

Policy and Practice

A Development Education Review

FRONTLINES OF ACTIVISM

REPORT ON A DEVELOPMENT EDUCATION SEMINAR

7 December 2023

SEMINAR ORGANISED BY CENTRE FOR GLOBAL EDUCATION AND THE DICE PROJECT AND FUNDED BY IRISH AID



Acknowledgements

This is a report on a development education seminar organised by the Centre for Global Education in partnership with the Development and Intercultural (DICE) project held on 7 December 2023. The seminar was titled *Frontlines of Activism* and debated the content of Issue 37 of the Centre for Global Education's journal *Policy and Practice: A Development Education Review*. The Centre for Global Education would like to thank Aoife Titley, Acting Co-ordinator of the DICE project, for promoting the event and co-hosting the session. We also thank the speakers: Gertrude Cotter, Niamh Gaynor and Gabriela Martínez Sainz. The seminar was organised as part of a three-year development education project funded by Irish Aid

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FRONTLINES OF ACTIVISM

THURSDAY 7 DECEMBER 12 - 1:30pm



Gabriela Martínez Sainz



Gertrude Cotter



Niamh Gaynor

Speakers in the CGE/DICE seminar on 7 December 2023.

1 Centre for Global Education (CGE) and Development & Intercultural Education (DICE)

1.1 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:

- Partnerships 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

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E-bulletin: <http://www.centreforglobaleducation.com/ebulletin>

1.2 Development and Intercultural Education (DICE)

The DICE Project is a national strategic educational initiative since 2003, implemented by four providers of initial teacher education at primary level: Dublin City University Institute of Education; Marino Institute of Education; Mary Immaculate College; and the Froebel Department in Maynooth University.

The DICE project aims to develop and extend staff capacity and expertise in the four partner institutions and embed development education and intercultural education as essential elements of initial teacher education at primary level in Ireland. The project works to build the capacity of lecturers and student teachers so that teachers graduating will have an understanding of development education and intercultural education and will be motivated and equipped with the pedagogic skills and values to teach these topics effectively. Through this ongoing work, student teachers are equipped with the knowledge, skills, ideas and capacities necessary to integrate development and intercultural education across the primary school curriculum.

We believe that developing global citizenship is achieved most effectively through engaging diversified perspectives; building evidence through research, sharing ideas, discussion and debate; and building an engaging and inspiring community of practice based on trust and collegiality. We also believe that it should be guided by the fundamental values of equality, social justice and sustainable development.

For further information on DICE please contact:

Development and Intercultural Education

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Dublin 9

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Web: <https://thediceproject.ie/>

Facebook: <https://www.facebook.com/thediceproject/>

Twitter: @TheDICE_Project

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 18 years, 37 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.



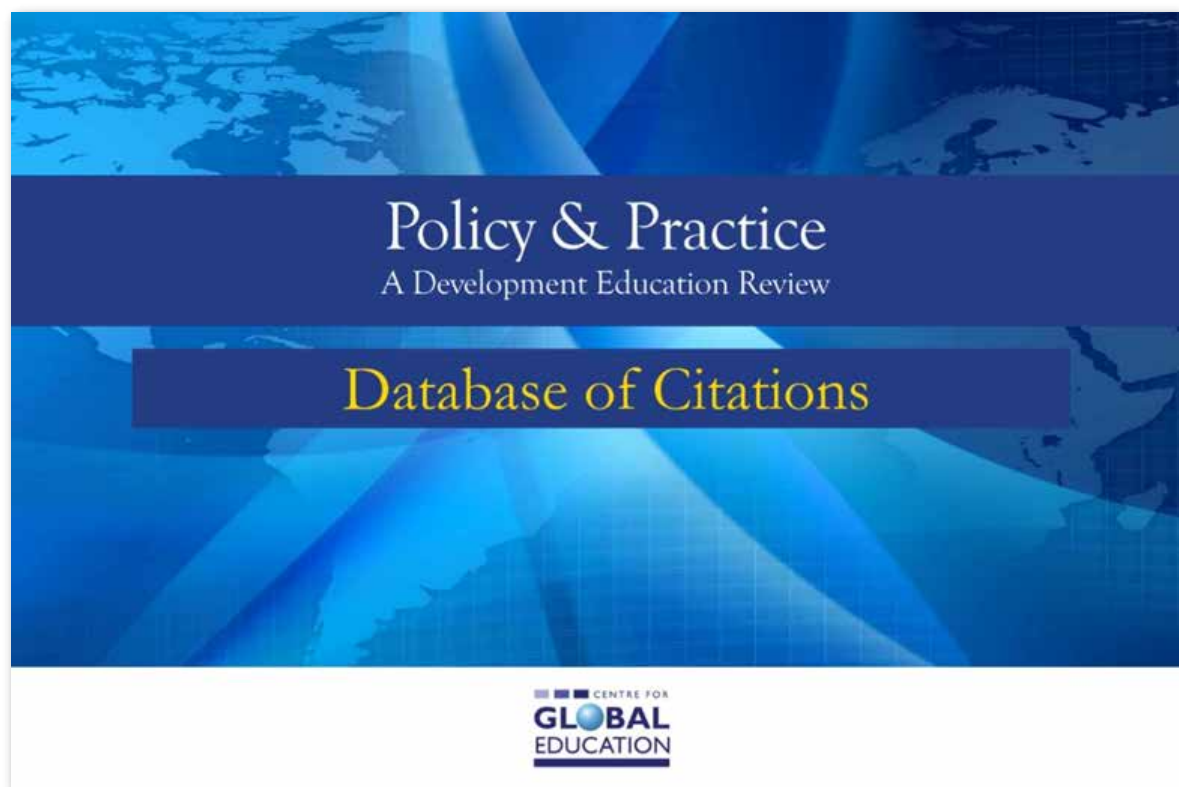
In 2022, the *Policy and Practice* web site received 220,000 unique visitors and 250,000 in total from the global North and South. The top 10 visitor countries to the web site on the basis of pages viewed from January to December 2022 were the following:

Countries	Number of Pages viewed
USA	149,769
Philippines	89,655
Great Britain	73,686
India	73,097
Canada	38,895
Ireland	26,276
South Africa	12,349
Malaysia	12,000
Germany	11,709
Norway	11,635

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 last updated in November 2023 and showed that a total of 4,827 citations had been generated by *Policy and Practice* articles of which 4,416 were in external journals and 411 were found in other *Policy and Practice* articles. This total represented an increase of 1,153 on 2022. The citations have appeared in 671 journals and 385 books 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 have been cited in 428 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 126 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 *Policy and Practice* Citations Database is available at: <https://www.centreforglobaleducation.com/sites/default/files/CGE%20Citations%20Database%20November%202023%20Final.pdf>.



3 Aims of the Seminar

The seminar was organised to present and debate the content of Issue 37 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 was 'Frontlines of Activism', which reflected on a central plank of development education practice: supporting action for social change. Issue 37 asked to what extent is development education supporting activism and citizenship, and how is this activism manifesting itself? Given the urgent need for activism in response to crises such as the climate emergency and the culture wars targeting migrants and asylum seekers, active citizenship has never been more important making Issue 37 very timely. The aim of this event was to enable three authors who published in Issue 37 to present their papers and debate the content with development education and higher education practitioners. The event was held on Zoom with each speaker presenting their articles for fifteen minutes followed by discussion. The three articles presented at the seminar were:

All Aboard? Charting a Community-Linked Course in Development Education.

Gertrude Cotter

What Does It Mean to be an "Active Citizen"? The Limitations and Opportunities for Different Understandings and Deployments of "Citizenship".

Niamh Gaynor

Children's Activism and the Sustainable Development Goals: Exploring Digital Political Action as Pedagogy in Development Education

Gabriela Martínez Sainz

The Speakers were:

Gertrude Cotter is a Lecturer at the Centre for Global Development, University College Cork. She lectures in the field of Development and Global Citizenship Education. She is the academic coordinator of the Praxis Project, UCC's flagship project aiming to promote and integrate Development and Global Citizenship Education across the university. This project is based at the Centre for Global Development. She is also the co-academic coordinator of 'Id Est' a project which introduces student teachers to Development Education. In addition, she presents the Global Hub Radio Programme at Community Radio Youghal.

Niamh Gaynor is an Associate Professor in Dublin City University's School of Law and Government. She teaches courses at undergraduate and postgraduate levels. At undergraduate level, courses taught include *Introduction to Development* and *The Politics of sub-Saharan Africa*. At post-graduate level, courses taught include *International Development Practice*, *The Political Economy of Development*, *Politics and Development in Africa* and *Research Methods*. Niamh has also served as MA programme Chair, BA Joint Honours Politics representative, and Teaching and Learning Coordinator within the School.

Gabriela Martínez Sainz is an Ad Astra Fellow and Assistant Professor in Education at University College Dublin researching and teaching on children's rights, global citizenship and education for sustainable development. Her overarching research interest is understanding how key elements essential for global, plural and sustainable societies – such as sustainability, human rights and citizenship – are taught and learnt. Her latest research focuses on the teaching and learning processes of the target 4.7 of the SDGs in digital spaces to better understand the role technologies can play in education.

The recording of the seminar is available at:

<https://drive.google.com/file/d/14c0Rga29gD-cfPXppWckjlew-o4UcWqk/view?usp=sharing>

4 Presentation by Gertrude Cotter



ALL ABOARD:

CHARTING A COMMUNITY- LINKED COURSE IN DEVELOPMENT EDUCATION

- Dr Gertrude Cotter
- 07/12/2023
- Contribution to:
 - Frontlines of Activism: A Policy and Practice Seminar on "Frontlines of Activism", the theme of Issue 37 of Policy and Practice: A Development Education Review.

4 Presentation by Gertrude Cotter

Background to the study

- Part of a wider study on Community-Linked Learning (CLL), Multimedia Learning and Development Education
- Four years
- Six student groups
- Six community groups – local and international
- This article focuses on one small aspect which is the use of ‘storytelling’

Objectives of this article/presentation

- **Focused Exploration:**
Extracting key learnings from the use of storytelling in development education and activism.
- **Personal and Collective Narratives:**
Understanding the transition from personal narratives to collective, community stories.
- **Connecting Levels of Engagement:**
Making links between individual experiences (personal), community initiatives (community), advocacy efforts (political), and broader societal issues (global).
- **Storytelling as a Catalyst:**
Evaluating storytelling as a tool for social change and political engagement.

4 Presentation by Gertrude Cotter

Storytelling

Essence of Stories:

- Personal experiences and community narratives as tools for connection and reflection.

Storytellers:

- University students, local and international community partners.

Purpose of Storytelling:

- To empower, advocate, and foster a deeper understanding of societal challenges.

Contexts and Platforms:

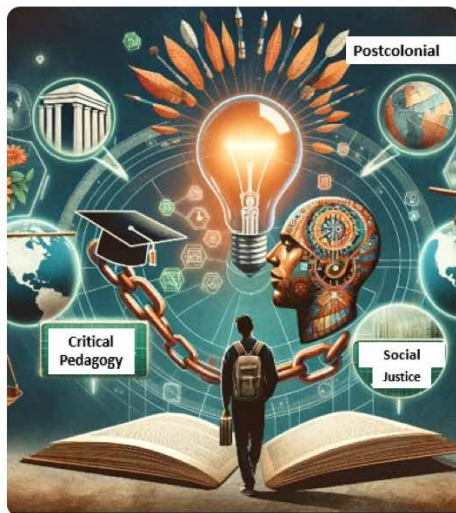
- Digital media, focus groups, interviews, and participatory observations.

Temporal Frame:

- Throughout a five-year pedagogical study, including a one-year pilot study.

Methodology of Storytelling:

- Embracing a critical pedagogical approach to narrate and analyze experiences.



Theoretical Framework

- Critical Pedagogy: Embracing a Freirean approach to education as a practice of freedom and change.
- Postcolonial Theory: Examining the legacy of colonialism in education and societal structures.
- Social Justice Orientation: Advocating for education that actively addresses inequalities and promotes justice.
- Influence of Critical Theorists: Drawing on the works of Freire, Gramsci, and Bourdieu for a nuanced understanding of power and ideology.

4 Presentation by Gertrude Cotter



Methodology

Critical Ethnographic Approach:

- Employing qualitative methods to capture deep, contextual understandings.

Participatory Research:

- Involving students and community partners as co-researchers.

Data Collection:

- Gathering rich data through interviews, narratives, focus groups, and observations.

Reflective Practice:

- Emphasizing the researcher's reflexivity throughout the study.

Storytelling as a Method

- Narrative Variety:
- Personal journeys, community histories, and collaborative experiences.
- Diverse Storytellers:
- Students, family carers, Yazidi community, individuals with disabilities.
- Multimedia Platforms:
- Digital storytelling, radio broadcasts, and creative arts.

4

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Storytelling

- Effectiveness of CLL in connecting local and global societal challenges
- Empowerment of students and community partners as agents of change
- Transformational impact of DE on participants
- Impact of Storytelling in Political Activism

**Finding 1: Personal Stories****NB Importance to partners of Telling the Story****Personal as Subversive**

Family carer experience of not being listened to: There's No Denying it Now (that the story has been publicly told and online)

On the same page: Person who lived in direct provision and person who lived in residential, disability service for 40 years.

Person living now in Direct Provision: Reclaiming his story, his dignity.

Finding set 2: In moving from personal to the Community

- Experience of partner organisation matters.
- GCDE – not neutral, moving from personal to community important role of facilitator
- Ethics: everywhere eg who benefits? Who gets a degree, who does not? Value of European qualification. Raising expectations.

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Finding set 3: Moving from Local to Global and vice versa

Global: Themes/ Local Global/ Action/ Skills/ Multipliers

Student A: Carers to Mali. Oxfam campaign. Radio shows – series on Irish Development Workers.

Student C and K: Established Friends of Refugees UCC. Today: children's book club with global themes.

Student C and W: High level critical thinking. Interest in neoliberalism. Leadership. Courage. Empathy.

Radio. MSF. Refugee lives. European Policy. Friends of Refugees.

Mixed ability group: telling stories on radio. Connecting to Kenya and India. What it means to be human. Deep learning.

Student K: Institutions. Power. Personal empowerment. Radio.

Yazidis. Politicisation. Meaning making for her students. Exhibition.

The spaces: Role of classroom. Role of informal spaces. Role of Multimedia. Community.

Learnings

Much of what we do as humans is tell stories. In this context stories were told using different media but the core ethics and foundational GCDE are the same.

Personal: Subversive. Cannot emphasise enough how important it was to community partners. Recognition. Awards. Accreditation. Taking for granted. Personal empowerment to political empowerment.

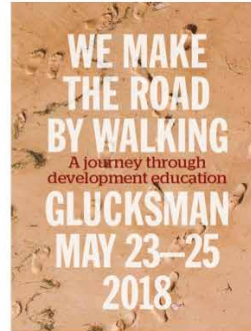
Partners very aware of the community/political/global. Students and educator a conscious journey to move from the personal.

- Linking personal experiences to global challenges, enhancing global awareness.
- Storytelling as a catalyst for community engagement and political activism.
- Ethics



4 Presentation by Gertrude Cotter

<http://www.idestexhibition2018.gertrudecotter.info/>



HOME ABOUT CARRAIGNAVAR DONERAILE SCOIL MHUIRE 1 SPIORAD NAOIMH ST. AIDAN'S 1 ST. AIDAN'S 2 ST. VINCENTS
URSULINES SCOIL MHUIRE 2 PHD THE LAUNCH RADIO SHOW REFLECTIONS THANK YOU VISITOR IMAGES CONTACT LOCATION



Thanks, America! For all the \$\$\$ you give to the Iraqi and Kurdistan governments to provide adequate housing". Underneath are the words "It has now been four years since my Yazidi and Assyrian Christian friends have enjoyed free housing provided by your monies and the UNHCR."

On *Facebook* "This is the most difficult history in the life of the people of Yazidi. History of the sad and the death 3, 8, 2014". The 3rd of August 2014 was the day the so-called Islamic State of Iraq and Syria (ISIS) attacked the Yazidi religious minority living in the area of Mount Sinjar in Nineveh governorate, Iraq.

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Arba

- <https://yazidisgenocide.gertrudecotter.info/>

Kerry and Class

- [Stream TGH June 5 2018 Yazidies and Rohingya by Global Hub June July August 2018 | Listen online for free on SoundCloud](#)



4

Presentation by Gertrude Cotter

BERSIVE

The Question
 as
 the
 voices
 from Shingal mountains
 echo in the marshy red Valley
 I sit in virtual safety, behind a screen
 knowing that white privilege protects me
 that living in the leafy green fields protects me
 even against my own guilt, which rages at images of Bersive
 Who benefits? I ask. When we tell the story.
 Even if the images and the voices
 belong to the people living
the most difficult history
in the life of the
Yazidis, 3, 8,
20
14
 The Dilemma
 In
 this red
 marshy Valley
 I know it is I who
 benefits with my P+H+D
 and students getting degrees
 and the UCC community engagement plan
 In the name of humanity, is this right or wrong?
 Or a patronising, righteous, imagoing of social justice?
 Is Waleed right to ask 'who benefits from this'?'
 The dilemma for me, is that if I or DE
 Do not tell the stories
 Do not take action
 Do nothing
 Then
 who
 does?
 A Resolution?
 Is
 there one?
 A pedagogical one?
 There are no easy answers
 Doing nothing is not an option
 I believe we must foster outrage
 An outrage that will outlast Neoliberal education
 An outrage that seeks to unmask the layers of privilege
 opens the curtains of discomfort and knows that this is not a stage
 Although it is a theatre of the oppressed and the oppressor
 We must also foster hope, hope that a chorus
 of voices and actions can together
 finally, one day, bring
 dignity & freedom
 to a world
 which
 begs
 us

The Question
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 the
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 from Shingal mountains
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4

Presentation by Gertrude Cotter

The Question**The Dilemma**

In
 this red
 marshy Valley
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 In the name of humanity, is this right or
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 us

4 Presentation by Gertrude Cotter

Ola



Waleed. Claire

Ola: Personal, Political

Claire: Friends of Refugee
Group UCC

Neoliberalism

Support to younger students

Waleed who benefits from
this”?



**We are calling on the Government
to implement the National Carers Strategy**

Experience matters

- Personal: There's No Denying if Now
- Community: Family Carers
- Global: Mali

<http://behindthecurtain.gertrudecotton.info/>

4 Presentation by Gertrude Cotter

Val

- <https://www.gertrudecotter.info/phd.thesis/mixed-ability-radio/>

Archive

- <http://movingonireland.gertrudecotter.info/>

Karen

- Power
- Institutions
- Skills




4 Presentation by Gertrude Cotter



Community linked learning

- Effectiveness of CLL in connecting local and global societal challenges
- Empowerment of students and community partners as agents of change
- Transformational impact of DE on participants
- Impact of Storytelling in Political Activism



- Role of storytelling in fostering empathy and understanding
- From personal narratives to collective action
- Case studies and examples from the research
- Ethical Considerations and Challenges

4 Presentation by Gertrude Cotter

Navigating power imbalances and ensuring community autonomy

Balancing academic and community interests

Reflection on the dual role of researcher and participant

Discussion and Insights

Integration of theory and practice in DE

Empowerment through critical thinking and global awareness

The potential of DE in fostering a more equitable world

Conclusion and Future Directions

4

Presentation by Gertrude Cotter

- Summary of key insights and their implications for DE
- The importance of moving from personal to political in DE practice
- Future research opportunities and applications of CLL
- Q&A Session

5 Presentation by Niamh Gaynor



What does it mean to be an 'Active Citizen'?:

The limitations and opportunities posed by
different understandings and different
deployments of 'citizenship' by different
actors and interests



Policy and Practice Frontlines of Activism Seminar
December 7th, 2023

Niamh Gaynor
Dublin City University

5 Presentation by Niamh Gaynor



Classic traditions of citizenship

- **Liberal**
 - Universal rights; state as protector and guarantor
- **Communitarian**
 - Our sense of identity is produced through relations with others – social-embeddedness important
- **Civic republican**
 - Emphasis on citizens' obligations to participate in public affairs – active citizenship
- **Commonalities**
 - Universality of rights – Equality and justice based on rights, not needs
 - Political agency of individuals and groups – the right to have rights and to seek those rights from the state
- **And so...**
 - Citizenship is about political activism and voice
 - Yet... not easy for all
 - Why? In theory universal, yet in practice inequalities and exclusions mitigate against activism and voice



5 Presentation by Niamh Gaynor

The implications for GCE/DE Policy and Practice in Ireland

- Re the 'who'
 - Much research and policy remaining focused on young people (e.g. Bryan and Bracken, 2011)
 - what about migrants and asylum seekers for example (see Deveraux, 2017)?
- Re the 'how'
 - Dominance of individualised approaches – Waldron and Oberman's research on primary teachers (2016); Gaynor (2016) and Bryan and Mochuziki (2023) on 'skillification' agendas in HEIs and education more broadly – towards a 'pliable, politically docile citizenry'.
- Re the 'what'
 - Much activism limited to light-touch and feel-good actions – the 'three Fs approach' (Bryan and Bracken, 2011)
 - Dillon (2017) – lack of criticality among dev ed institutions due to relational contradictions with Irish Aid (as principal funder)
- Re neoliberal influences
 - NGOs adherence to the SDGs (McCloskey, 2019)
 - Fricke's (2022) NGO website analysis – no analysis structural roots inequality
 - Gaynor (2024) CA and DA of IA and IDEA strategies – increase in neoliberal framings over time

The inequalities and exclusions of citizenship

- The who
 - Different abilities; opportunities (Benhabib; Lister; Young)
 - Policies and structures mitigating against participation
- The how
 - Individualist vs collective action / activism (Held)
 - Individual vs collective rights
- The what
 - Tackling relational as well as material roots of inequality (Young)
 - Addressing failures of modernity – not just tinkering around the edges
- The rise of neoliberal influences
 - Deep and ongoing contradictions between citizenship and global capitalism
 - Therefore, global citizenship activism needs to be critical, radical and disruptive of global capitalism where it impinges on citizenship rights

5 Presentation by Niamh Gaynor

Conclusion

"..[Our ongoing] predicament is not primarily rooted in ignorance or immorality, and thus it cannot be addressed with more knowledge or more normative values...this predicament is instead rooted in foreclosures... or socially sanctioned disavowals". (Stein et al, 2022: 275)

The SDGs retain a central place in framing development education policy and practice. Yet, for many, sustainable development is not a possibility within this modernist-colonial complex. Indeed, it is oxymoronic.

To be effective, GCE/DE means moving beyond politically neutral, inoffensive awareness raising activities to challenge and confront the multiple and overlapping inequalities and exclusions which characterise dominant neoliberal framings and practices.

It means confronting historical and systemic erasures and exclusions as well as deep-seated relations of power and privilege – with the state, with our environment, and with each other. It means facilitating the active engagement of those most marginalised and excluded from such actions.

This is uncomfortable and difficult. It involves struggles and tensions. It involves activism. This lies at the heart of what it means to be an 'active citizen'.

Thank you!

niamh.gaynor@dcu.ie

6 Presentation by Gabriela Martínez Sainz



Digital Political Action as Pedagogy in Development Education

**Gabriela
Martinez Sainz**

@gmsainz



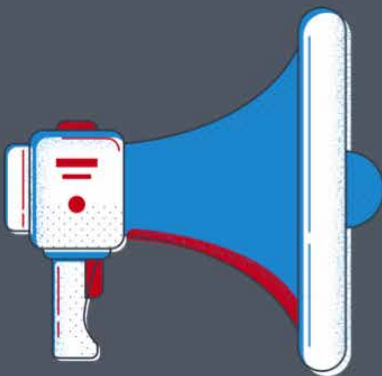
6 Presentation by Gabriela Martínez Sainz

DEVELOPMENT EDUCATION

1. Global outlook
2. Recognition of power and inequality in the world
3. Belief in social justice and equity
4. Commitment to reflection, dialogue and transformation.



Children's Activism



Children's rights to **freedom of association** and **peaceful assembly** are effective channels for political participation in response to their **exclusion** from traditional mechanisms of political participation.

6

Presentation by Gabriela Martínez Sainz



— Global agenda to create policies and practices that allow us to meet the needs of present and future generation

— cannot and should not replace direct political action at the grassroots level

HANNAH ARENDT'S THEORY OF ACTION

— Action is the means to disclose our individuality and uniqueness, an essential part of the human condition, that is of living a fully human life.



6 Presentation by Gabriela Martínez Sainz

4 QUALITY
EDUCATION



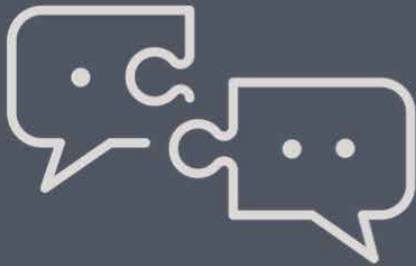
SCHOOLS' OCCUPATIONS (BRAZIL, 2015-2016)

—
Youth-led mobilizations
as a direct response to
government austerity
measures and neoliberal
policies planned for the
Education System

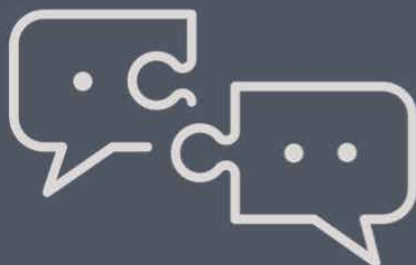


—
Nobody knew what an
occupation was. So we
learned what occupying
meant and we decided to
go ahead and do it"
(Student in Diadema, Sao
Paulo).

6

Presentation by Gabriela Martínez Sainz

“When we decided to take to the streets... We didn’t know what to take. How to march in the streets? It was like... google it: How to plan a street protest?” (Student in Sao Paulo, 2016).



“You learn more about politics in a week of occupying a school than in years of regular classes [...] Now young people know they can force change” (Student in Rio de Janeiro, 2016).

6 Presentation by Gabriela Martínez Sainz



WHAT IS THE POINT?

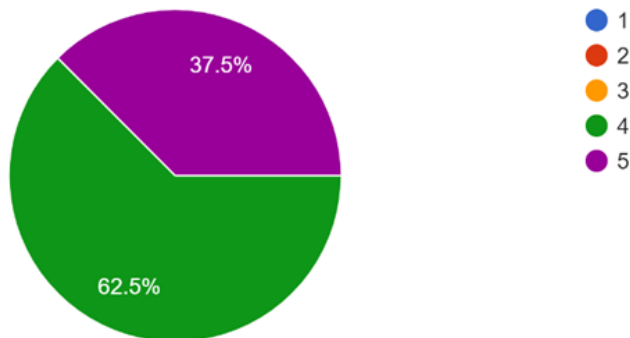
- to express resistance and imagine a new reality
- exercising their rights and being politically active 'on their own terms'
- Intrinsic AND extrinsic value of digital activism

7 Seminar Feedback

A total of 16 from 23 participants completed the survey below. The total of 23 excludes three presenters and two co-hosts.

1. To what extent did the seminar meet your expectations in enhancing your knowledge and understanding of democracy in a development education context?

(Please circle where 1= not at all 5= completely)

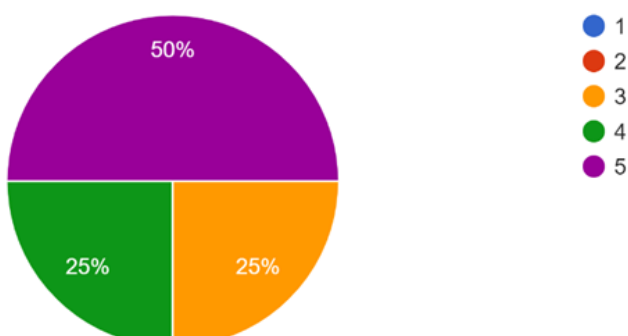


Comments:

- "Nice mix of methodology approaches".
- "Excellent clear presentations which, though differing in focus, shared many commonalities which were highlighted by both speakers and participants".
- "Enjoyed the discussion with like-minded people".
- "The thread that personal storytelling and 'Being Heard' is a very impactful part of GCE (as long as carried out ethically)".
- "I found the seminar thought-provoking, particular Gabriela Martinez Sainz's presentation on digital activism".
- "Interesting debate on DE/GCE vs Public Engagement".

7.2 How appropriate did you find the content of the seminar? For example, was the content accessible and jargon free or too dense and full of difficult terminology?

(Please circle where 1=not appropriate at all 5=very appropriate)



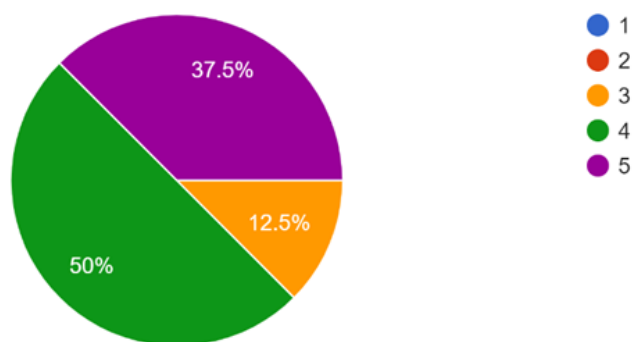
7 Seminar Feedback

Comments:

- *"Many thanks to the organisers. The themes covered were very core to cotemporary developments in development education / GCE yet they are not always sufficiently debated or interrogated. P&P provides a valuable forum for this".*
- *"We need more discussion like this".*
- *"A little Jargon filled which at times made it difficult to follow the point being made however overall having read the papers prior to attending I understood the majority of it".*
- *"Overall, the content was engaging, accessible, and clearly delivered".*

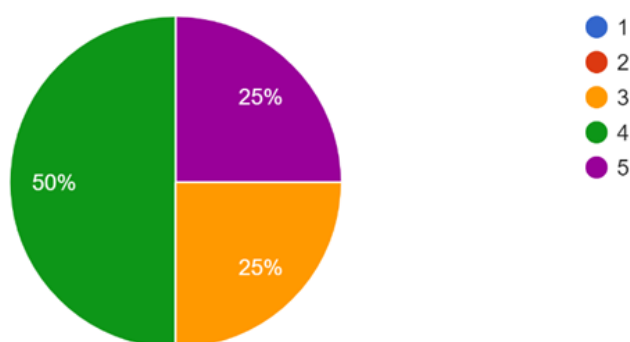
7.3 Please rate the impact of this event on your skills/approach to activism.

(Please circle where 1=no impact at all 5= significant impact)



7.4 How likely are you to apply the learning from the seminar in your own practice?

(Please circle where 1= unlikely 5= very likely)



7.5 What further support or interventions would you like to see provided by CGE/DICE on

7 Seminar Feedback

this topic and/or related topics?

Comments:

- *"Happy to be part of an ongoing dialogue group to discuss these issues".*
- *"More of the same, a discussion around how we can push forward".*
- *"Info/discussion on use of new tech in CGE would be useful".*

7.6 Please add any further comments or thoughts you have on this session here:

Comments:

- *"Thanks!"*
- *"It was good to hear informed thoughts on the topics and I feel I learnt a lot from the insightful discussions, great that it was informal and wasn't overly long. Overall I left with the word hope, hope that real impactful activism brings, it's also good to see a return to the radical roots of development education".*
- *"Thanks to all the speakers for the time and energy they put into preparing their presentations. Perhaps more time could be given for each presentation in future as some felt quite rushed."*

About the Theme

8 Policy and Practice: A Development Education Review Call for Contributors Issue 39

The Centre for Global Education is inviting contributions to Issue 39 of our bi-annual, peer reviewed, open access journal [Policy and Practice: A Development Education Review](#) on the theme: *Development Education Silences*. As a journal inspired by the pedagogy of Paulo Freire and committed to his values of social justice, solidarity and transformation, we understand development education to be consciously political and committed to authentic struggle in solidarity with the oppressed wherever they may be in the global North and South. Freire's radical vision of education does not objectify the oppressed or remain distant from them but rather requires that one 'enter into the situation of those with whom one is solidary'. 'To surmount the situation of oppression,' [argued](#) Freire, 'people must critically recognize its causes'. Addressing the root [causes](#) of injustice, poverty and inequality is therefore central to development education policy and practice. Issue 39 of *Policy and Practice* reflects on the extent to which the Freirean mission of development education – to explore root causes, reflect and act – has been applied to the complex and multiple challenges represented by current local and global concerns. In particular, concerned by the growing silences that appear to have enveloped the sector in the context of the grave and multiple crises that have and continue to shape our world, it aims at naming and unpacking these silences while focusing on the modalities and influences in development education policy and practice that promote and / or confront them.

This call for articles coincides with a three month Israeli [attack](#) on Gaza which followed the deliberate killing, injuring and kidnapping of 1,200 civilians by Hamas in southern Israel on 7 October. Nearly 30,000 Palestinians, 70 per cent of whom are women and children, have been killed in Gaza with the United Nations human rights chief, Craig Mokhiber, describing Israel's 'systematic persecution and purging' of the Palestinian people as 'a textbook case of genocide'. He [resigned](#) from his post in protest. 'Turning a critical eye on the violence waged by Israel on Gaza is crucial,' [wrote](#) Henry Giroux, 'especially at a time when such violence may be in violation of international law'. This critical eye appears to be absent from the development education sector's response to the crisis when it could lend context to the conflict by sharing with learners and partners, the historical origins and daily injustices that are underpinning it. The sector has also been largely silent on what has [arguably](#) been the ideology at the root of all our problems over the past fifty years: neoliberal economics. A [report](#) published in 2022 by Centre for Global Education and Financial Justice Ireland found that 'neither the international development nor the development education sector give anywhere near adequate attention to explorations with the public of the economic causes of poverty, inequality and injustice and of responses, through education, to the global neoliberal system'. Why are these sectors silent on this most crucial of issues?

There has similarly been a lack of discourse in the sector on the ineffective global governance to address the existential global climate emergency, particularly in the wake of the disappointing outcomes of [Cop28](#) held in Dubai. And growing unease has been [expressed](#) at the reluctance of the international development sector in Ireland to take a stand on the issue of corporate arts and sports washing, particularly by oil and gas companies when it has become essential to leave fossil fuels in the ground if carbon emission targets agreed in the legally binding Paris Climate [Agreement](#) are to be met. Similar [concerns](#) have been raised about the neoliberal 'takeover of education from a democratically controlled system to one designed and run by corporations in service of the global economy'. In a similar vein, global corporations are part of the UN Global [Compact](#) and partners in the delivery of the Sustainable Development Goals (SDGs). Has the development education sector critically assessed the implications of corporate sponsorship of the Goals and their sustainability as a public good? To what extent are the Goals [complicit](#) with the neoliberal system that underpins the problems which the Goals were designed to address?

One of the more sinister out-workings of neoliberalism has been emboldening the far-right in [Ireland](#) and

across the world with increased mobilization online and racialized violence on the streets. The extreme poverty and economic polarization created by a chaotic neoliberal system has led to disconnection with mainstream politics and misplaced anger often directed at migrants. As Henry Giroux argues, 'It is hard to imagine a more urgent moment for taking seriously Paulo Freire's ongoing attempts to make education central to politics'. Yet, this appears to be the moment that the development education sector has backed away from these critical questions which have been mostly met by silences.

This issue of *Policy and Practice* provides a critical but safe space for practitioners to reflect on the factors that may be limiting discourse, practice and participation in the key debates and actions that demand our attention and activism. Whilst recognising that development education is a small sub-sector within international development with limited capacity for action and learning, it is also a sector that has considerable expertise in a range of educational settings and networked with civil society organisations across the world. The potential for effective action and social change can be unlocked if silences are filled by reflective actions. Among the questions that contributors to Issue 39 could consider are the following:

- *What are the factors underpinning the silences in development education on key issues such as neoliberalism, the climate emergency and the rise of the far-right?*
- *To what extent does development education policy and practice implement Freire's radical and transformative vision of education?*
- *Is the development education sector 'entering into solidarity' with Palestinians in Gaza and the occupied West Bank subjected to Israel's settler colonialism and asymmetrical violence?*
- *What are the modalities in development education policy and practice that may hamper a more fulsome contribution to key development issues?* For example, short-term financing, over-dependence on a small number of financial sources, lack of research funding etc.
- *To what extent are the SDGs complicit with the neoliberal agenda, and compromised by corporate sponsorship?* What are the implications of this compromise for development education policy and practice?
- *How can development educators take up the tensions, complexities and contradictions of the multiple global crises we are facing?*
- *How can development educators be supported to incorporate controversial issues into their practice without becoming vulnerable outliers?*
- *How can the development education sector at national network and policy level accommodate effective action on local development issues?* For example, the Direct Provision system in Ireland; far-right attacks on migrants and refugees; increasing poverty levels in Ireland.
- *What innovative development education approaches to issues such as neoliberalism and the rise of the far-right can the sector draw upon to support its practice?*

Authors interested in submitting an article to Issue 39 should send a completed abstract submission form to journal editor, Stephen McCloskey, by **Monday, 1 April 2024**. Please email: stephen@centreforglobaleducation.com. The submission date for commissioned articles is **Friday, 5 July 2024**.

Article Types

There are four kinds of article published in *Policy and Practice*.

- **Focus** articles are peer reviewed, between 3,500 and 6,000 words, and should have a strong critical and theoretical analysis of their topic.
- **Perspectives** articles which are 3,000 – 5,000 words in length and more descriptive, addressing an aspect of development education practice.
- **Viewpoint** articles which are 2,000 – 4,000 words in length and opinion pieces on burning issues

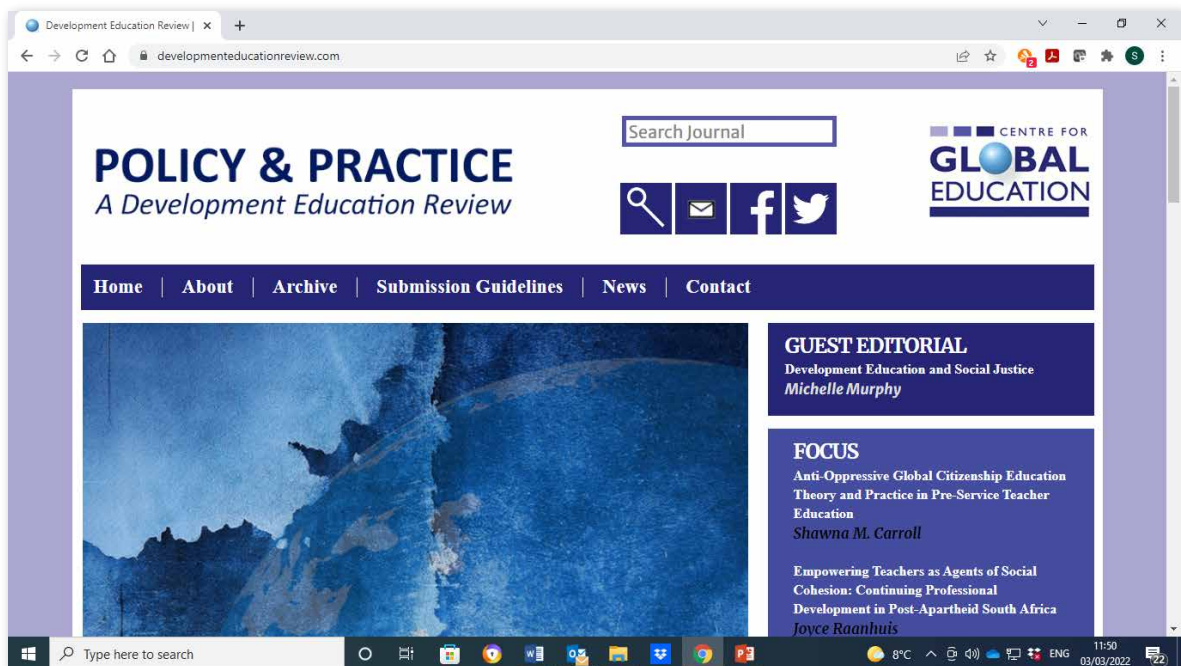
related to DE policy and practice.

- [Review](#) articles are 1,000-2,000 words in length and offer an opinion of a new book, film, teaching resource or online site on development issues.
- Policy and Practice is on [Facebook](#) and [X](#)

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