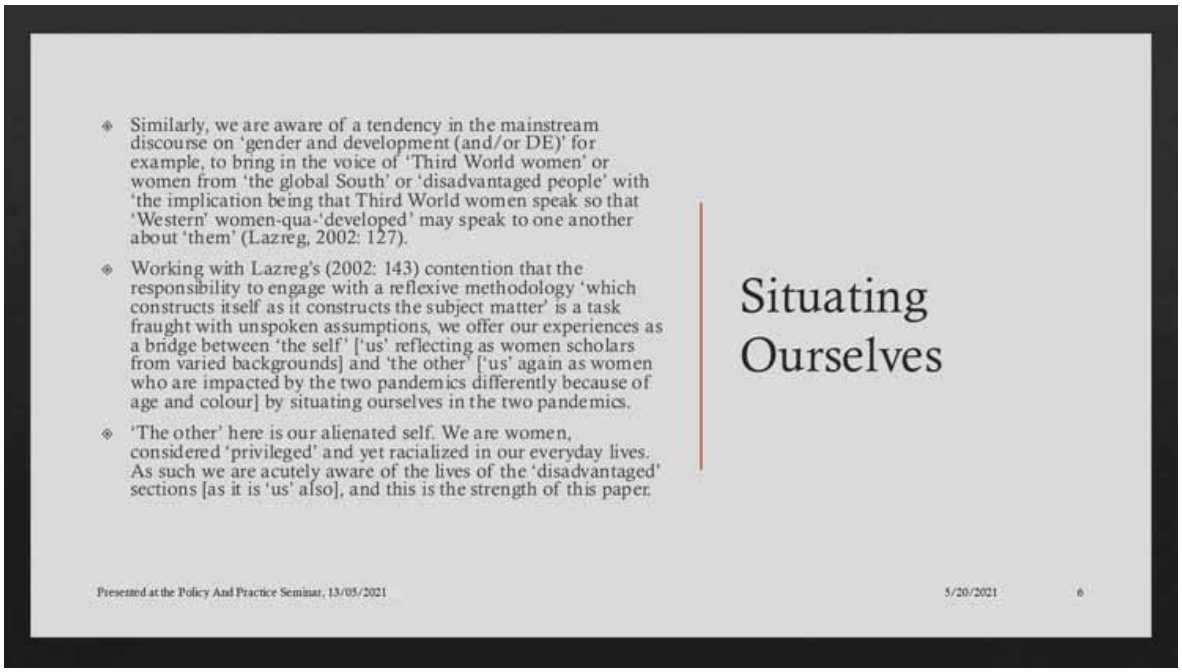

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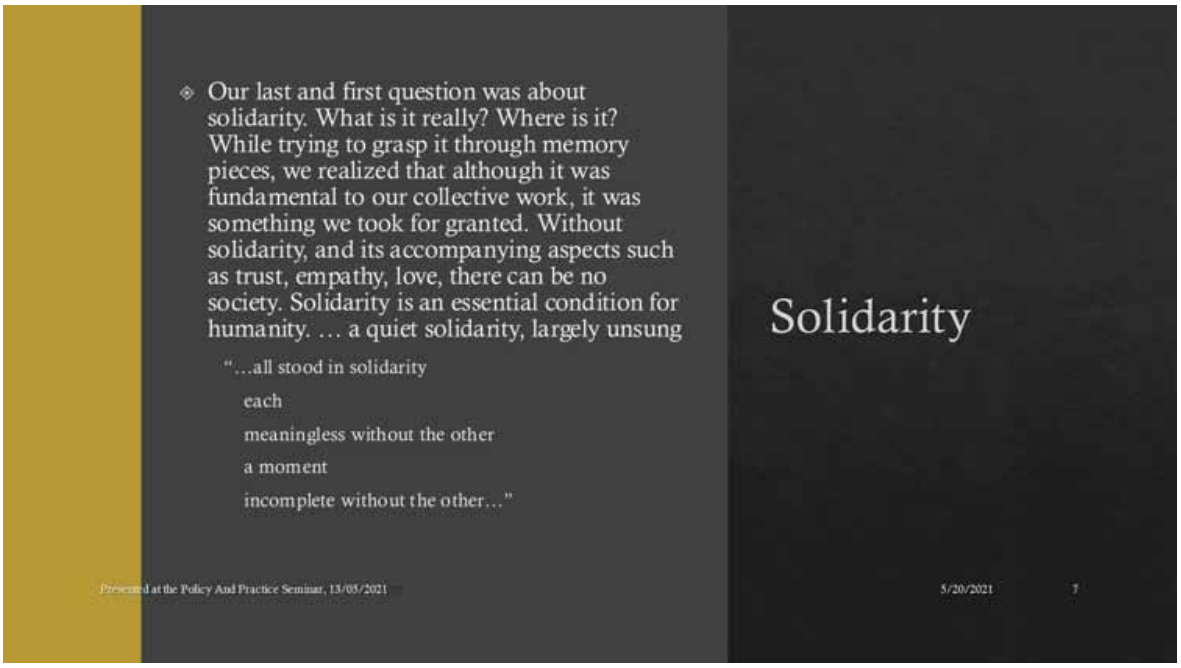

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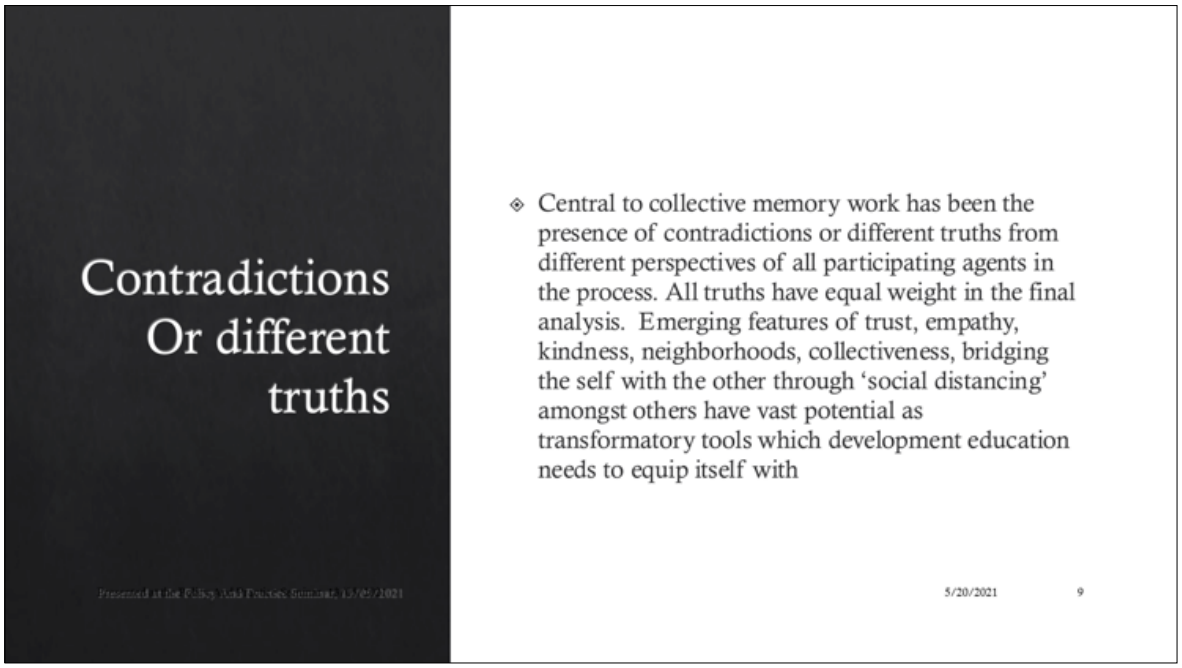

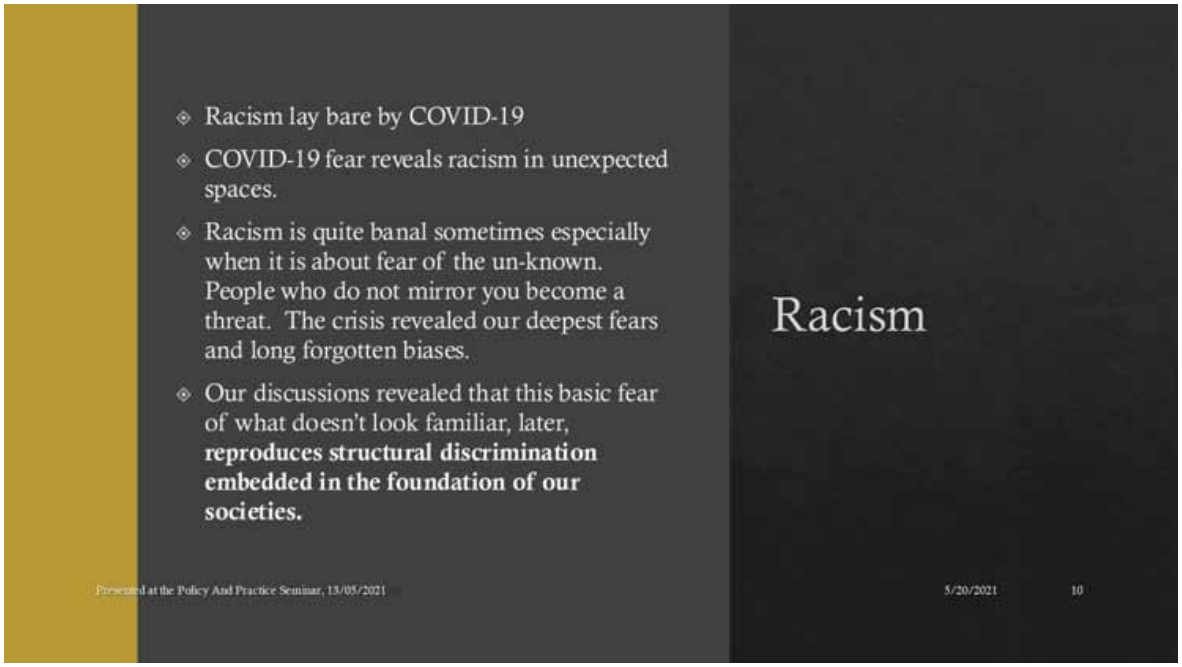

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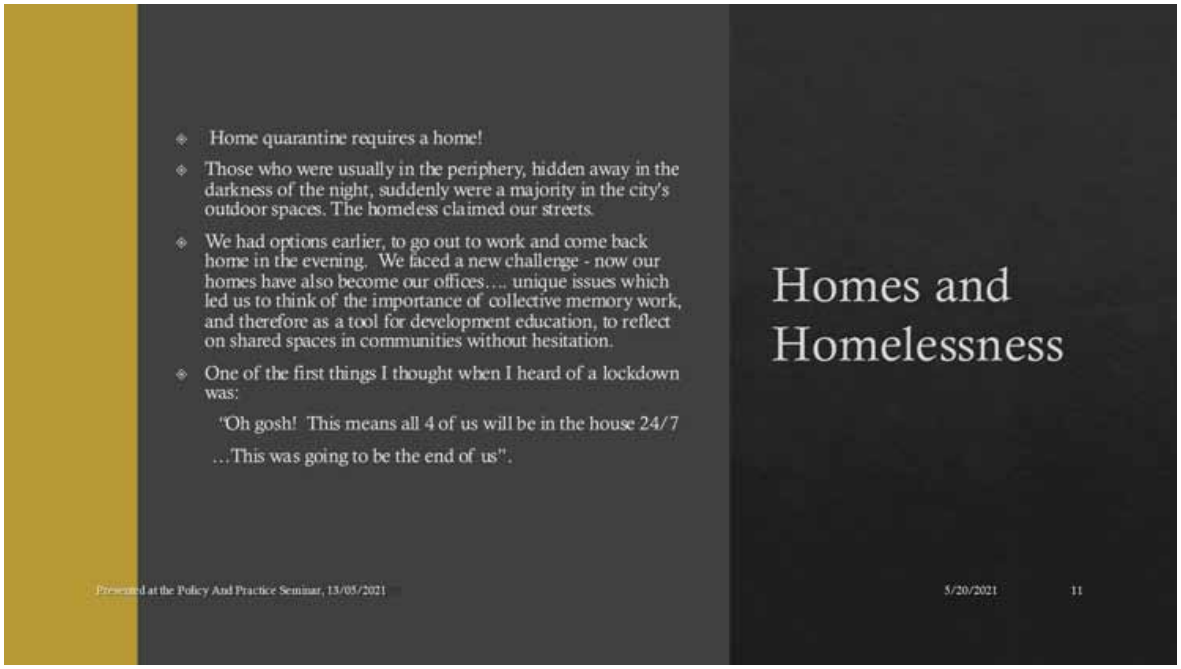

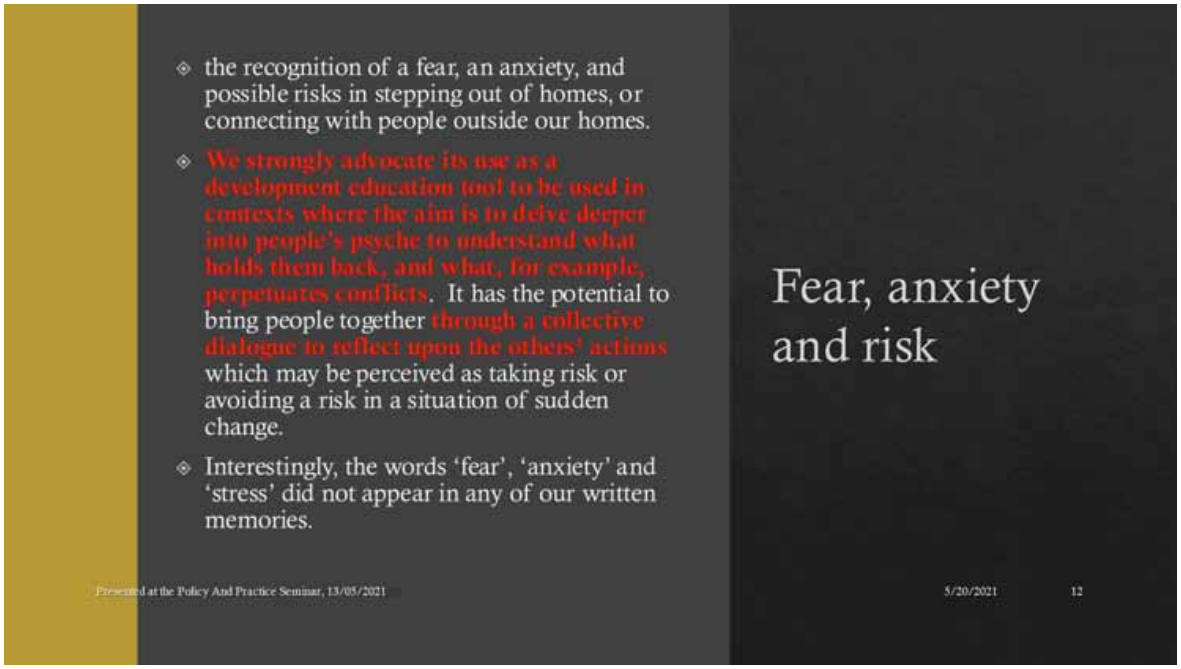

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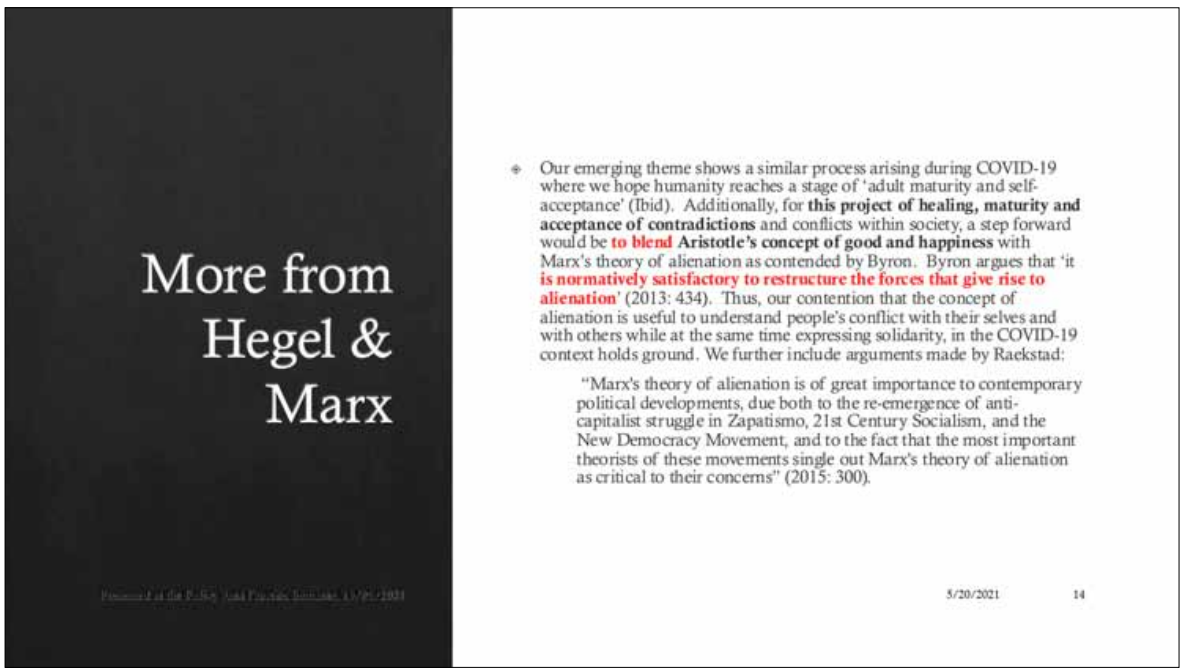

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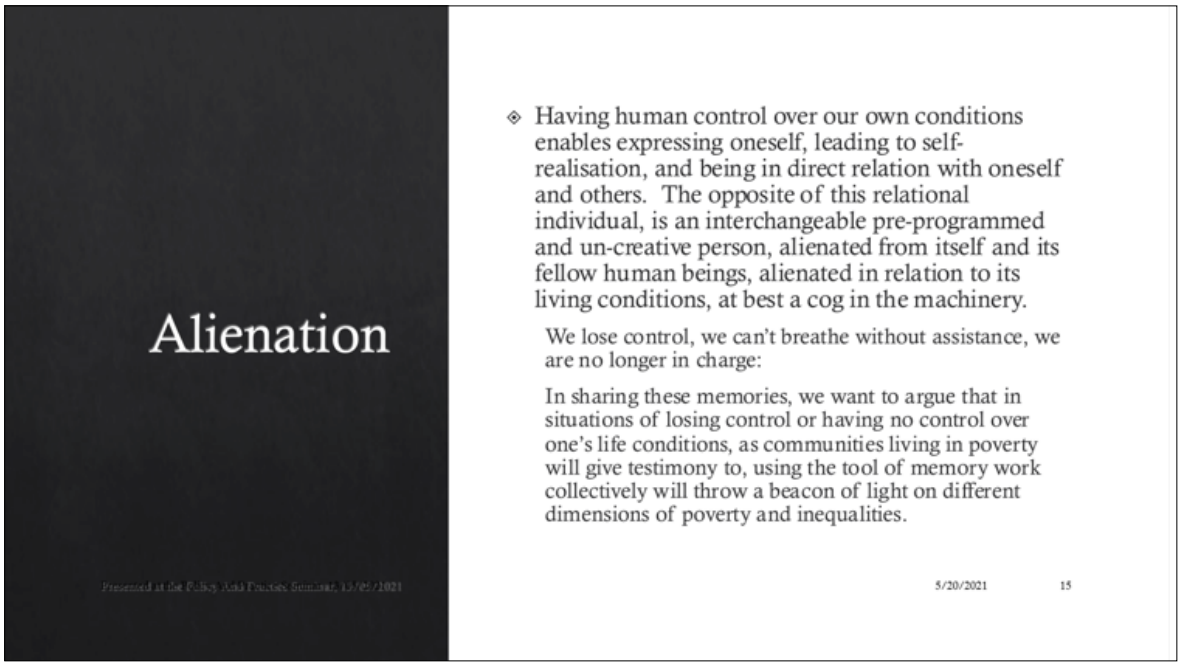

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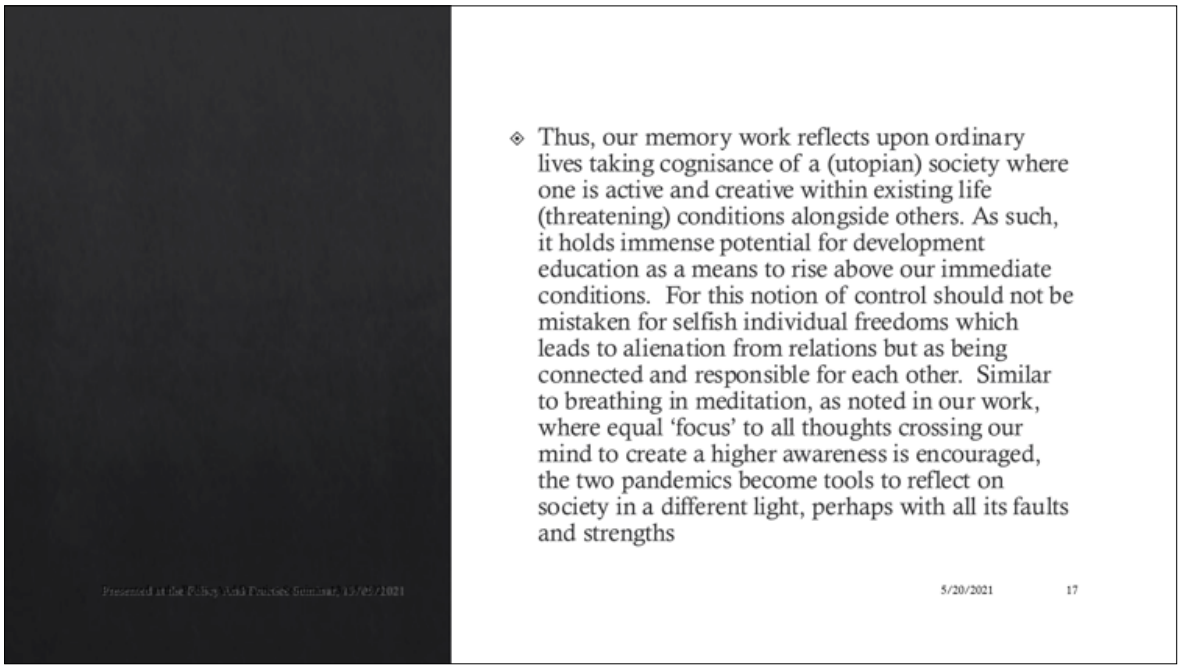

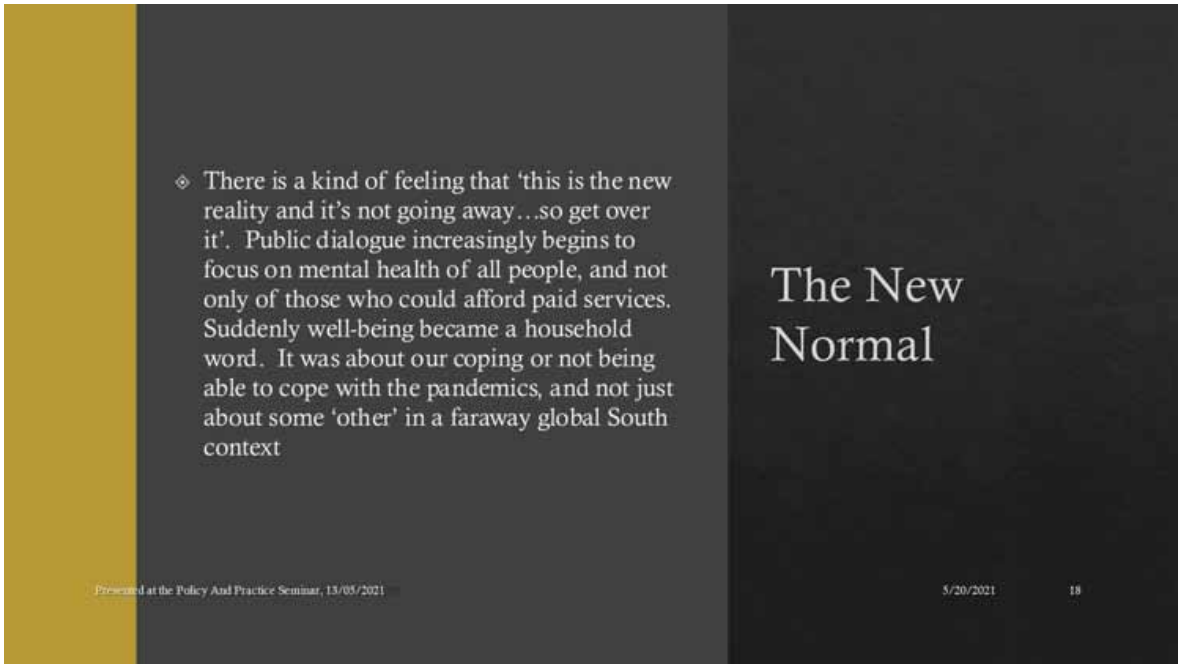

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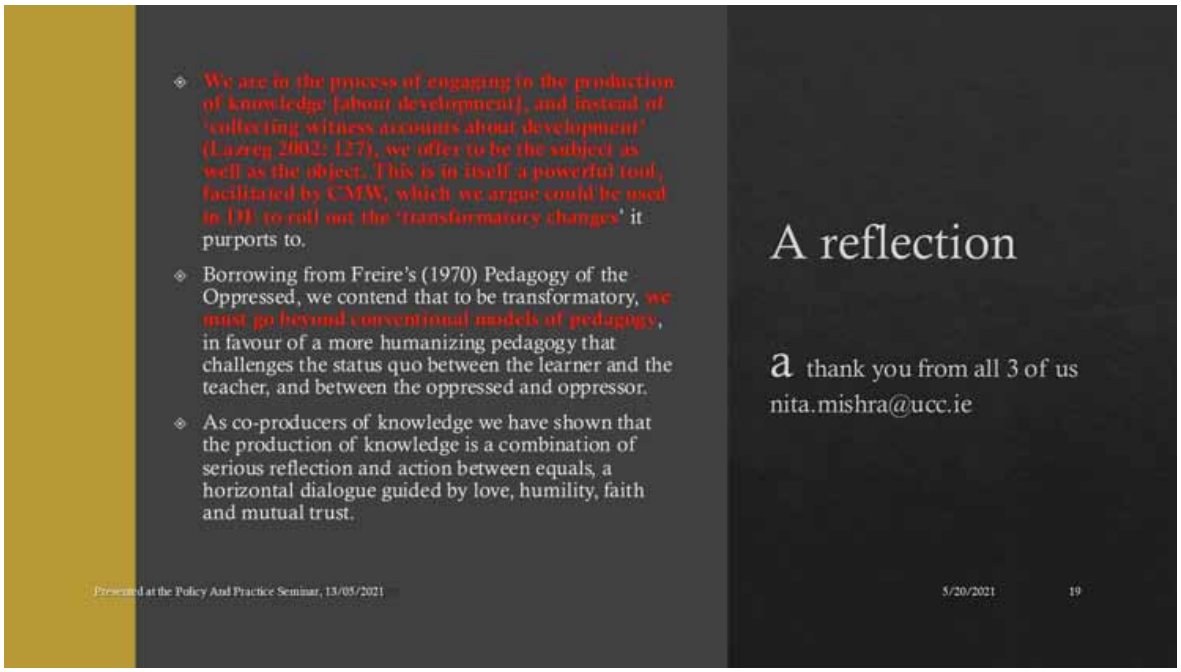

8 Presentation on *Policy and Practice: A Development Education Review*

Policy and Practice
A Development Education Review

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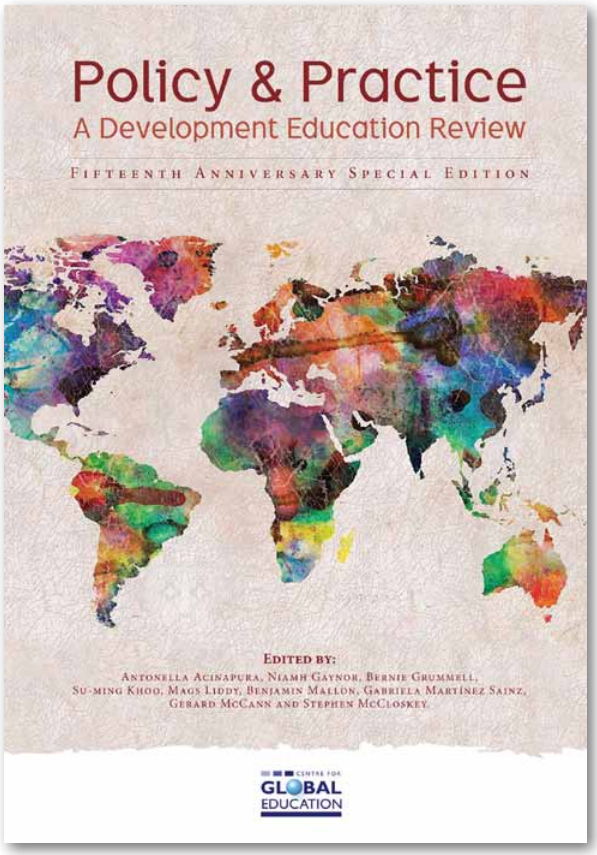
- In 2020, the Policy and Practice web site received 149,036 unique visitors and 196,548 in total from the global North and South;
- Policy and Practice articles have generated 2,546 citations – 2,269 in other journals and 295 in P&P;
- Policy and Practice articles have been cited in 275 different journals, 152 books and 200 dissertations.

8 Presentation on *Policy and Practice: A Development Education Review*

Call for Contributors Issue 33

- The theme of Issue 33 is "Development Education and Social Justice;
- Submission date for abstracts is **Friday, 7 May 2021**;
- Submission date for articles is **Friday, 9 July 2021**;
- Publication of Issue 33 in Autumn 2021.
- Send your abstract to: stephen@centreforglobaleducation.com

8 Presentation on *Policy and Practice: A Development Education Review*



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9 Speakers

Romina De Angelis is an Economic and Social Research Council (ESRC)-funded PhD at the Institute of Education, University College London. Her doctoral research focuses on 'Social, transformative, and sustainable learning: a study of a Jamaican school and community'. Her research interests include education for sustainable development, global learning, social learning, transformative learning, post-colonialism, indigenous knowledge systems and sustainable communities.

Son Gyoh is a specialist in development and global citizenship education. He holds an MSc in development management and a PhD from University College London. His doctoral research explored the knowledge dimensions of NGO campaigning on global inequality in the digital communication era. His research interest is in examining the north-centric interpretations of global education concepts and in extending the frontiers of meanings towards a pedagogy of global interdependence.

Benjamin Mallon is Assistant Professor in Geography and Citizenship Education in the School of STEM Education, Innovation & Global Studies in the Institute of Education, Dublin City University. His research focuses on pedagogical approaches which address conflict, challenge violence and support the development of peaceful societies.

Nita Mishra is a reflective development researcher and practitioner, and occasional lecturer in International Development. She is currently engaged as a researcher on a Coalesce project focusing on social inclusion of rural to urban migrants in Hanoi, Vietnam at University College Cork. Her research focuses on women and human rights-based approaches to development, feminist methodologies, environment, migrant lives, community-based organisations and peace studies. Nita has extensive experience of working at grassroots level with civil society organisations, faith-based organisations, and funding bodies in India. She is the current Chair of Development Studies Association Ireland, Director on the Board of Children's Rights Alliance, national coordinator of Academics Stand Against Poverty-Irish Network, and member of other community-based organisations such as the Dundrum Climate Vigil. Email- nita.mishra@ucc.ie

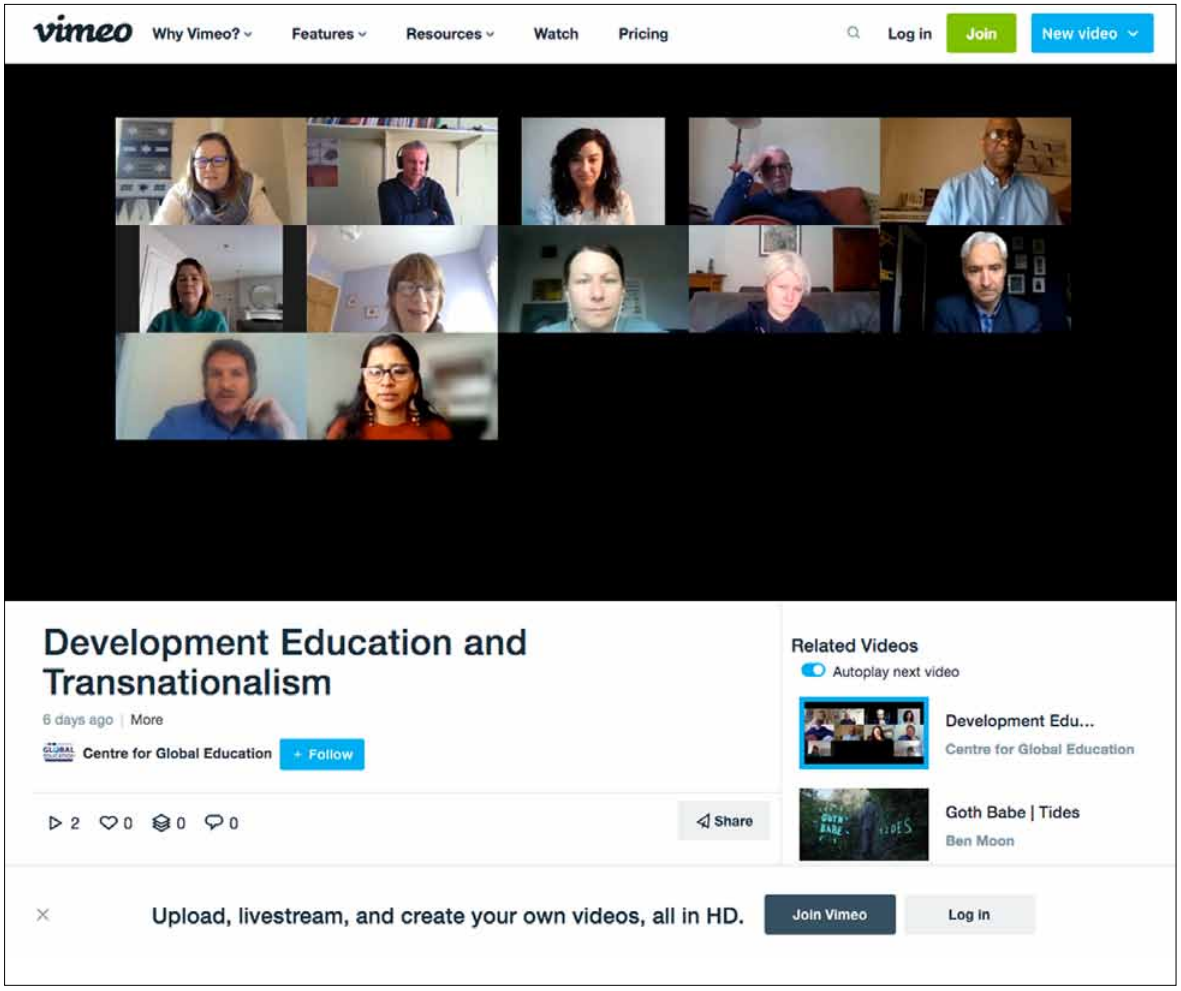
Chris O'Connell is a Postdoctoral CAROLINE Fellow at the School of Law and Government at Dublin City University. His current research examines the relationship between climate change, vulnerability and contemporary slavery. His research has received funding from the Irish Research Council and from the European Union's Horizon 2020 research and innovation programme under the Marie Sklodowska-Curie grant agreement No. 713279.

10 List of Participants

Name
Kathryn Abell
Rachel Browne
Emer Carney
Helen Concannon
Anne Dolan
Rory Downey
Rose Drea
Jim Ferguson
Sophie Gallagher
Claire Glavey
Andrea Glynn
Anna Goodwin
Gary Granville
Jen Harris
Alex Ivory
Ivy Kariuki
Peadar King
Aislin Lavin
Mags Liddy
Aine Lyne
Chloe McDermott
Aishling McGrath
Jennifer McKeon
Criomhthann Morrison
Anita Reilly
Yosmayra Reyes
Angela Rickard
Jessica Sargeant
Marta Sawinska

11 Seminar Recording

The recording is available at the following link:
https://vimeo.com/551379964



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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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