

**DEVELOPMENT EDUCATION in the TERTIARY SECTOR**  
in the North and South of Ireland

Postgraduate  
Courses and Modules on International Development  
Undergraduate



## Centre for Global Education

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

The Centre works in the formal and non-formal education sectors and its education work includes the provision of training, organization of events on international development, the production of publications, and building the capacity of other organizations to deliver development education.



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This publication was produced with the support of:



## Acknowledgements

The Centre for Global Education extends its sincere thanks to Fiona Chan, a student intern, who compiled the research profiled in this report. Fiona was placed in the Centre by the Gibson Institute for Land, Food and Environment at Queen's University and we very much appreciated the opportunity to house an intern with Fiona's commitment, enthusiasm and ability. This report is testament to her work with us. The Centre also thanks Trócaire for its funding of this publication as part of a project supported by the Trócaire Development Education Small Grants Scheme. We also thank all of the academic staff who supported the compilation of this report by helping to amend earlier drafts.

Centre for Global Education, November 2008

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"The views expressed herein are those of the author only."

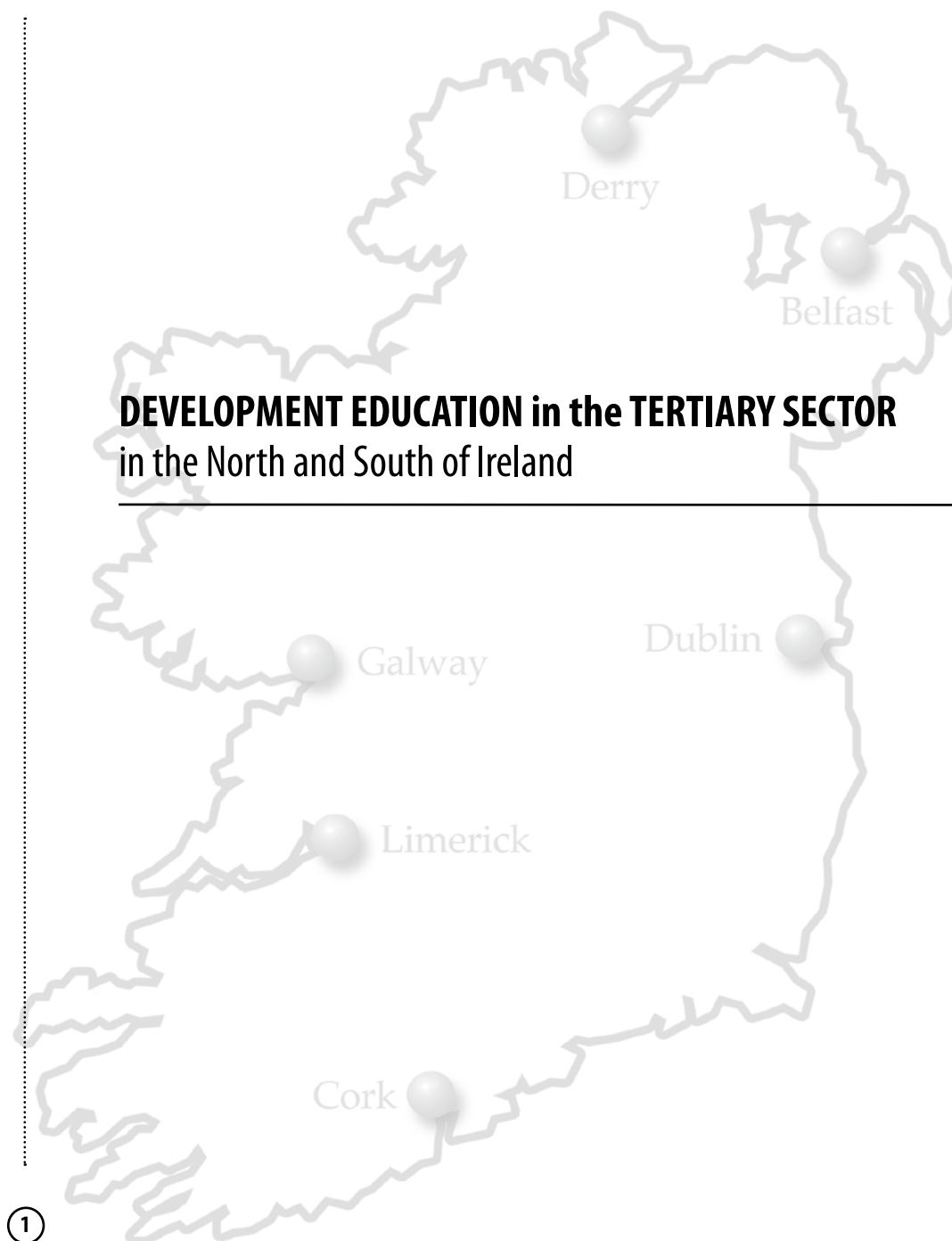
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## DEVELOPMENT EDUCATION in the TERTIARY SECTOR in the North and South of Ireland





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## Centre for Global Education

The Centre for Global Education was established in 1986 by eight development agencies to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that will enable individuals and organisations to address the causes of poverty, inequality and injustice at local and global levels. The Centre believes that in the current era of accelerated globalisation our society is becoming increasingly interconnected with the wider world. Development education 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.

The Centre endorses the United Nations' definition of development education which states that 'the objective of Development Education is to enable people to participate in the development of their community, their nation and the world as a whole'. Development education practice is based on active learning methodologies that facilitate the full participation of the learner and encourage action outcomes. The Centre for Global Education provides training and resources to local target groups that tailor development education content and practice to their needs. We consider the development process in Ireland within the context of the developing world and support multiculturalism and mutual respect by providing opportunities to learn about other cultures, faiths and lifestyles. The Centre supports the view that we can learn more about ourselves and local communities by extending our knowledge and experience of the wider world.

### Centre for Global Education MISSION STATEMENT

***The Centre for Global Education believes in and works towards a just and equitable world. We seek to promote an understanding of the interdependency of people across the world.***

***We will achieve excellence in our practice through the participation of users in our work and engagement with the increasingly diverse communities living in our society.***

***Our mission is to use education to challenge the causes of global poverty both locally and globally through action at all levels and in all sectors of society.***

### Centre for Global Education AIMS

The Centre's five strategic aims are:

- 1 *Connecting with Communities - to maintain durable and strong relationships with local communities that enable people to develop awareness and understanding of global poverty issues and work toward positive social action.***
- 2 *Networking with Partners - to sustain a mutually beneficial network of partnerships with organisations that share our values and support our work on global poverty issues.***
- 3 *Researching Practice - to influence debate on the practice of development education by documenting and disseminating learning we acquire through our work***
- 4 *Advocating Policy Change - to create positive change for development education at a policy level.***
- 5 *Sustaining Performance - to ensure that the Centre sustains the conditions for attitudinal change among those with whom we work to effect action on global poverty issues.***

### Resources

The Centre houses the most complete collection of materials on development issues available in the north of Ireland including academic journals, an extensive reading library, visual aids, and research archives. Users can carry out research in the library or order materials through our on-line catalogue (available as a pdf on our web site: [www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)).

For further information on the Centre's resources and library services contact:

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# Introduction & Background to Document

The Centre for Global Education has been delivering development education for over 20 years in the formal and non-formal education sectors. The Centre was established to deliver education services consistent with good practice in development education; providing learners with the skills, values, attitudes and knowledge needed to understand the key factors underpinning global poverty and inequality. Our education services are designed to support individual and communal action toward positive social change and economic equality.

The formulation of Millennium Development Goals (MDGs) by the United Nations in 2000 with their over-arching aim 'to reduce by half the proportion of people living on less than a dollar a day' (<http://www.un.org/millenniumgoals>) tells us that global poverty remains a persistent problem, particularly for developing countries. Moreover, mixed progress in reaching the MDGs suggests that we need to re-assess our concept of 'development' and the models advocated by the world's leading economies in helping poor countries escape poverty. In 2005, the Worldwatch Institute reported that 'less than one-fifth of all countries are on target to reduce child poverty and maternal mortality and provide access to water and sanitation, while even fewer are on course to contain HIV, malaria, and other major diseases slated for reduction under the United Nations' Millennium Development Goals' (<http://www.worldwatch.org>).

## Development Education

If developing countries have remained constricted in their development in the post-Cold War period of largely unfettered trade and accelerated globalisation, then the need for development education has become even more acute in the current period of global recession. The financial crisis that has enveloped the world's leading economies may ultimately impact on aid flows to developing countries and reduce the volume of trade between countries in the global North and South. This in turn could exacerbate poverty levels in the developing world and further undermine efforts toward achieving the MDGs.

Development education, therefore, remains as paramount today as it was in the mid-1980s when the Centre for Global Education was established. Development education supports critical thinking, urges us to critique accepted models of development, and encourages us to take actions that will challenge the policies and practices perpetuating poverty. In its Development Education Strategy Plan (2007-2011), Irish Aid suggests that:

'Development education aims to deepen understanding of global poverty and encourage people towards action for a more just and equal world. As such, it can build support for

efforts by government and civil society to promote a development agenda and it can prompt action at a community and individual level' (Irish Aid, 2007).

The Development Education Association (DEA), an umbrella organization for development organizations in the UK suggests that development education:

- 'explores the links between people living in the "developed" countries of the North with those of the "developing" South, enabling people to understand the links between their own lives and those of people throughout the world.
- increases understanding of the economic, social, political and environmental forces which shape our lives.
- develops the skills, attitudes and values which enable people to work together to take action to bring about change and take control of their own lives.
- works towards achieving a more just and a more sustainable world in which power and resources are more equitably shared' (<http://www.dea.org.uk>).

These definitions emphasise the importance of development education: as advocating change from grassroots to governmental and inter-governmental levels; as supporting greater solidarity between the global North and global South particularly in informing development education practice in the developed world; in enhancing self-development and self-esteem as well as community and national development; in enabling human agency toward positive change, social justice and equality. In working toward these outcomes development education promotes an active learning methodology that engages the learner in acts of cognition through discussion that draws upon learners' own life experiences as opposed to more didactic methods that focus primarily on the transfer of knowledge rather than harnessing critical thinking skills. Given its capacity for development, action and positive change at individual, community and national levels, it is essential that development education becomes increasingly integrated into our formal and non-formal education sectors at all levels. This document aims to support the closer integration of development education in the tertiary education sector in the north and south of Ireland.

## Background to the document

Centre for Global Education has worked in the tertiary education sector since its inception but this activity has gathered pace in recent years as more courses and modules have come on stream in a range of academic disciplines. The Centre's tertiary sector work was initially confined to supporting delivery of sociology modules on development and providing students with research facilities on our premises. Our library houses a range of materials on development issues including books, journals, periodicals, visual aids and box files that are available for reference or on loan. Research



facilities represent one aspect of the support that development non-governmental organizations (NGO) like the Centre can provide to universities; they can also input into course delivery through lectures and seminars, and provide reading lists on specific issues and countries.

Universities in turn can provide NGOs with valuable sources of income through the sale of resources to academics and students, organizational membership schemes, and fees for training courses and seminars. An example of the latter is a global issues seminar series organized by the Centre for Global Education in 2007-08 in Queen's University Belfast (QUB). The seminar series was targeted at students from a range of disciplines, particularly in subject areas that were non-traditional carriers of international development issues such as medicine and architecture. The seminars were delivered over six weeks and focused on topical development issues that were interconnected and yet could also serve as stand alone talks for those that could not attend all of the events. The attendance at the seminars exceeded our expectations and was sustained over the period of delivery. We now aim to organize the seminar series on an annual basis as part of our core programme of work and the success of these events reflects the level of interest in international development that extends across subject boundaries in tertiary education.

However, the Centre can also support the delivery of modules and courses as part of the mainstream under-graduate and post-graduate teaching programme in subject areas specifically related to international development, most notably sociology, politics and geography. The Centre has enjoyed a close relationship with the school of sociology at QUB whereby staff teaching a module, titled the Sociology of Development, refer students to the Centre, encourage them to join our library and participate in the global issues seminars. The library's collection of resources are mostly unavailable from the university library.

In supporting delivery of the module, the Centre compiles a reading list for students of materials in our collection directly linked to the module content. The reading list helps students research a module assignment that requires them to apply a theory of development to a specific developing country while focusing on a particular topic like trade or aid. Student use of the Centre brings in income from the sale of resources, membership fees and photocopying charges while the students themselves have a 'one-stop shop' for research and resources.

The challenge for the Centre is to extend this depth of service provision to other schools and institutions. While other departments and Higher Education Institutions (HEIs) make use of the Centre, it is a less structured and more ad hoc form of interaction that is not always ideal for students, academics or the Centre. One of the reasons for the informality of these relationships is a lack of awareness in academia of the services available from the Centre and our own limited knowledge of the courses and modules on development issues. This prompted the Centre to initiate research at third level on the courses available to learners on development education and development issues.

## Research at Third Level

The Centre undertook research to establish a baseline of information on courses and modules offered at third level either on a stand alone basis or within the context of under-graduate and post-graduate courses in related disciplines.

The Aim of the research 'was to enhance development education practice in the tertiary education sector through research that will strengthen collaboration and shared learning between development organizations and third level institutions'.

The main objectives of the research were:

- To carry out research that will map current learning opportunities in development education / international development in the tertiary education sector in the north and south of Ireland;
- To compile useful case studies of good practice in development education at third level;
- To publish a report on development education in the tertiary sector promoting the research findings and case studies for dissemination in the tertiary academic and development NGO sectors.

The Centre secured funding for the research from Trócaire, the Irish development agency, and the research was carried out by Fiona Chan, a student intern in the Centre taking a module titled Sustainable Development in NGOs as part of an MSc in Leadership for Sustainable Development in the Gibson Institute for Land, Food and Environment at Queen's University. It was appropriate that the research should be part of a post-graduate placement focused on sustainable development, one of the new opportunities that have arisen in recent years for students to learn about development issues.

Fiona's task was to carry out desk research on opportunities for the study of development at third level in the university and Initial Teacher Education (ITE) sectors throughout the island of Ireland. She also undertook two case studies on new and innovative initiatives designed to strengthen the practice of development education at third level. It was not within our remit to qualitatively assess the content and delivery of courses and their impact on students. Nor could we broaden our field of research to include all tertiary institutions including further and higher education colleges, many of which deliver courses on international development. Time and resource considerations narrowed our search to universities and teacher training colleges and we recognise that some courses and modules may have eluded us. We forwarded a draft of this document to all of the academic staff referenced herein and received several amendments and addendums to the content for which we are very grateful. We extend in advance our apologies for any remaining errors or omissions from this text. It is important to reaffirm that this document is a baseline of activity in international development at third level and can be amended and extended as new courses come on stream.



## Policy Context

The purpose of this document is to share with colleagues in the university, ITE and development sectors the level of practice in international development currently being delivered across the island of Ireland. This information will enable those development NGOs that operate at third level to identify opportunities for collaboration with colleagues in academia. It may also enable students to identify institutions and courses that provide courses on development issues suited to their needs. From an academic perspective, the document will promote their courses and hopefully strengthen their links with external organizations in the development sector.

This document has been published in a period of increasing interest in research in development education, particularly at third level, supported by a more favourable policy context. A Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes was announced in December 2006 covering the period 2007-2011. The programme 'brings together all nine universities on the island of Ireland and four universities in Sub-Saharan Africa in a unique, high-level partnership to develop a coordinated approach to Research Capacity Building (RCB) in higher-education institutions'. Objective one of the programme is to 'facilitate the establishment of collaborative partnerships within and between higher education institutions and research institutes in Ireland and in countries benefiting from Irish Aid support' (<http://www.heai.ie/webfm/send/1768>).

Irish Aid has set aside €12.5 million for the programme over 5 years and it will build on the commitment made in the Irish government's White Paper on Irish Aid to deepen the level of engagement with higher education and research institutes in Ireland. It is hoped that this publication will support collaborative links between HEIs and development NGOs that extend to research projects addressing the impact of development education on target groups and the capacity of development studies to effect action toward social change.

In a UK context, the Department for International Development (DfID) published a new research strategy in April 2008 for the period 2008-2013 with a projected increased budget of £220 million by 2010. DfID's new strategy aims to 'put research at the heart of efforts to reduce poverty in developing countries' and 'provide solutions to challenges and opportunities for Africa and South Asia' (<http://www.dfid.gov.uk/pubs/files/research-strategy-08.pdf>). In respect to development education, DfID has funded the Development Education Research Centre (DERC) based in the Institute of Education, University of London, which aims:

"to be a power house for ideas, creativity and new thinking about how people in society can be better equipped to create a world which is more just and equal, that creates a better understanding of the cause of inequality in the world and above all gives some skills and values base to enable people to create their own voices and forms of engagement to secure real social

change" (<http://www.ioewebserver.ioe.ac.uk/ioe/cms/get.asp>).

In outlining the need for the DERC, its Director Doug Bourn suggested that most development education practice has been carried by NGOs and, 'while there has been a greater level of activity within higher education linked mainly to teacher training or deepening the study of development issues across a range of degree courses, there has been no independent body of educational research in development education'. Bourn goes on to suggest that the lack of independent research on development education means that it has 'minimal academic profile', particularly in comparison to related sectors like human rights and the environment (Bourn: 2007). While the current policy context has become more positive toward development education, particularly in respect to research practice, it appears that we still have some distance to travel in terms of building support for development education at third level.

## Structure of document

The courses and modules included in the research support the study of international development although a range of terms are used to describe this area of study. These include development studies, international development issues, sustainable development, global education and development education. The international development sector has always been attached to a myriad of terms that can confuse learners and reduce the impact of the sector at third level. For the purposes of this document, all of these terms are considered equally valid and courses implementing these descriptors have been referenced. The main demarcation in the document is between undergraduate and postgraduate courses and modules, including in the initial teacher education sector. We have also included a section on research which carries information on third level institutions that have recently or are currently undertaking research work in the area of international development. Each of the entries in the tabulated course information contain the following information: the subject area under which the courses / modules are delivered like sociology and geography; the title of the course or module; a short description of the course or module; contact details for the course moderator including an e-mail address and telephone number. This simple structure is followed throughout and allows for updating and amendment as new courses come on stream or details of existing courses change.

If you would like to add to the Centre's database of third level courses on international development or amend the existing course information then please contact:

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## Sources

The principal sources for the institutions included in the research were from the Higher Education and Research Opportunities (HERO) website for the north of Ireland and the Central Applications Office (CAO) and the Higher Education Authority (HEA) websites for the south of Ireland. There is no simple way to identify all courses/ modules on development offered at all Irish third level institutions because at present this field is lacking a central database. In order to compile this information desk research was conducted by visiting websites of universities and colleges. By conducting brief initial research, some subject areas were identified as having international and development aspects to their courses/ modules. For information that was unavailable on the websites, telephonic and email enquires were made to various contacts within the departments and schools.

## Abbreviations

<b>B.Ed</b>	Bachelor of Education
<b>CGE</b>	Centre for Global Education
<b>DE</b>	Development Education
<b>DfID</b>	Department for International Development
<b>ESD</b>	Education for Sustainable Development
<b>IA</b>	Irish Aid
<b>ITE</b>	Initial Teacher Education
<b>KDSC</b>	Kimmage Development Studies Centre
<b>M.Ed</b>	Master of Education
<b>NGO</b>	Non-governmental organisations
<b>NUIG</b>	National University of Ireland, Galway
<b>NUIM</b>	National University of Ireland, Maynooth
<b>QUB</b>	Queens University Belfast
<b>SD</b>	Sustainable Development
<b>TCD</b>	University of Dublin, Trinity College
<b>UCC</b>	University College, Cork
<b>UCD</b>	University College, Dublin
<b>UL</b>	University of Limerick

# UNDERGRADUATE Courses and Modules on International Development

## Institution: Queen's University Belfast

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Geography	Geography of Third World Urbanisation and Sustainable Development	This module is designed to investigate the emerging process of regional urban transformation in the Third World.	Dr Satish Kumar Email: s.kumar@qub.ac.uk Tel: +44 (0)2890793479
Geography	Geographies of Uneven Development	This module develops a comparative perspective of the meaning of 'development' across different epochs and world regions, introducing you to the insights geographers can bring to our understanding of development and related policy issues.	Dr Satish Kumar Email: s.kumar@qub.ac.uk Tel: +44 (0)2890793479
Politics	The Politics of Sustainable Development	This module examines some of the key debates of the politics of sustainable development. Topics include green, ethical and political theory.	Dr John Barry Email: j.barry@qub.ac.uk Tel: +44 (0)2890972546
Politics	Politics of Southern Africa	An overview of the history and political economy of liberation and development in Anglophone Southern Africa, covering the regional apartheid legacy, struggles for national liberation and contemporary developments.	Dr Stefan Andreasson Email: s.andreasson@qub.ac.uk Tel: 02890973051
Sociology	Sociology of Development and Change	An introduction to 'third-world' societies and to their links with Western developed countries. An exploration of competing theories and measures of development and of a range of issues such as industrialisation, and the role of multinational corporations.	Prof Madeleine Leonard Email: M.Leonard@qub.ac.uk Tel: +44 (0)2890973375

## Institution: University of Ulster (Jordanstown Campus)

Sociology	Sociology of Development	This module provides students with sociological theories and concepts in order to critically analyse a range of development issues facing 'third world' countries.	Dr Patricia Lundy Email: p.lundy@ulster.ac.uk Tel: +44 (0)28 90368861
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**Institution: University of Ulster (Magee Campus)**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Politics	Global Conversation: Problems & Prospects for a Global Civil Society	This module will explore the emerging aspects of a global civil society and the problems and prospects for its realisation in the face of the social, political, and economic transformations which will inevitably be wrought by global climate change.	Dr W Hart Email: wa.hart@ulster.ac.uk Tel: +44 (0)28 70324311
Sociology	Sociology of Development	This module provides students with sociological theories and concepts in order to critically analyse a range of development issues facing 'third world' countries.	Mr. A Hamilton Email: a.hamilton@ulster.ac.uk Tel: +44 (0)28 71375610
Sociology	Development and Change in the Third World	This module is intended to provide an introduction to the study of 'development' and change in "Third World" societies. It investigates the social, political and economic connections between countries globally and the consequences of these relationships.	Dr Rachel J Naylor Email: r.naylor@ulster.ac.uk Tel: +44 (0)28 71375298

**Institution: Kimmage Development Studies Centre (KDSC)**

Development Studies	BA Degree in Development Studies	This programme provides students with an inter-disciplinary learning situation within which the development process can be analysed, critiqued and reflected upon.	Email: info@kimmagedsc.ie Tel: +353 (0)1 406 4386 / 4064380
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**Institution: National University of Ireland, Galway**

Economics	Development Economics	This course introduces the student to the major theories of economic development. The central concern is the analysis of factors contributing to economic development, but in particular in low-income countries.	
Geography	Developmental Geography	A key aim of this course is to introduce development as a concept and practice and to allow students to critically analyse developmental issues, theory and practice.	Dr. Valerie Ledwith Email: valerie.ledwith@nuigalway.ie Tel: + 353 91 492376

Institution: **National University of Ireland, Galway** *continued*

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Geography	Global Urbanisation	By focusing on contemporary urban issues, this course will provide students with the theoretical knowledge to identify and examine contemporary urban processes.	Dr. Valerie Ledwith Email: valerie.ledwith@nuigalway.ie Tel: + 353 91 492376
Geography	Sustainable Development - Research Seminar	This module will address how processes of globalisation relate to national security and national sovereignty and why increasing connectedness seems to lead to greater inequality and tension.	Prof Micheál Ó Cinnéide Email: micheal.ocinneide@nuigalway.ie Tel:+ 353 91 492314
Political Science and Sociology	International Relations	This module is an introduction to the study of international relations – or the politics of relations between states and across states.	Eilis Ward Email: eilis.ward@nuigalway.ie Tel: +353(0)91 492108
Political Science and Sociology	Development and Change	This module provides a critical introduction to the sociology of development. We begin with the meaning of 'development', looking at different ways of defining and measuring 'progress'.	Dr. Su-Ming Khoo Email: s.khoo@nuigalway.ie Tel: +353 (0)91 493643
Political Science and Sociology	Politics & the Environment	This course will examine the emergence of various strands of environmental political discourse.	Liam Leonard Email: Liam.Leonard@nuigalway.ie Tel: +33 91 492295
Political Science and Sociology	The Politics of Poverty	This course takes a different approach to poverty, starting from the premise that 'poverty' is a contingent object of knowledge which is implicated in political struggles that link freedom to discipline, and subjectivity to subjection.	Kevin Ryan Email: Kevin.Ryan@nuigalway.ie Tel: +353 (0)91 493111
Political Science and Sociology	Environmental Politics and Policy	This course will take both a straightforward historical description of modern environmental policy and politics from the 1960s onwards and also trace out some country by country similarities and differences.	Brendan Flynn Email: brendan.flynn@nuigalway.ie Tel: +353 (0)91 493160 / 512054
Political Science and Sociology	Development & Communities	This module explores the nature of development and various initiatives adopted at community level, with specific reference to advanced 'developed' societies, including Ireland.	Brian McGrath Email: brian.mcgrath@nuigalway.ie Tel:+ 353 (0)91 493405

Institution: **National University of Ireland, Galway** *continued*

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Political Science and Sociology	Globalisation and Post-Colonialism	This course examines themes and topics in globalisation, colonialism and post-colonialism.	Dr. Su-Ming Khoo Email: s.khoo@nuigalway.ie Tel: +353 (0)91 493643

Institution: **National University of Ireland, Maynooth**

Geography	Environment and Development in Sub-Saharan Africa	To explore the concept of development; to develop understanding of sub-Saharan Africa; to examine responses to the challenge of development.	Shelagh Waddington Email: Shelagh.Waddington@nuim.ie Tel: +353 1 708 3603
Geography	Development geography	This module examines the geographical dimensions of development in Africa, Latin America, and Asia.	Alistair Fraser Email: alistair.fraser@nuim.ie Tel: + 353 1 708 6156
Politics	Globalisation & Welfare Reform	This special topic will examine the concept of globalisation and explore how globalisation might impact on the welfare state.	Dr. Mary Murphy Email: mary.p.murphy@nuim.ie Tel: 01 708 6556
Sociology	Globalisation and Human Security	The security of humans, rather than the state, in the context of globalisation processes is the main subject of this course.	Dr. Honor Fagan Email: honor.fagan@nuim.ie Tel: 01 708 3691
Sociology	Global Society	This course explores the interlinked processes of "globalisation from above" and "globalisation from below."	Dr. Laurence Cox Email: laurence.cox@nuim.ie Tel: 01 708 3985
Sociology	Sociology of Revolutions		Dr. Laurence Cox <i>Same details as above</i>
Sociology	Sociology of Development	This module seeks to describe and explain the dramatic and growing inequalities in power and wealth.	Dr. Colin Coulter Email: colin.coulter@nuim.ie Tel: 01 708 3595



Institution: **Institution: Trinity College, Dublin**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Development Studies	'The Challenge of Development' (Broad Curriculum Course)	This course examines some of the world's most topical and pressing development issues.	Dr Micheal Collins Email: mlcollin@tcd.ie Tel: +353 1 896 3485
Development Studies	Development Education	If we are interested in promoting 'development' we need a clear idea of what this actually means. This course explores some of the different indicators of development.	Dr Micheal Collins Email: mlcollin@tcd.ie Tel: +353 1 896 3485
Economics	Economics of Less Developed Countries	This course will focus on the diverse structures and common characteristics of less developed countries and will offer an evaluation of policies being pursued.	Professor Patrick Honohan Email: patrick.honohan@tcd.ie Tel: +353 1 896 3195
Geography	Geography of Third World Development	This module examines the causes of poverty, focusing particularly on the position of developing countries within the global economy. Other themes examined include political and economic diversity amongst developing countries and gender.	Dr. Carmody Email: carmodyp@tcd.ie Tel +353 1 896 1243
Geography	Globalisation and African Development	This course will explore the current African condition. This course will examine the evolving nature of globalization in Africa with a view to understanding both similarities and differences between regions and countries of the Sub-Saharan sub-continent.	Dr. Carmody Email: carmodyp@tcd.ie Tel +353 1 896 1243
Geography	Sub-Saharan Africa since 1875	The aim of this course is to introduce students to a number of major themes in the colonial and post-colonial history of Black Africa. The political and ideological dimensions of European annexation and of twentieth-century decolonisation will be explored	Prof David Dickson Email: ddickson@tcd.ie Tel +353 1 896 1884/3168
Political Science	African Politics	This course focuses primarily on the political institutions of government that have emerged in (sub-Saharan) Africa since the onset of the 'third wave' of democratisation in the early 1990s.	Shane Macgiollabhui Email: macgiols@tcd.ie
Sociology	Globalisation and Development	Issues to be covered include new theories of globalisation, uneven development, global history, and civil society.	Dr. Barbara Bradby Email: bbradby@tcd.ie Tel +353 1 896 1296

Institution: **University College Cork**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Development Studies	Concepts of Development	This module aims to develop an understanding of concepts of development, explore alternative strategies for economic development and also to engage in debate among practitioners and academics on economic and social progress in the developing world.	Dr Eamon Lenihan Email: e.lenihan@ucc.ie Tel: 353 (0)21 4902868
Development Studies	Data in Development Studies	This module aims to introduce the use and relevance of data analysis in development studies.	Dr Nicholas Chisholm Email: n.chisholm@ucc.ie Tel: 353 (0)21 4903347.
Development Studies	Gender and Development	To develop an understanding of the ways in which gender inequalities are constructed and the impact of mainstream development on gender relations.	Mr. Michael Fitzgibbon Email: csl@ucc Tel: 353 (0)21 4903158
Development Studies	Globalisation, Trade and Development	To develop an understanding of selected topics in the international economics of development and to analyse the process of globalisation and its impact on lives and livelihoods in the developing world.	Dr Eamon Lenihan Email: e.lenihan@ucc.ie Tel: 353 (0)21 4902868
Development Studies	Introduction to Development Studies	This module aims to develop an understanding of the concept of development, explore alternative strategies for economic development and also to engage in debate among practitioners and academics with economic and social progress in the developing world.	Mr Michael Fitzgibbon Email: csl@ucc.ie T: 353 (0)21 4903158
Development Studies	Introduction to Sustainable Livelihoods Analysis	To introduce students to sustainable livelihoods analysis. Module content includes: concepts and definitions of sustainability; meaning of sustainable livelihoods; analytical frameworks.	Dr Nicholas Chisholm Email: n.chisholm@ucc.ie T: 353 (0)21 4903347
Development Studies	Poverty and Development	To develop an understanding of the linkages between poverty and development. Module content includes: introduction to poverty and development and poverty measurement.	Dr Nicholas Chisholm Email: n.chisholm@ucc.ie T: 353 (0)21 4903347
Development Studies	Poverty, Food Security and Livelihoods	To introduce key development objectives of poverty reduction, food security and sustainable livelihoods, and analyse how these objectives can be met through rural development.	Dr Nicholas Chisholm Email: n.chisholm@ucc.ie T: 353 (0)21 4903347

Institution: **University College Cork**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Development Studies	Social Enterprises and the Developing World	To identify co-operative and social enterprise strategies and skills for meeting the needs of producers, consumers and communities in the developing world.	Dr Eamon Lenihan Email: e.lenihan@ucc.ie Tel: 353 (0)21 4902868
Development Studies	Sustainable Development Policies and Issues	To provide students with a detailed understanding of interactions between rural development, sustainable livelihoods and sustainable management of natural resources.	Dr Nicholas Chisholm Email: n.chisholm@ucc.ie Tel: 353 (0)21 4903347
Geography	Economic Geography: An Introduction to Societies, Economies and Global Development	This module explores the dynamics of contemporary development and its relationships with society, economy, culture and environment.	Professor Patrick O'Flanagan Email: p.oflanagan@ucc.ie Tel: +353 21 490 2391
Geography	Geography of the Global Food System	This module addresses the contemporary global food system: how and where food is produced, the role of corporate actors in the distribution and transformation of food.	Dr Colin Sage Email: c.sage@ucc.ie Tel : +353 21 490 4339
Nutrition	Human Nutrition in the Developing World	To focus on the most important nutritional problems of developing countries and appropriate interventions to address them.	Professor Nora O'Brien Email: nob@ucc.ie Tel: 353 (0)21 4902884
Sociology	Globalisation and Development	To introduce students to the concept of globalisation and the major theories of development and to illustrate how the development project has been affected by growing awareness of globalisation.	Dr Niamh M Hourigan Email: n.hourigan@ucc.ie Tel: 353 (0)21 4902904
Sociology	Introduction to the Principles of Sustainable Development.	To provide a practical understanding of the main concepts of and debates surrounding sustainable development.	Mr. Brendan O'Sullivan Email: Brendan.OSullivan@ucc.ie
Sociology	Rural Development - a Global Perspective	To examine major socio-economic changes in post-colonial rural societies; theoretical underpinnings of analyses put forward to explain these; and strategies formulated to address dimensions of rural poverty.	Dr Kathleen R Glavanis Email: k.glavanis@ucc.ie Tel: 353 (0)21 4902921

Institution: **University College Dublin**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Equality Studies	Childhood Inequality in a Global Context	The aim of this module is to enable students to develop a critical, multidisciplinary perspective on childhood inequalities in the global context. It requires a critical analysis of childhood from an egalitarian, child-centered perspective.	Professor Kathleen Lynch Email: Kathleen.Lynch@ucd.ie Tel: +353-1-716 7623
Equality Studies	Gender Inequality in a Global Context	The objective of this module is to enable students to understand inequality between women and men in a global context. Issues to be addressed from a gender perspective include: poverty; human rights, rural development.	Professor Kathleen Lynch Email: Kathleen.Lynch@ucd.ie Tel: +353-1-716 7623
Equality Studies	Global Justice: Towards an Egalitarian Global Order	The objective of this module is to equip students with an integrated understanding of global inequalities, and to examine ways of creating a more sustainable and egalitarian world.	Mr. Carlos Bruen Email: Carlos.Bruen@ucd.ie Tel: +353-1-716 4638
Geography	Environment and Sustainable Development	Provides a comprehensive geographical approach to sustainable development which includes economic, social, cultural and environmental issues.	Dr Gerald Mills Email: Gerald.Mills@ucd.ie Tel: +353-1-716 8229
Geography	The Geography of Latin America	This module focuses on the geography of Latin America and its constituent regions. The module introduces the political, cultural, economic, social and environmental processes that have shaped and continue to shape Latin America.	Dr Veronica Crossa Email: Veronica.Crossa@ucd.ie
Politics	Achieving the Millennium Development Goals	In this module we examine the world's most topical and pressing development issues. We do this through an examination of the UN Millennium Development Goals. This course adopts a multi-disciplinary perspective suitable for students in all disciplines.	Professor Patrick Walsh Email: ppwalsh@ucd.ie Tel: +353 (0)1 716 8435
Politics	Human and Economic Development: Theory, Policy, and Evidence		Professor Patrick Walsh Email: ppwalsh@ucd.ie Tel: +353 (0)1 716 8435

Institution: **University College Dublin**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Politics	Poverty, Development and Global Justice	This course will attempt to shed light on pressing issues by examining two fundamental questions: (1) how should poverty and development be understood?; and (2) how should ethical responsibilities to remedy poverty and promote development be conceived and distributed amongst individuals and institutions?	Dr Graham Finlay Email: graham.finlay@ucd.ie Tel: +353 (0)1 716 8387
Politics	Development Management	The primary focus will be on practical aspects of development management and the processes of appraising, planning, implementing and evaluating development interventions and will explore in a practical way such aspects as integration of a rights based approach, mainstreaming of cross-cutting issues e.g. gender equality and HIV/AIDS and building partnerships in development management.	Dr Majda Bne Saad Email: majda.bnesaad@ucd.ie Tel:+353 (0)1 716 7616
Politics	Food Security	The course aims to provide students with the knowledge and skills to critically analyse the concepts of food security and insecurity and explores the theories that explain the processes of poverty, vulnerability and hunger.	Dr Majda Bne Saad Email: majda.bnesaad@ucd.ie Tel:+353 (0)1 716 7616
Politics	Issues in World Development	This module will introduce students to some of the key current debates about global poverty.	Dr Andy Storey Email: andy.storey@ucd.ie Tel: +353 (0)1 716 7606
Politics	Globalisation: Causes and Consequences	This course introduces students to the politics of globalisation and familiarises them with the causes and main consequences of the process of economic globalisation.	Dr Andreas Duer Email: andreas.duer@ucd.ie
Politics	Politics of Development	This course introduces students to key concepts, theories and themes in the political life of developing countries. Some key themes in the politics of the developing world including religion, ethnicity and gender.	Dr Vincent Durac Email: vincent.durac@ucd.ie Tel: +353 (0)1 716 7609
Sociology	Sociology of Development	This course introduces students to a range of problems associated with the issue of 'underdevelopment' within the contexts of globalisation and the legacy of colonialism. Issues addressed include poverty, need, inequality and unemployment.	Dr Iarflaith Watson Email: iarflaith.watson@ucd.ie Tel: +353 (0)1 716 8569

**Institution: University College Dublin**

<b>Subject</b>	<b>Title of Course/ Module</b>	<b>Aim of Course/ Module</b>	<b>Contact for Course/ Module</b>
Zoology	Sustainable Development	This module will discuss what is meant when the terms "Development" and "Third World" are used and explore some of the processes involved in the creation and maintenance of the Third World.	Dr Claire Cave Email: <a href="mailto:claire.cave@ucd.ie">claire.cave@ucd.ie</a> Tel: +353 (0)1 716 2256

**Institution: University of Limerick**

Geography	Development Geographies	This module aims at familiarising students with the evolution of varying perspectives on development issues in Third World countries.	Dr Patrick O'Connor Email: <a href="mailto:Patrick.Oconnor@staffmail.ul.ie">Patrick.Oconnor@staffmail.ul.ie</a> Tel: +3536120 2408
Politics	Politics of the Third World	The module aims to introduce the student to the problems of, and prospects for, economic and political development in the Third World.	Tom Lodge Email: <a href="mailto:tom.lodge@ul.ie">tom.lodge@ul.ie</a> Tel: +3536121 3085



# POSTGRADUATE Courses and Modules on International Development

## Institution: Queen's University Belfast

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Law and Governance	Governance and Sustainable Development module in LLM in Law and Governance	Topics covered by this module include: Origins and Evolution of Sustainable Development; Capacity-Building; Ecological Modernisation and Sustainable Development; The Role of International Institutions; The Global 'Trade and Environment Debate'.	Dr Peter Doran Email: p.f.doran@qub.ac.uk Tel: (+44) 028 9097 3474
Sustainable Development	Msc Leadership for Sustainable Development	The major aim is to build a core of sustainability champions who have the competence and confidence to become twenty-first century leaders.	Dr. Claire Cockerill Email: c.cockerill@qub.ac.uk Tel: +44 (0)28 9097 5569
Politics	The Theory and Politics of Globalisation	The purpose of this module is to introduce students to globalisation both conceptually and as it evidences itself in particular processes, institutions, practices and policies, that have increasingly occupied political and social science. The module seeks to acquaint students with academic debates concerning the contested meanings and causes of globalisation, including normative and ideologically-based valuations and judgements of globalisation.	Dr John Barry Email: j.barry@qub.ac.uk Tel: +44 (0)2890972546

## Institution: University of Ulster (Coleraine Campus)

Geography and Education	Education for Sustainable Development module in MSc/ Postgraduate Diploma in Contemporary Developments in Geography and Education	This course aims to create an in-depth understanding of the key issues addressed by the notion of education for sustainable development (ESD) and developing professional practice.	Email: <a href="http://enquiries.ulster.ac.uk/prospects/">http://enquiries.ulster.ac.uk/prospects/</a>
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**Institution: Kimmage Development Studies Centre (KDSC)**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Development Studies	MA in Development Studies/ Post Graduate Diploma in Development Studies	To equip participants with a theoretical understanding of debates relating to development, including contrasting arguments and understandings of development processes.	Email: info@kimmagedsc.ie Tel: +353 1 406 4386 / 4064380

**Institution: National University of Ireland, Galway**

Political Science and Sociology	Globalisation and sustainability of food production/consumption module in Masters in Community Development Programme	The MA Programme will be of particular interest to persons who wish to seek employment in voluntary, public and private sector development initiatives, partnership companies, overseas development work, and development education.	Prof Chris Curtin Email: chris.curtin@nuigalway.ie Tel. 353 (0)91 492355
Women Studies	MA Gender, Globalisation and Rights	This aims to equip students with the in-depth knowledge and analytical skills necessary to identify and address the gender dimensions of timely issues from extreme poverty and global inequalities.	Dr. Niamh Reilly Email: niamh.reilly@nuigalway.ie Tel: +353-91-495403
Philosophy	MA in Philosophy: Ethics, Culture and Global Change	The programme is designed for students who wish to bring philosophical reflection to bear on global issues in which they have a genuine interest.	Dr. Felix Ó Murchadha Email: felix.omurchadha@nuigalway.ie Tel.: +353 91 49 25 73
Peace Studies	LL.M In International Peace Support Operations	This course aims to prepare graduates for work in the field of international peace support operations, with international organizations, non-governmental organizations and as individual advocates.	Dr. Ray Murphy Email: ray.murphy@nuigalway.ie Tel: +353 (91) 493081

**Institution: National University of Ireland, Maynooth**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Anthropology	Ma in Anthropology and Development / Postgraduate Certificate in Anthropology and Development	This course provides a holistic and critical approach to culture, the inevitable context of all relief and development activity.	Dr. Chandana Mathur Email: chandana.mathur@nuim.ie Tel: +353 1 7086083

**Institution: Trinity College Dublin**

Politics	The Politics of Development module in M.Phil. in International Peace Studies course	The evolution of development theory; gender and development; the impact of militarism on developing countries; the debt crisis; sustainable development; development ethics.	Dr. Iain Atack Email: peacecec@tcd.ie Tel: +353 (0)1 218 0532
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**Institution: University College Cork**

Sociology	MA Sociology of Development & Globalisation	The programme attempts to analyse critically the processes of the globalisation of poverty and inequality and explores alternative strategies of development.	Dr. Niamh Hourigan Email: n.hourigan@ucc.ie Tel: +353 21 4902904
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**Institution: University College Dublin**

Sociology	MA Sociology of Development & Globalisation	This module explores the economic basis of global North-South inequalities. It critically examines the conceptualisation and measurement of economic development and reviews the theoretical underpinnings of a range of development paradigms.	For Msc in Equality contact: Elizabeth Hassell Email: equality@ucd.ie Tel: +353 1 716 7104. For module contact: Dr Deirdre O'Connor Email: deirdre.oconnor@ucd.ie Tel: +353 1 716 7706
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**Institution: University College Dublin**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Politics & International Relations	MSc / Graduate Diploma in Development Studies	The MSc in Development Studies provides participants with an interdisciplinary understanding of the process of development and with a range of skills to enable them to work effectively in the field.	Email: spire@ucd.ie Tel: +353 1 716 8397

**Institution: University of Limerick**

Peace and Development	MA in Peace and Development Studies	A prime responsibility of the course is to provide individuals with expertise in peacebuilding and development issues and to provide objective, informed and committed personnel to contribute effectively in these areas at a professional level	Email: admissions@ul.ie
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**Institution: Dublin City University**

Development Education	Graduate Certificate in Development Education	This programme aims to strengthen the knowledge base of participants on global issues, to build on participants' facilitation and pedagogical skills, to reflect upon and clarify their values base and its impact on their practice.	Dr Eileen Connolly Email: eileen.connolly@dcu.ie Tel: 353 1 700 5536
Law and Government	MA in Development	This degree programme aims to develop in students an understanding of development issues looking at different approaches to the causes of underdevelopment and policy responses.	Dr Maura Conway Email: maura.conway@dcu.ie Tel: +353 1 700 6472
Law and Government	M.A. in International Relations	This degree offers a broad interdisciplinary introduction to international relations. It explores the concepts, forces and processes underpinning international relations.	Dr Maura Conway Email: maura.conway@dcu.ie Tel: +353 1 700 6472

Institution: **Dublin City University**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Law and Government	M.A. in Globalisation	To develop in students a detailed understanding of the key concepts underpinning contemporary globalisation in a challenging and innovative learning environment.	Dr Maura Conway Email: maura.conway@dcu.ie Tel: +353 1 700 6472

# UNDERGRADUATE Initial Teacher Education Courses and Modules on International Development

## Institution: **Stranmillis University College**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Education: Geography, Training Teachers Primary	The Geography of Global Development	This module examines concepts of development and explores varieties and geographies of development across the world.	Des O'Reilly Email: d.oreilly@stran.ac.uk Tel: + 44 028 9038 4296
Education: Geography, Training Primary Teachers	Introduction to Development Studies/ Development Studies	Students will study: The Developing World; definitions of development; traditional and modern approaches to developing world issues; population factors; global and regional population growth, population size and distribution.	Des O'Reilly Email: d.oreilly@stran.ac.uk Tel: + 44 028 9038 4296

## Institution: **St. Mary's University College**

Global Dimension in Education	Certificate in the Global Dimension in Education	The main aim of this Certificate is to provide students with opportunities to develop appropriate values, attitudes, skills, good practice, knowledge and understanding in relation to Global Dimension Concepts.	Damian Knipe Email: d.knipe@stmarys-belfast.ac.uk Tel: +44 (0) 2890327678
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Institution: **School of Education , University of Ulster (Coleraine Campus)**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Education	Introduction to Development Studies	This module will provide an introduction to key development theories and definitions that have been the main drivers of international development practice in the post World War II period.	Mrs. R McEvoy Email: r.mcevoy@ulster.ac.uk Tel: +44 (0)28 70324241
Education	The Role of International Organisations in Development	This module explores the practice of international development as directed through international organisations. We will explore the public image, characteristics and role of a sample of NGOs, multilateral and bilateral agencies.	Mrs. L Clarke Email: lm.clarke@ulster.ac.uk Tel: +44 (0)28 70324254
Education	Development, Politics & Economics	This module investigates the links between political and economic processes, and human action in the pursuit of development through the exploration of a variety of case studies to illuminate key aspects of applied approaches to international development.	Ms C Guyer Email: cf.guyer@ulster.ac.uk Tel: +44 (0)28 70323201

Institution: **Mary Immaculate College, Limerick**

Geography	Geography of Development	Conceptions of development; unity and diversity with respect to the major physical, social, economic and political characteristics of developing societies; the historical roots of underdevelopment.	Dr. Brendan O'Keeffe Email: Brendan.okeeffe@mic.ul.ie Tel: +353 61 204344
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Institution: **St Patrick's College, Dublin**

Geography	Humanitarian Action	The aims of this course are to examine how relationships between physical environments and human geography intertwine creating processes at various scales - local to global – but within specific development contexts and related to humanitarian space.	Dr Gerry O'Reilly Email: gerry.oreilly@spd.dcu.ie Tel: 353-1-8842185
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# POSTGRADUATE Initial Teacher Education Courses and Modules on International Development

## Institution: **St. Mary's University College**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Global Issues	MEd Option in Local and Global Issues in Education	The aim of this option is to foster and encourage professionals in the field of education to explore, reflect and research local and international issues pertinent to citizenship, personal and international development.	Damian Knipe Email: d.knipe@stmarys-belfast.ac.uk Tel: +44 (0) 2890327678

## Institution: **School of Education , University of Ulster (Coleraine)**

Education	Education for Sustainable Development 1	This module is designed to offer a greater understanding of the causes of poverty and injustice in local and global contexts, whilst recognising the commonalities that exist.	Mr. A McCully Email: aw.mccully@ulster.ac.uk Tel:+44 (0)28 70324975
Education	Education for Sustainable Development 2	The focus of the module is the role of the practitioner as an agent of change in Education for Sustainable Development.	Mr. A McCully Email: aw.mccully@ulster.ac.uk Tel:+44 (0)28 70324975

## Institution: **Mary Immaculate College, Limerick**

Development Education	Graduate Certificate / Diploma / M.Ed. In Development Education	This is a part time, Distance Education Programme in response to the need for a University accredited programme for educating development education practitioners and promote the highest standards in all aspects of development education work.	Deirdre O'Rourke Email: Deirdre.orourke@mic.ul.ie Tel: 061-204564
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**Institution: St Patrick' College, Dublin**

Subject	Title of Course/ Module	Aim of Course/ Module	Contact for Course/ Module
Education	M.A. in Human Development	This programme is designed to enable students to advance their understanding of major issues concerning human development and well-being.	Maeve O'Brien Email: Maeve.OBrien@spd.dcu.ie 03531 884 2227

**Institution: University College Dublin**

Education	Module in Education and Development	This module seeks to introduce, and generate debate around, key issues and institutions in the field of international educational development by inviting students to explore major issues and themes in education in the so-called 'developing world'.	Audrey Bryan Email: Audrey.bryan@ucd.ie Tel: 003531 716 7909
Education	Module in Development Education	The module on development education examines some of the most pressing contemporary global problems such as poverty, debt, war and militarism, racism, HIV/AIDs and environmental degradation. Through a consideration of numerous case studies, we consider the complex interrelatedness of these injustices, as well as possible solutions in the face of profound human, social and environmental devastation.	Audrey Bryan Email: Audrey.bryan@ucd.ie Tel: 003531 716 7909

# RESEARCH Opportunities in International Development

Institution	Department/ Research Centre	Background to Department/ Research Centre	Research Themes	Contact
Queen's University Belfast	School of Politics, International Studies and Philosophy	The School of Politics, International Studies and Philosophy has a strong international reputation for innovative research, across a wide range of specialist areas.	<ul style="list-style-type: none"> <li>International Politics and Ethnic Conflict</li> </ul>	Mary Emmerson Email: m.emmerson@qub.ac.uk Tel: +44 (0)28 9097 3624
	School of Sociology, Social Policy & Social Work	The School has a reputation for research that focuses on Ireland in an international context, including comparisons with Europe, the US, the Global South and North-South Irish comparisons, including specific issues around borders.	<ul style="list-style-type: none"> <li>Global Processes, Global Change</li> </ul>	School Office Email: ssp@qub.ac.uk Tel: +44 (0)28 9097 5117
University of Ulster (Coleraine Campus)	UNESCO Centre	Mission Statement: To be a centre of excellence, providing and supporting research, teaching and development to promote pluralism, human rights and democracy locally and globally.	<ul style="list-style-type: none"> <li>Development Education</li> <li>Conflict and International Development</li> <li>Human Rights Education</li> </ul>	UNESCO Centre Email: unesco@ulster.ac.uk Tel: (+44) 028 7032 3593
National University of Ireland, Galway	Development Education and Research Network (DERN)	The network aims to enable and enhance the sharing of knowledge and skills relevant to development issues and contribute to capacity building for development education at NUI Galway.	<ul style="list-style-type: none"> <li>Development Education</li> <li>Human Rights</li> <li>Poverty inequality and growth</li> </ul>	Dr Su-ming Khoo E-mail: s.khoo@nuigalway.ie Tel: +353 (0)91 493643
University College Cork	College of Business and Law AND College of Science, Engineering and Food Science	The Department staff conducts research in Food Economics; Food Management; Food Marketing; Co-operative Business and Rural Development. All aspects of the Food Chain, from farm to consumer, are researched, including food safety issues.	<ul style="list-style-type: none"> <li>Rural Development in Developed and Developing Countries</li> </ul>	Email: f.coyne@ucc.ie Tel: 353 (0)21 4903527/4902007
	Centre for Sustainable Livelihoods	A key goal of the Centre is to broaden and deepen the world's understanding of famine, food security and livelihood issues.	<ul style="list-style-type: none"> <li>HIV/AIDS, food, nutrition &amp; livelihood security</li> <li>Information technology and food security</li> <li>World trade policy reform</li> </ul>	Eamon Lenihan Email: Directore.Lenihan@ucc.ie Tel: 00353 21 4903158
University of Limerick	Education	In keeping with the mission of the College with respect to teaching and research, postgraduate studies rate as a central priority in the context of strategic planning in the Education Department.	<ul style="list-style-type: none"> <li>Development Education</li> <li>Global Education</li> </ul>	E-mail: admissions@mic.ul.ie Tel: +353-61-204929 / 204348
Trinity College, Dublin	Institute for International Integration Studies (IIIS)	Through rigorous and policy-oriented research, the IIIS aims to make a tangible contribution to the understanding and practice of international development.	<ul style="list-style-type: none"> <li>International Development</li> </ul>	Email: iiis@tcd.ie Tel: 00 353 1 896 3888

# APPENDIX 1

Distribution of undergraduate courses across nine higher education institutions in the island of Ireland

Institution	Subject Areas									
	Geography	Politics	Sociology	Political Science & Sociology	Development	Economics	Nutrition	Equality	Zoology	Total
QUB	2	2	1	0	0	0	0	0	0	5
UU	2	1	3	0	1	0	0	0	0	7
KDSC*	0	0	0	0	1*	0	0	0	0	1
NUI, Galway	3	0	0	7	0	1	0	0	0	11
NUI, Maynooth	2	1	3	0	0	0	0	0	0	6
TCD	3	1	1	0	3	1	0	0	0	9
UCC	2	0	3	0	10	0	1	0	0	16
UCD	2	6	1	0	0	0	0	3	1	13
UL	1	1	0	0	0	0	0	0	0	2
<b>Total</b>										<b>70</b>

\* denotes an undergraduate degree course on development studies

## APPENDIX 2

Distribution of Postgraduate courses across nine higher education institutions in the island of Ireland

Subject Areas	N0. of Postgraduate Courses/ Modules	Institutions
Law and Government	4	QUB (1), DCU (3)
Sustainable Development	1	QUB (1), DCU (3)
Geography and Education	1	UU
Development Studies	1	KDSC
Political Science and Sociology	1	NUI, Galway
Women Studies	1	NUI, Galway
Philosophy	1	NUI, Galway
Peace and Development Studies	2	NUI, Galway (1), UL (1)
Anthropology	1	NUI, Maynooth
Politics	1	TCD
Sociology	1	UCC
Economics	1	UCD
Politics and International Relations	1	UCD
Development Education	3	UCD (2), DCU (1)
<b>Total</b>	<b>20</b>	



## Analysis of Findings

Appendix 1 summarises the undergraduate courses and modules offered by nine higher education institutions (HEIs) in the island of Ireland. There are a total of 70 courses and modules delivered at undergraduate level across the nine institutions but only one of these is an undergraduate degree course on development studies offered at Kimmage Development Studies Centre in Dublin. The courses and modules that facilitate the study of international development issues at undergraduate level are available under the auspices of nine subject areas – geography, politics, sociology, political science and sociology, development, economics, nutrition, equality and zoology. For almost all of the institutions listed, the subjects that tend to offer modules on development studies are geography, politics and sociology. University College Cork has 10 modules associated with international development and this institution offers the highest number of modules on development issues of any HEI in Ireland.

Appendix 2 shows a summary of the postgraduate courses and modules. Dublin City University (DCU) offers the most extensive menu of courses and modules at a postgraduate level (7 in total), closely followed by NUIG and UCD (4 each). DCU is the only university that offers a Graduate Certificate in Development Education, often described as the Global Trainer Ireland programme, a one year distance learning programme focused on the training of trainers. This programme contributes to the broader range of subject areas that offer opportunities to study development issues at a postgraduate level compared with undergraduate level including women studies, anthropology, and law and government.

In the initial teacher education (ITE) sector there are 5 institutions that provide opportunities to study development issues at undergraduate level and these are:

- Stranmillis University College
- St. Mary's University College
- School of Education, University of Ulster
- Mary Immaculate College
- St. Patrick's College

Almost all of the learning opportunities listed on the ITE undergraduate grid are modules with B.Ed Primary/ Secondary degree pathways under the subject area of geography. Most of these institutions also offer postgraduate opportunities and, again, these are mostly modules under postgraduate education degree pathways. However, Mary Immaculate College offers a Graduate Diploma/ M.Ed in Development Education, St. Mary's College Belfast offers an M.Ed Option in Local and Global Issues in Education, and University College Dublin offers post-graduate modules on development education.

Although our study revealed limited opportunities for research in development education at third level, we identified 6 institutions that facilitate research on development issues. Moreover, the Development Education and Research Network (DERN) at NUIG, has helped to widen debate on development education at third level and enhance research activity on aspects of development education practice. The DERN is profiled in the case studies below together with the Development Education Research Centre, a similar initiative supported by the Department for International Development (DfID) in the Institute of Education at the University of London.

### Development Studies at Undergraduate Level

Undergraduate level provides the highest number of courses and modules on development issues, but these opportunities remain scattered across a range of disciplines. This may contribute to the difficulty in defining development education as expressed by Osler (1994). Almost all of the undergraduate learning opportunities are short modules within a degree pathway and generally extend over one semester (approximately 12 weeks). There are inevitable limitations on the depth of learning made possible through short courses although, more positively, the inter-disciplinary nature of development studies has resulted in the introduction of some 70 short courses at undergraduate level delivered across 9 subject areas. These modules can enrich students' knowledge of their major degree subject while bringing a different perspective to the study of development. Each subject area will focus on a particular aspect of development, for example, from political, economic or sociological perspectives.

Notwithstanding the benefits of a modular approach to the study of development, our research shows there is a gap in the tertiary provision of major undergraduate degrees on development studies. Only one undergraduate degree in development studies has been identified at KDSC and, given the increasing importance of international development issues to our everyday lives, such opportunities need to be extended to learners in other third level institutions. The number of short courses and modules on development issues at third level suggests that there is a strong level of interest in this area of study among students and the complementarity of international development with other social sciences makes it an ideal minor or major subject to study in tandem with areas like politics, sociology, geography and economics. However, it appears that the flexibility and multi-disciplinary basis of international development is hampering its emergence as a singular mainstream area of study in Irish HEIs. Rather than becoming a subject association in its own right with an undergraduate degree, international development has become an offshoot of other social sciences. Perhaps the emergence of new third level initiatives in development education like those outlined in our case studies below can help to build the momentum needed to create more opportunities to take a degree pathway in international development at undergraduate level.

## Development Studies at Postgraduate Level

There is a much more positive learning environment for development studies at postgraduate level with an increasing number of opportunities available to study development issues. Postgraduate courses on development studies normally have a duration of one or two years thus providing more time and opportunity for reflection, debate, research and engagement with the work of development NGOs. The research identified 20 postgraduate courses and modules stretched across a wide array of subject areas including: an M.A. in Human Development at St. Patrick's College, Dublin; an M.Ed in Development Education in Mary Immaculate College, Limerick; and a Graduate Certificate in Training for Development Education at Dublin City University. Many of these courses have come on stream over the past few years and are focused specifically on development education reflecting the increasing professionalism of the sector and greater level of government support available from Irish Aid at third level for courses, research and post-graduate fellowships.

Opportunities to study development education within initial teacher education have also been enhanced through initiatives like the Global Dimension in Education project supported by DfID in St. Mary's University College Belfast from September 2005 to August 2008. This initiative adopted the methodology of embedding the global dimension into existing training courses for student teachers thus ensuring that the global dimension transcended departmental boundaries. In the south of Ireland, Irish Aid has supported the Development and InterCultural (DICE) project based in the Church of Ireland College in Drumcondra, Dublin which aims to integrate development education and intercultural education into all colleges of education through the dissemination of good practice, research and the production of quality resources.

These initiatives suggest that development education is moving beyond its traditional subject base of geography and religious education within ITE colleges toward a more integrated approach of incorporating a global dimension into all subject areas. The multi-disciplinary methodology implemented by St. Mary's University College ensured that all under-graduate students had opportunities to learn about the global dimension in ITE. Moreover, College staff received training that showed how development education can support a cross-curricular approach to learning that incorporated non-traditional carriers of development issues. Other ITE institutions could benefit from such a whole-College approach to development education that encompasses both formal and non-curricular on-campus activities.

## Conclusion

This report has aimed to initiate the mapping of development education and development studies in the tertiary sector in the island of Ireland. It is recognized that this is the beginning of the process with the database of courses requiring regular updating. The report shows that the number of short courses and modules on DE and international development has significantly increased in recent years ensuring that more third level students will have opportunities to learn about global issues. However, only the Development Studies Centre at Kimmage offers an undergraduate degree pathway leaving a significant gap in development studies in our other third level institutions.

At postgraduate level, new opportunities for indepth learning and training have come on stream but, again, these opportunities could be extended across the island to create new learning opportunities for students interested in this area of study. As global issues like climate change, the global economy and migration come to increasingly influence our lives, we need to equip learners with the skills, values, attitudes and knowledge needed to understand how today's world is ordered and the role that they can play in changing it.

# 1 CASE STUDY

## Development and InterCultural Education (DICE)

The DICE Project, funded by Irish Aid, has as a central objective to support the inclusion of development education and intercultural education perspectives as essential elements of initial teacher education. It seeks to develop positive attitudes and values in students such as peace, tolerance and a desire for social justice. The project promotes global solidarity, human rights and environmental awareness while also developing students' ability to recognise and challenge discrimination and inequality.

### DICE Aims and Objectives (2007- 09)

The current phase of the DICE project is driven by a vision of an inclusive Irish society in a just and sustainable world. DICE seeks to promote and achieve this vision through the field of education. As an educational initiative the DICE Core Project will, in conjunction with the designated lecturers within all 5 Colleges of Education, contribute to the aim of Irish Aid's current Strategy Plan for Development Education which states: "Every person in Ireland will have access to educational opportunities to be aware of and understand their rights and responsibilities as global citizens and their potential to effect change for a more just and equal world" (White Paper on Irish Aid).

The overall aim of the DICE Core Project is to further embed the principles and approaches of Development Education and Intercultural Education in Irish Primary Education through supporting such work in colleges of education and engaging in such other initiatives as will facilitate the work of the colleges in this regard.

### The five strategic objectives of the DICE project are to:

- To facilitate and further develop the embedding and integration of DE and ICE in all colleges of education by building up a network and providing support structures for colleges.
- To support the inclusion and growth of development education courses, events and initiatives by collaborating with designated DE and ICE lecturers within colleges of education.

- To contribute to the further development of good practice and research in DE and ICE within the context of primary education.
- To raise the profile of DE and ICE within the primary education sector through the establishment of further links with the Department of Education and Science and relevant bodies concerned with primary education.
- To forge international links with educators in the field of DE and ICE. To establish links between DICE and cross-border initiatives in teacher education.

### Examples of Good Practice

#### 1. Resource

*Global Dimensions: A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators.* The DICE project has developed this guide to help address a real and expressed need within initial teacher education for ongoing support in integrating global and social justice perspectives within primary education in Ireland. The publication is designed to support this integration through disseminating ideas, guidance and examples of good practice that in the main are drawn from the experience and learning gathered by the DICE Project team.

#### 2. Research

As part of the research dimension of the DICE Project, DICE is undertaking a study of the impact of DICE courses on the inclusion of development education and intercultural education in primary teaching. The study will follow up students who participated in either compulsory or elective DICE courses, and review the extent to which they are including DE and ICE within their teaching. It will seek to obtain their views on the DICE courses that they have taken while in the College of Education, and will also seek their views on the factors that facilitated or hindered them in including DE and ICE in their teaching.

### For further information on the DICE project please contact:

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## 2 CASE STUDY

### Development Education Research Centre, Institute of Education, University of London

#### Aims

- To embed development education within mainstream education policy and research;
- To ensure long-term impact of development education and its contribution to the DFID strategy of building Support for Development.

#### Purpose

The research centre will act as the hub for knowledge generation, new thinking and quality output on development education.

#### Objectives

- To promote the value of development education as part of the essential learning of the twenty-first century to the academically focused educational world through the creation of a research centre;
- To provide evidence to DFID as to where and how development education contributes to its strategy on 'Building Support for Development'?
- To promote and encourage critical reflective engagement with the meaning and effectiveness of development education programmes by the educational community in the UK and internationally;
- To develop a community of researchers engaged in development education;
- To develop a body of evidence through a series of published monographs, academic articles and seminars on the contribution that development education practice can make in building public support and understanding of international development;

- To develop the first ever Masters degree course in the UK on development education aimed at NGO practitioners, teachers and educationalists;
- To develop and embed development education principles and practices across teacher training and other educational courses and initiatives within the Institute of Education, and thereby in turn to other similar institutions;
- To establish a new academic journal on Development Education Research

#### Main Activities

- Creation of a research community at the Institute of Education on development education
- Develop a range of courses on development education
- Organise a range of seminars and conferences in partnership with appropriate national and international bodies
- Develop an international network of academics interested in research in development education

The research centre also runs a Masters module, *Principles and Practices of Development Education*.

#### For further information contact:

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## 3 CASE STUDY

### The Development Education and Research Network (DERN) at NUI, Galway

#### What is the DERN?

The Development Education and Research Network was established in 2005 to promote development education and enhance networking between researchers and academics interested in development and education issues at NUI Galway. The network aims to enable and enhance the sharing of knowledge and skills relevant to development issues and contribute to capacity building for development education and research at NUI Galway. The network promotes an interdisciplinary approach to development issues in teaching and research. It affirms the wider aims and values of knowledge-sharing and civic engagement.

#### Examples of Good Practice

##### 1. Development's Futures Conference

The DERN organized the 2007 Irish Aid Third Level conference titled Development's Futures at the National University of Ireland, Galway (NUIG) on the 24th and 25th November 2007. The conference aimed to enhance the connections between development research and education and integrate dimensions of practice and activism. In doing so, the conference encouraged scholars, practitioners and activists to come together to discuss the critical issues in development research and development education, and to share their responses to the challenges of development. The conference proved to be an excellent showcase of innovative practice that combined inputs from policy-makers with contributions from practitioners in the non-governmental and academic fields. An e-book of the conference containing papers delivered at the event can be accessed at <http://www.nuigalway.ie/dern/ebook>.

##### 2. Research

The DERN believes that research on development issues suffers from a "10/90 gap". This means that 90 per cent of the research funding in the world goes to solve the problems of the richest 10 per cent of its people. The DERN aims to help address this gap by supporting 'greater equality in knowledge partnerships'. This 'means more visibility for developing country voices and (a) genuine commitment to understand the positions and viewpoints of people in developing countries' <http://www.nuigalway.ie/dern/research>.

##### 3. Publications and Articles

The DERN has published several articles in journals and periodicals exploring aspects of development education (DE) practice and the relationship between DE and research. These articles include the following contributions to the Centre for Global Education's journal *Policy and Practice: A Development Education Review*:

'Development Education, Citizenship and Civic Engagement at Third Level and beyond in the Republic of Ireland', *Policy and Practice*, issue 3, autumn 2006.

'Development Education and Development Research at Third Level in Ireland – Contradictory or Complementary?' *Policy and Practice*, issue 5, autumn 2007.

'Globalisation and the Re-imagination of Research: Teaching and Learning in Irish Higher Education', *Policy and Practice*, issue 7, autumn 2008.

DERN has also produced a poster presenting its vision of development education within higher education that focuses on global health and human rights as key areas for interdisciplinary and critical debate. The poster is titled 'The Globalisation of Higher Education: Key meanings and directions for development education' and is available at [http://www.nuigalway.ie/dern/documents/critical\\_thinking\\_poster.handout](http://www.nuigalway.ie/dern/documents/critical_thinking_poster.handout). The poster asserts that:

'The globalization of higher education represents a complex set of processes and transitions. Higher education is adapting to the context of a globally competitive knowledge economy. At the same time, a global knowledge society is also developing characterized by rapid social and cultural change, diversity and contestation. Higher education institutions need to develop and promote common values and universal rights but they must also foster respect for different traditions and protect cultural uniqueness'.

The DERN's activities aim to foster these values and rights through its post-graduate research opportunities, publications, conferences, seminars and articles. It is helping to build the profile of development education at third level in Ireland and support effective practice through research and debate.

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*Policy and Practice: A Development Education Review*, Centre for Global Education, Belfast, issues 1-7, 2005 – 2008.

Regan, Colm (et al) *80:20: Development in an Unequal World*, 5th edition, 2006

## Development Education Web Sites

BOND – UK network of voluntary organisations in

International and Development Education

[www.bond.org.uk](http://www.bond.org.uk)

Centre for Global Education

[www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)

Citizenship Education

[www.citizenship-global.org.uk](http://www.citizenship-global.org.uk)

Children in Crossfire

[www.childrenincrossfire.org](http://www.childrenincrossfire.org)

Comhlamh

[www.comhlamh.org](http://www.comhlamh.org)

Cyfanfydd (Welsh Development Education Association)

[www.cyfanfyd.org.uk](http://www.cyfanfyd.org.uk)

Department for International Development

[www.dfid.gov.uk](http://www.dfid.gov.uk)

Development Education Association

[www.dea.org.uk](http://www.dea.org.uk)

Development Education Ireland

[www.developmenteducationireland.org](http://www.developmenteducationireland.org)

DICE Project

[www.diceproject.org](http://www.diceproject.org)

Dochas

[www.dochas.ie](http://www.dochas.ie)

Global Dimension

[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

Global Dimension in Schools

[www.globaldimensioninschools.org](http://www.globaldimensioninschools.org)

IDEA

[www.ideaonline.ie](http://www.ideaonline.ie)

IDEAS (International Development Education Association of Scotland)

[www.ideas-forum.org.uk](http://www.ideas-forum.org.uk)

Irish Aid

[www.irishaid.gov.ie](http://www.irishaid.gov.ie)

The Big Pic

[www.bigpic.biz](http://www.bigpic.biz)

Trocaire

[www.trocaire.org](http://www.trocaire.org)