

Policy and Practice

A Development Education Review

DEVELOPMENT EDUCATION AND TRANSNATIONALISM

REPORT ON A DEVELOPMENT EDUCATION SEMINAR

13 May 2021



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Acknowledgements

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

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CONTENTS

1	Centre for Global Education	4
2	Policy and Practice: A Development Education Review	5
3	Aims of the seminar	7
4	Presentation by Romina De Angelis	8
5	Presentation by Chris O'Connell and Benjamin Mallon	15
6	Presentation by Son Gyoh	20
7	Presentation by Nita Mishra	23
8	Presentation on <i>Policy and Practice: A Development Education Review</i>	33
9	Speakers	36
10	List of Participants	37
11	Recording of Seminar	38

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.

Contact details

For further information on the Centre for Global Education please contact:

Information Officer
Centre for Global Education
9 University Street
Belfast
BT7 1FY

Tel: (0044) 2890 241 879
E-mail: info@centreforglobaleducation.com
Web Site: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
Twitter: <https://twitter.com/CGEbelfast>
E-bulletin: <http://www.centreforglobaleducation.com/ebulletin>

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.

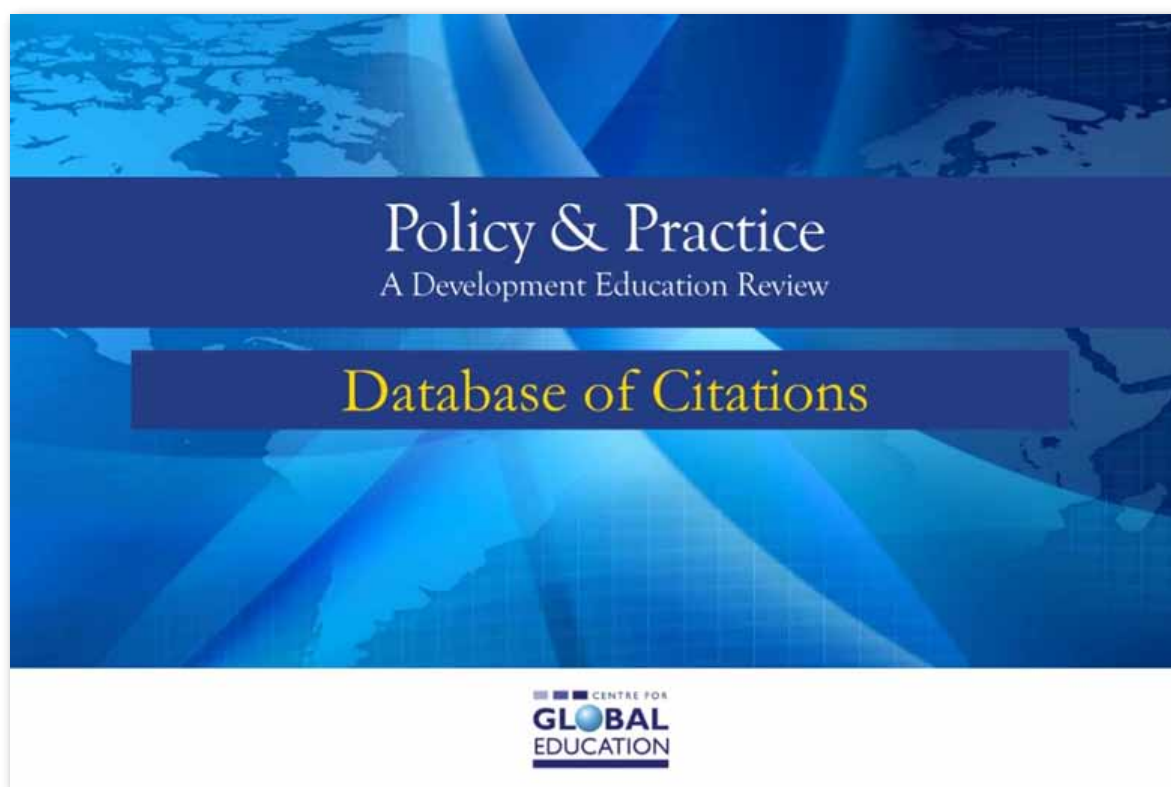
In 2020, the *Policy and Practice* web site received 149,036 unique visitors and 196,548 in total from the global North and South. The top 10 visitor countries to the web site on the basis of pages viewed from January to December 2020 were the following:

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

GLOBAL EDUCATION AND MIGRATION IN A CHANGING EUROPEAN UNION

Romina De Angelis
PhD in Education for Sustainable Development
UCL Institute of Education
r.angelis.14@ucl.ac.uk

Global Education & Migration:

- Understanding the terms
- Contributions
- Findings
- Challenges
- Recommendations



4 Presentation by Romina De Angelis

Context: Migration flows in the EU

- **Challenges** (rising levels of *xenophobic and populist attitudes* , and conservative political parties having gained power across EU)
- **Opportunities** (GE with approaches rooted in the EU's fundamental values of *human dignity, human rights, freedom, democracy and equality*)

3

Global Education

- **Learning process** & overarching **conceptual and policy approach** pertinent to different contexts in EU countries
- Educational approaches that **promote *human rights, equity, social change and social justice*** (akin to development education, global learning, global citizenship education)
- A **path towards multiple goals**: improving immigrants' integration across EU host countries, cultivating welcoming attitudes and meeting diverse learning needs of different types of migrants

4

4 Presentation by Romina De Angelis

Global Education: Maastricht Declaration

"Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship"(DEEEP, 2002: 2)

- Advantageous for 'developing pan-European policy learning initiatives, respecting national particularities and differing educational systems, while enabling a common policy language to emerge'(Wegimont, 2020: 29)

5

Understanding Global Education

- Both a **pedagogy** and **discrete educational field**
- Emphasis on **(global) social justice** component with a **Freirean** perspective (Bourn, 2020) & combined with **intercultural dialogue** (Tarozzi and Torres, 2016)
- Scope: aligned with the SDG target 4.7 that **promotes learning and appreciation of cultural diversity** and the role it plays in sustainable development (United Nations General Assembly, 2015)
- **Transformative power**: overcomes dichotomy between *we* and *'the other'*, allows free expression and harmonious integration of a variety of identities within hosting countries

6



4 Presentation by Romina De Angelis

Migration and Migrant origin people

- **Deconstruct: migration and migrant** to acknowledge the diversity of challenges posed, which require diversified policy and educational responses (McCann, 2017)
- Unaccompanied minors, migrants holding a refugee status, displaced persons and asylum seekers: **urgent challenges** for educational institutions in EU

7

Research Methods

- **Secondary analysis** of quantitative and qualitative data
- **Research questions:**
 1. *What are the main GE and migration issues within the EU?*
 2. *What are the existing GE policies and their gaps in relation to migration issues?*
 3. *How are current issues and policy gaps addressed through GE?*

8

4 Presentation by Romina De Angelis

Findings

- **Perceptions** on migrants within the EU
- **Achievements and shortcomings** in implementing GE across the EU
- Current **Challenges**

9

Perceptions on migrants within the EU

- **'Integration'** as a **major challenge** (hostile perceptions & need for governments to better manage immigrants' integration)
- **Positive attitude** towards the EU playing a leading role in supporting the **'two-way' integration** process
- Regional and socio -demographic **divides**

10



4 Presentation by Romina De Angelis

Achievements and shortcomings in implementing GE across the EU

- **Key role** of both **formal** and **non-formal education & civil society organisations** (CSOs) to counter negative attitudes
- Introduction of **national strategies** for GE
- **Increased funding** to GE initiatives by the Ministries of Education in various countries
- **European qualifications passport for refugees** for integration into further education and employment in host country (GENE, 2020)

31

Current Challenges

Lack of:

1. Positive perceptions of migrants among EU citizens adversely affect GE integration processes
2. Effective and consistent GE national strategies across the EU
3. Adequate and continued national governments' funding of GE initiatives
4. Extensive inter-ministerial, multi-stakeholder and crosssectoral cooperation and funding
5. Coordinated action among formal and nonformal education and CSOs
6. Thorough integration of learners of migrant background into national education systems
7. Adequate teacher education

32

4 Presentation by Romina De Angelis

Recommendations

1. Prioritise **GE** in national political agendas
2. Formulate **national action plans** that focus on structural and systemic inclusion of GE initiatives with a **multi-stakeholder approach**
3. National governments' **multi-annual funding** of GE structures, agencies and programmes to **support long-term results** and envisioning **NGOs** as **crucial actors** within this process
4. Promote **inter-ministerial, multi-stakeholder and cross-sectoral cooperation and funding**
5. **Bridge** formal, non-formal education and local realities
6. Ensure the **Right to Education** for children of migrant background, irrespective of migrants' document processing status
7. Adequate **teacher education, fast-track recognition** of certificates for teachers of migrant background

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Thank you

5 Presentation by Chris O'Connell and Benjamin Mallon

Addressing the Complexity of Contemporary Slavery: Towards a Critical Framework for 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: Definition and debate

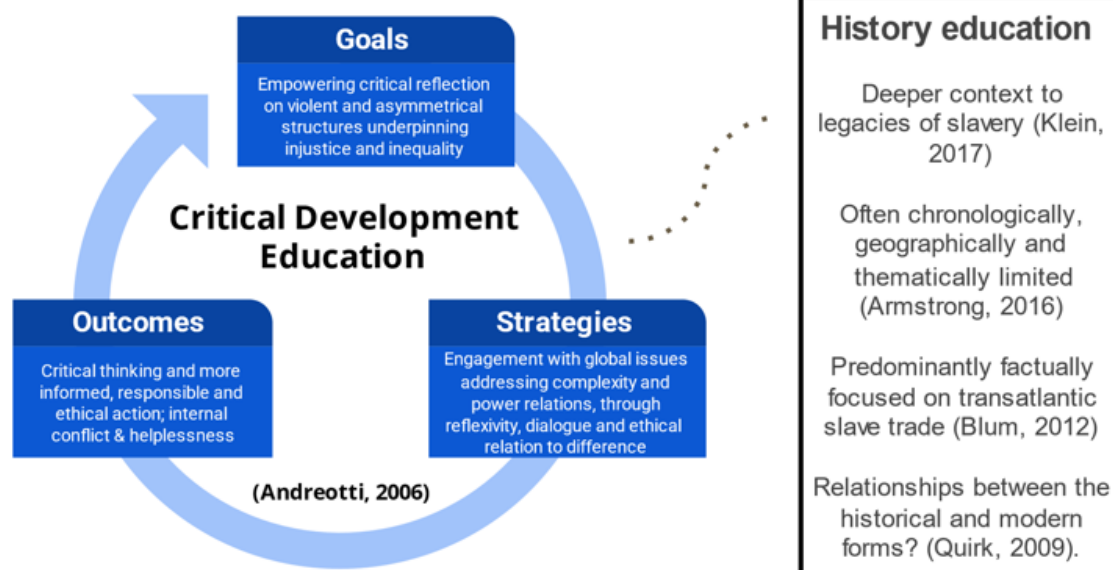
Contemporary slavery is "the severe exploitation of other people for personal or commercial gain" (ASI) - 'Umbrella concept'

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

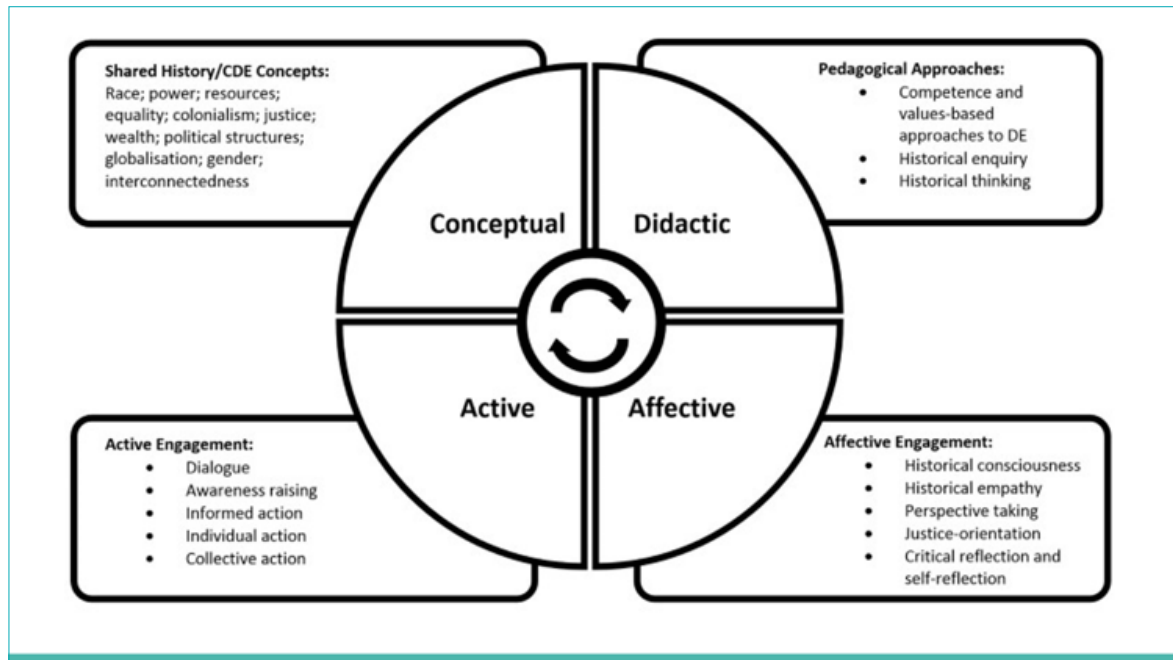
Wealth of critical literature: simplified, coopted, ahistorical, individual over systemic, carceral

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

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



5 Presentation by Chris O'Connell and Benjamin Mallon



Potential uses: Forced labour in Irish fishing



Media expose of human trafficking and forced labour of migrant workers in Ireland's fishing sector

Vulnerability codified: Atypical Worker Scheme - 'Exceptional rebuke' - US TIP

Lessons/perspectives:

Racialised discrimination v 'anyone trafficked'

Ideological stance v 'bad apples'

Source: MRCI, 2017. 'Left High and Dry'.

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'Connell, 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.

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

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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 Skłodowska-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. Organisational knowledge theory applied in exploring how NGOs and global educators can/use social justice frames to promote public deliberation and involvement in co constructing problem based knowledge.



Wickramasingh & 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 topdown representations and soundbites associated with “surface” frames as proposed in the Finding Frames theory.



Credit: Peopleandplanet.org

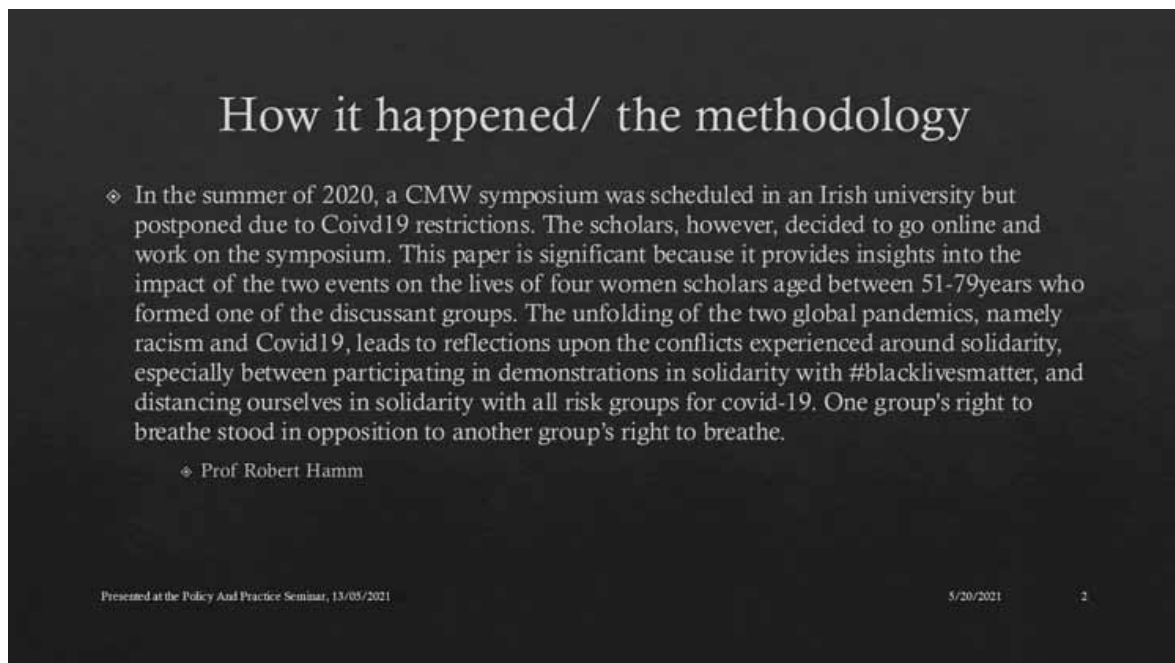
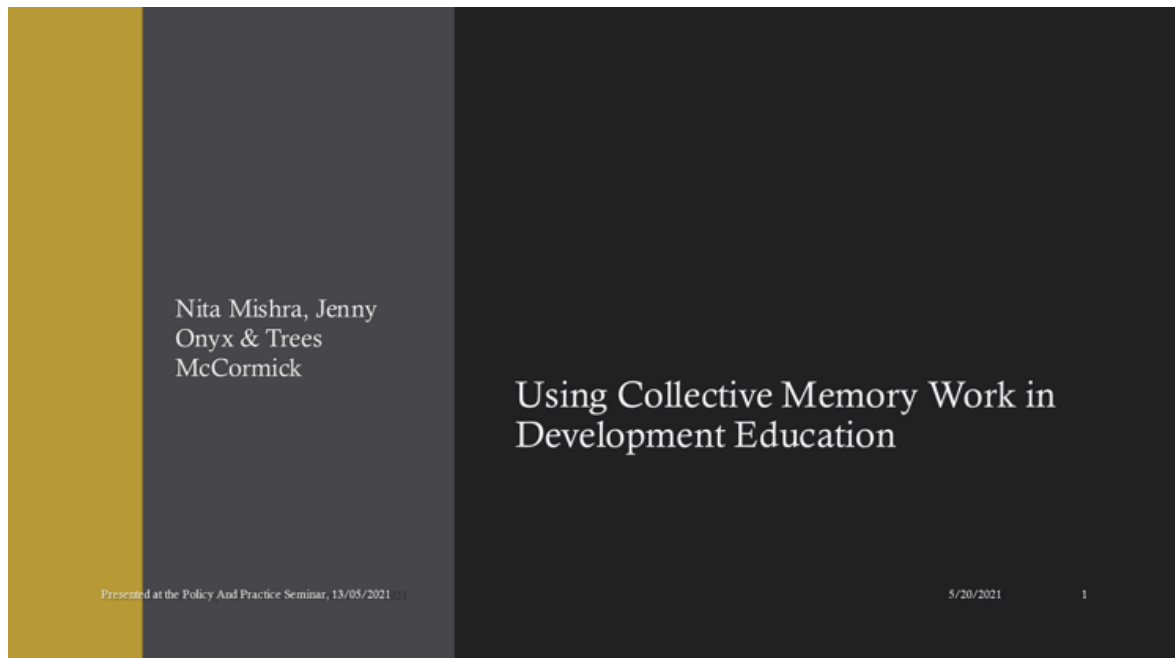
- Compassionate images such as starving children and difficulty associated with uncritical and surface frames. Youthled orgs used protest images.

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 industrythick 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



7 Presentation by Nita Mishra

The structure of the presentation

Presented at the Policy And Practice Seminar, 13/05/2021

- ✦ **Theoretically** we have framed our arguments on the emerging multifaceted nature of solidarity using the concept of alienation.
- ✦ **Methodologically**, we argue that the use of collective memory work with its aspects of timeliness, its variations, the potential fields of application, its value in teaching, learning, research, social activism supports the building of networks for cooperation and knowledge exchange across geographical and disciplinary boundaries
- ✦ First explored the connections between the methods of collective memory work and development education.
- ✦ Next the process of collectivizing and it discusses how four strangers engage with the project. Starting with the common theme of 'solidarity' we, then, **move onto emerging themes in our memory work traversing through awareness, homes and homelessness, racism, the new normal, linking the idea of 'control' with the concept of alienation, human agency**, and learning how to focus from the act of breathing. We deliberate upon **covid 19 as an art and a portal** between different worlds and conclude with the contention that CMW is a useful interdisciplinary tool to facilitate discussions and actions on emerging social tensions.

5/20/2021

3

Collective memory work & DE



ENGAGING CRITICALLY



RE-INVENT PROCESSES OF PUBLIC ENGAGEMENT TO EMBRACE DIVERSITY AND EMERGING CHALLENGES IN SOCIAL CONSCIOUSNESS



TRANSFER OF THE COLLECTIVE MEMORY WORK INTO NON-ACADEMIC ARENAS SETS IT OUT AS AN IMPORTANT DEVELOPMENT EDUCATION TOOL

Presented at the Policy And Practice Seminar, 13/05/2021

5/20/2021

4

7 Presentation by Nita Mishra

- ◆ Using a qualitative feminist method of Memory-Work, two of us, with others, explored a collective experience of ageing after retirement in which, following Freire (1970), we argue for a humanizing pedagogy wherein 'we' control 'our' own learning, we argue for the voice of older women as agents of their own well-being, and what we found challenges the current script of ageing and social control that defines and limits who older women can be..

* Jerry Oryx, Carol Westler, Treen McCormick, Dianne Nicholson and Trina Segitt (2020) 'Agents of Their Own Well-Being: Older Women and Memory-Work' in *Other Education: The Journal of Educational Alternatives* ISSN 2049-2162 Volume 9(2020), Issue 1, pp. 136-157

Situating Ourselves

Presented at the Policy And Practice Seminar, 13/05/2021

5/20/2021

5

- ◆ Similarly, we are aware of a tendency in the mainstream discourse on 'gender and development (and/or DE)' for example, to bring in the voice of 'Third World women' or women from 'the global South' or 'disadvantaged people' with 'the implication being that Third World women speak so that 'Western' women-qua-'developed' may speak to one another about 'them' (Lazreg, 2002: 127).
- ◆ Working with Lazreg's (2002: 143) contention that the responsibility to engage with a reflexive methodology 'which constructs itself as it constructs the subject matter' is a task fraught with unspoken assumptions, we offer our experiences as a bridge between 'the self' ['us' reflecting as women scholars from varied backgrounds] and 'the other' ['us' again as women who are impacted by the two pandemics differently because of age and colour] by situating ourselves in the two pandemics.
- ◆ 'The other' here is our alienated self. We are women, considered 'privileged' and yet racialized in our everyday lives. As such we are acutely aware of the lives of the 'disadvantaged' sections [as it is 'us' also], and this is the strength of this paper.

Situating Ourselves

Presented at the Policy And Practice Seminar, 13/05/2021

5/20/2021

6

7 Presentation by Nita Mishra

- ◆ Our last and first question was about solidarity. What is it really? Where is it? While trying to grasp it through memory pieces, we realized that although it was fundamental to our collective work, it was something we took for granted. Without solidarity, and its accompanying aspects such as trust, empathy, love, there can be no society. Solidarity is an essential condition for humanity. ... a quiet solidarity, largely unsung

"...all stood in solidarity
each
meaningless without the other
a moment
incomplete without the other..."

Solidarity

Presented at the Policy And Practice Seminar, 13/05/2021

5/20/2021

7

- ◆ We became aware that when Covid-19 was declared a pandemic on 12th March 2020, it not only unleashed a wave of sickness and death,
- ◆ the process exposed inequality, prejudice and discrimination experienced by minorities, indigenous people, as well as refugees and immigrants. The poor, homeless, disabled and dispossessed were also experiencing discrimination, and a greater vulnerability to Covid-19.
- ◆ Awareness of acute schisms in our society and environment had become apparent with the unfolding of events globally. This was reflected in our discussions and our writing.
- ◆ There was a contradiction in articulating 'we are all in this together', except that we were not in it together!
- ◆ Forced by the lockdowns to pause and reflect on our lives.

Awareness

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5/20/2021

8



7 Presentation by Nita Mishra

Contradictions Or different truths

Presented at the Policy And Practice Seminar, 13/05/2021

- ◆ Central to collective memory work has been the presence of contradictions or different truths from different perspectives of all participating agents in the process. All truths have equal weight in the final analysis. Emerging features of trust, empathy, kindness, neighborhoods, collectiveness, bridging the self with the other through 'social distancing' amongst others have vast potential as transformatory tools which development education needs to equip itself with

5/20/2021

9

- ◆ Racism lay bare by COVID-19
- ◆ COVID-19 fear reveals racism in unexpected spaces.
- ◆ Racism is quite banal sometimes especially when it is about fear of the un-known. People who do not mirror you become a threat. The crisis revealed our deepest fears and long forgotten biases.
- ◆ Our discussions revealed that this basic fear of what doesn't look familiar, later, **reproduces structural discrimination embedded in the foundation of our societies.**

Presented at the Policy And Practice Seminar, 13/05/2021

Racism

5/20/2021

10

7 Presentation by Nita Mishra

- ❖ Home quarantine requires a home!
- ❖ Those who were usually in the periphery, hidden away in the darkness of the night, suddenly were a majority in the city's outdoor spaces. The homeless claimed our streets.
- ❖ We had options earlier, to go out to work and come back home in the evening. We faced a new challenge - now our homes have also become our offices.... unique issues which led us to think of the importance of collective memory work, and therefore as a tool for development education, to reflect on shared spaces in communities without hesitation.
- ❖ One of the first things I thought when I heard of a lockdown was:
 "Oh gosh! This means all 4 of us will be in the house 24/7
 ...This was going to be the end of us".

Homes and Homelessness

Presented at the Policy And Practice Seminar, 13/05/2021

5/20/2021

11

- ❖ the recognition of a fear, an anxiety, and possible risks in stepping out of homes, or connecting with people outside our homes.
- ❖ **We strongly advocate its use as a development education tool to be used in contexts where the aim is to delve deeper into people's psyche to understand what holds them back, and what, for example, perpetuates conflicts.** It has the potential to bring people together **through a collective dialogue to reflect upon the others' actions** which may be perceived as taking risk or avoiding a risk in a situation of sudden change.
- ❖ Interestingly, the words 'fear', 'anxiety' and 'stress' did not appear in any of our written memories.

Fear, anxiety and risk

Presented at the Policy And Practice Seminar, 13/05/2021

5/20/2021

12

7 Presentation by Nita Mishra

A theme that emerged in our memory work was the contradiction in the texts between situations of control, such as being a determined individual in one's own context acting in the world, and with situations without control, especially of being stereotyped, de-individualised and having to submit to a larger system upon which we have no influence. [This is something that DE can take to in its work with vulnerable communities]

This paradox of being in control and yet not having control in many other ways, corresponds to a kind of 'alienation' discussed by Hegel and Marx.

in a capitalist economy, individuals become alienated from their product of labour, the labour process, others around them, and from their selves.

For Hegel, alienation was more of an estrangement of the spirit in the life of a human.

all human phenomena follows a path beginning with 'an initial condition of immediacy and simple unity' to 'a stage of division and alienation' culminating 'in a higher form of unity, a mediated and concrete unity which includes difference within it' (Sayer, 2011: 289).

Losing control versus Alienation

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5/20/2021

13

More from Hegel & Marx

- ◆ Our emerging theme shows a similar process arising during COVID-19 where we hope humanity reaches a stage of 'adult maturity and self-acceptance' (Ibid). Additionally, for **this project of healing, maturity and acceptance of contradictions** and conflicts within society, a step forward would be to **blend Aristotle's concept of good and happiness** with Marx's theory of alienation as contended by Byron. Byron argues that 'it is **normatively satisfactory to restructure the forces that give rise to alienation**' (2013: 434). Thus, our contention that the concept of alienation is useful to understand people's conflict with their selves and with others while at the same time expressing solidarity, in the COVID-19 context holds ground. We further include arguments made by Raekstad:

"Marx's theory of alienation is of great importance to contemporary political developments, due both to the re-emergence of anti-capitalist struggle in Zapatismo, 21st Century Socialism, and the New Democracy Movement, and to the fact that the most important theorists of these movements single out Marx's theory of alienation as critical to their concerns" (2015: 300).

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5/20/2021

14

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Alienation

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- ◆ Having human control over our own conditions enables expressing oneself, leading to self-realisation, and being in direct relation with oneself and others. The opposite of this relational individual, is an interchangeable pre-programmed and un-creative person, alienated from itself and its fellow human beings, alienated in relation to its living conditions, at best a cog in the machinery.

We lose control, we can't breathe without assistance, we are no longer in charge:

In sharing these memories, we want to argue that in situations of losing control or having no control over one's life conditions, as communities living in poverty will give testimony to, using the tool of memory work collectively will throw a beacon of light on different dimensions of poverty and inequalities.

5/20/2021

15

- ◆ In contrast to losing control and becoming alienated, our memory work also **shared examples of having control**. These memories were about being in nature, meditating, yoga, and participating in public demonstrations In solidarity with 'the other'.
 "She picked a twig lying on the ground and breathed in the familiar fragrance of the most iconic Australian tree. It's a smell that directly transports her to this park, to Australia, to home".
 ...in this memory piece where yoga is about taking action, regaining control-
 "Yoga
 It is time to re-start
 ... So, I started yoga
 Slowly but surely..."
- ◆ The crisis also showed that we can take control. Either we fall victims of the pandemic within ourselves, and outside ourselves, or we use it as an opportunity to rise above the pandemic to reveal our higher selves, to take responsibility, collectively and socially

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5/20/2021

16

Having Control and Human Agency



7 Presentation by Nita Mishra

- ◆ Thus, our memory work reflects upon ordinary lives taking cognisance of a (utopian) society where one is active and creative within existing life (threatening) conditions alongside others. As such, it holds immense potential for development education as a means to rise above our immediate conditions. For this notion of control should not be mistaken for selfish individual freedoms which leads to alienation from relations but as being connected and responsible for each other. Similar to breathing in meditation, as noted in our work, where equal 'focus' to all thoughts crossing our mind to create a higher awareness is encouraged, the two pandemics become tools to reflect on society in a different light, perhaps with all its faults and strengths

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5/20/2021

17

- ◆ There is a kind of feeling that 'this is the new reality and it's not going away...so get over it'. Public dialogue increasingly begins to focus on mental health of all people, and not only of those who could afford paid services. Suddenly well-being became a household word. It was about our coping or not being able to cope with the pandemics, and not just about some 'other' in a faraway global South context

The New Normal

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5/20/2021

18

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- ◆ We are in the process of engaging in the production of knowledge [about development], and instead of 'collecting witness accounts about development' (Lazreg 2002: 127), we offer to be the subject as well as the object. This is in itself a powerful tool, facilitated by CMW, which we argue could be used in DE to roll out the 'transformatory changes' it purports to.
- ◆ Borrowing from Freire's (1970) Pedagogy of the Oppressed, we contend that to be transformatory, we must go beyond conventional models of pedagogy, in favour of a more humanizing pedagogy that challenges the status quo between the learner and the teacher, and between the oppressed and oppressor.
- ◆ As co-producers of knowledge we have shown that the production of knowledge is a combination of serious reflection and action between equals, a horizontal dialogue guided by love, humility, faith and mutual trust.

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A reflection

a thank you from all 3 of us
nita.mishra@ucc.ie

5/20/2021

19

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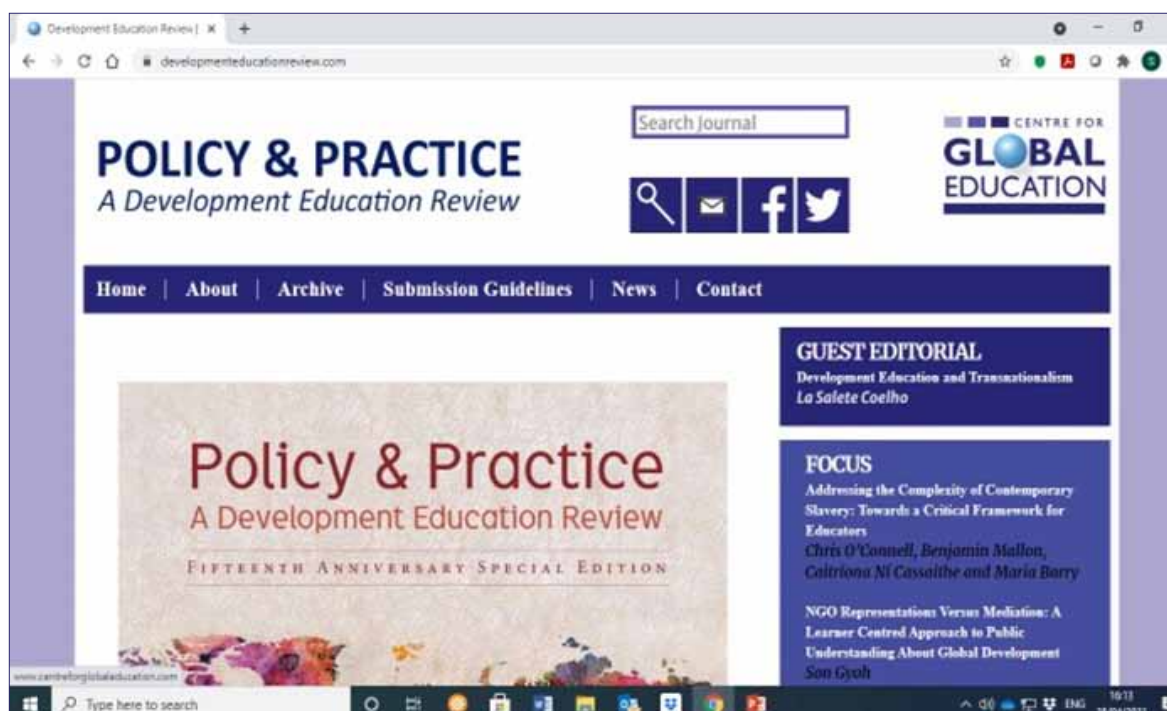
Policy and Practice A Development Education Review



Policy and Practice A Development Education Review

- In 2020, the Policy and Practice web site received 149,036 unique visitors and 196,548 in total from the global North and South;
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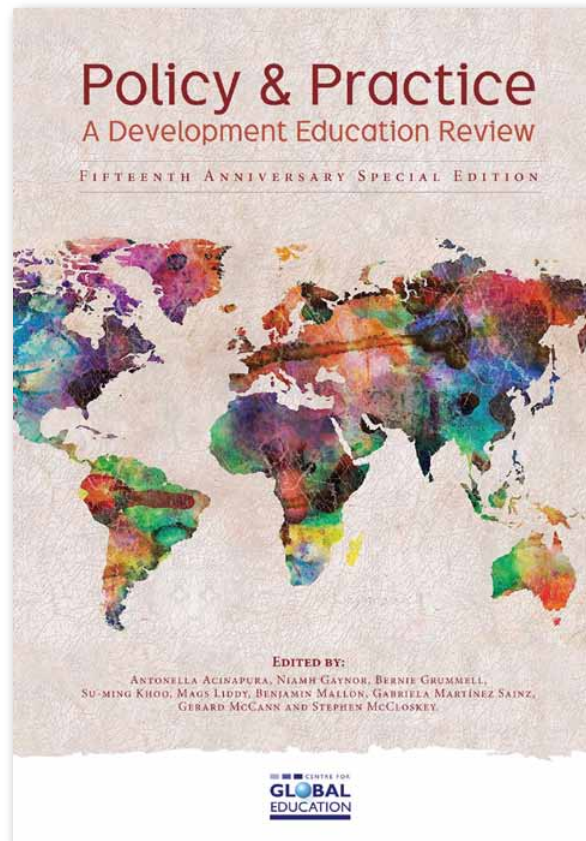
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Call for Contributors Issue 33

- 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

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Contact



Stephen McCloskey
Centre for Global Education
9 University Street
Belfast
BT7 1FY
Tel: 02890241879
E: stephen@centreforglobaleducation.com
W: www.centreforglobaleducation.com

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 Skłodowska-Curie grant agreement No. 713279.



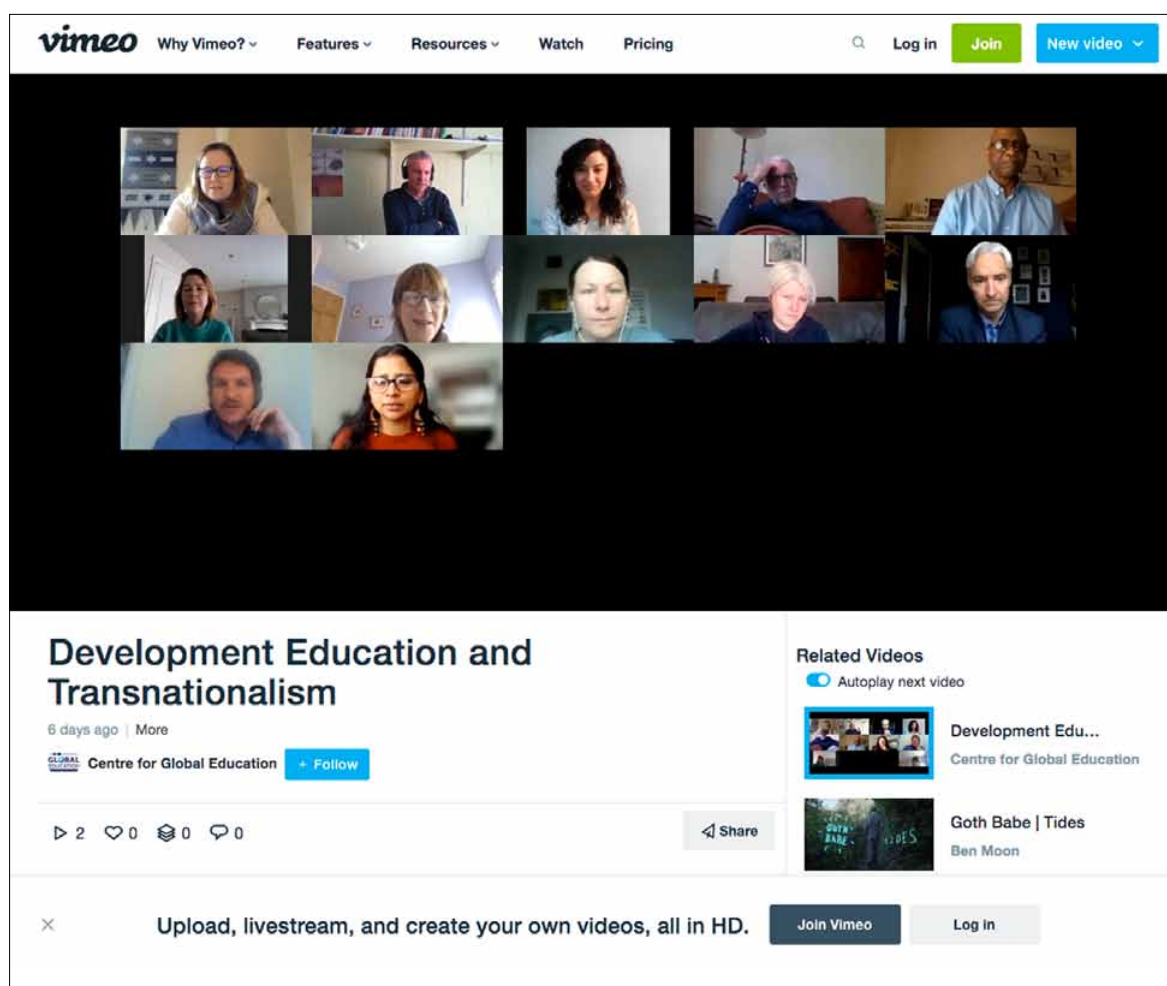
10 List of Participants

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>



The screenshot shows a Vimeo video player interface. At the top, the Vimeo logo and navigation links (Why Vimeo?, Features, Resources, Watch, Pricing) are visible. Below the navigation bar is a grid of 10 video thumbnails showing participants in a seminar. The video title is "Development Education and Transnationalism", uploaded 6 days ago by the "Centre for Global Education". The video has 2 views, 0 likes, 0 shares, and 0 comments. A "Share" button is present. To the right, under "Related Videos", two other videos are listed: "Development Edu..." by the Centre for Global Education and "Goth Babe | Tides" by Ben Moon. At the bottom, a banner encourages users to "Upload, livestream, and create your own videos, all in HD." with "Join Vimeo" and "Log In" buttons.



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.

Centre for Global Education
9 University Street
Belfast
BT7 1FY

Tel: (0044) 2890 241 879
E-mail: info@centreforglobaleducation.com
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