

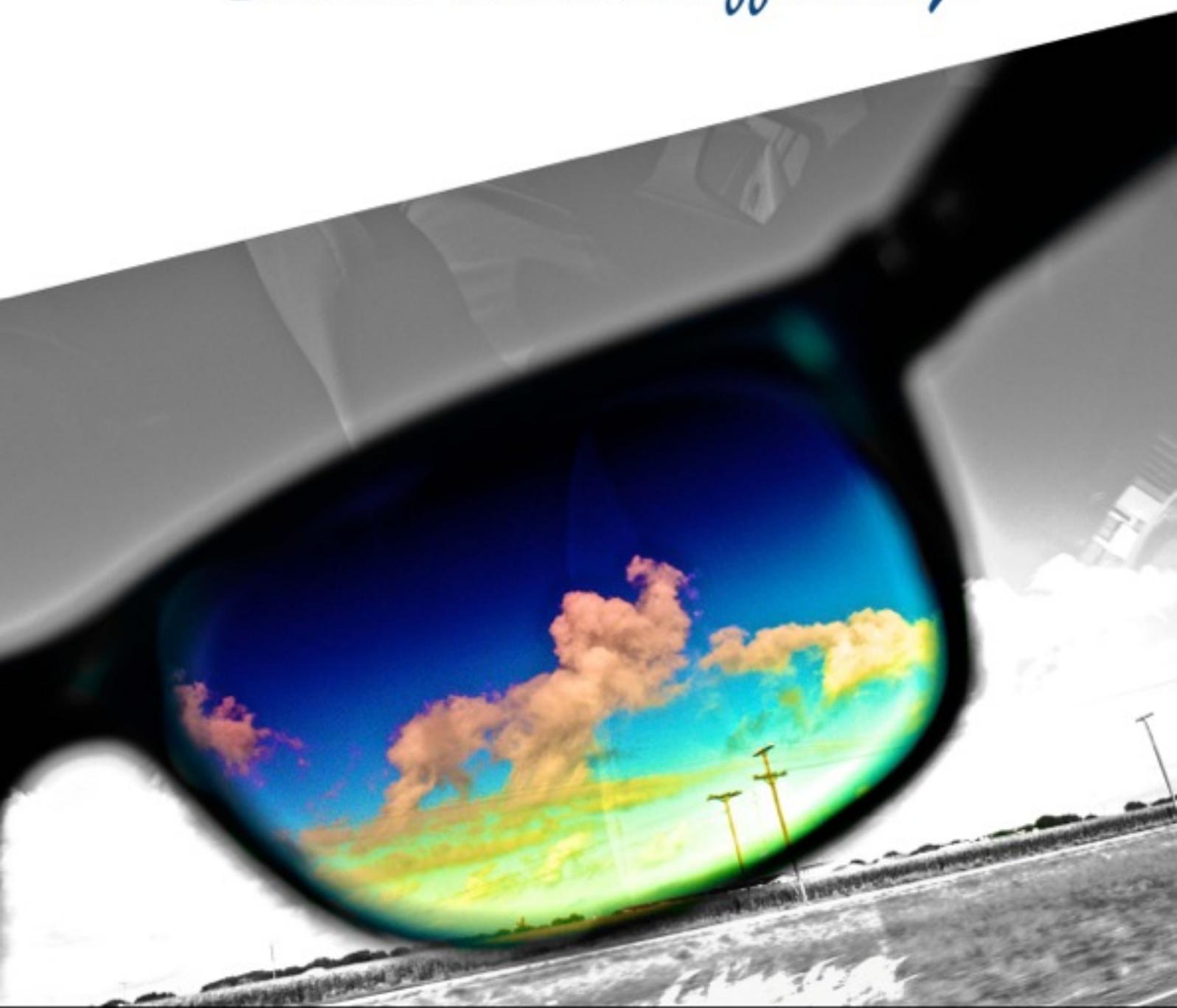
development



perspectives

# Development Perspectives

*See the World Differently*



Strategic Plan for 2016 - 2018

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## Introduction

This strategy is the primary document for Development Perspectives to define our role and the contribution we make within the field of Development Education in Ireland and with partners in other countries and regions. The strategy sets out our goals and the approaches we are using to achieve the changes we want to see, giving our activities coherence and direction and enabling us to assess and measure our effectiveness in realising those changes.

Our strategy was informed by the following key inputs: SWOT analysis considering the strengths, weaknesses, opportunities and threats facing Development Perspectives, stakeholder analysis, mapping of current information, workshops for staff and for the Board of Directors; external interviews with stakeholder groups in Ireland, Europe and internationally with programme partners.

The reflections and feedback from the stakeholders involved in the different processes above informed the strategic issues upon which our goals are based. The information generated was shared with external consultants who were engaged to support Development Perspectives to bring the information into a useful strategic framework and document to guide our work in the coming years, 2016 – 2018.

This strategy document sets out who Development Perspectives is, building on our previous strategy document. It locates our work within the Development Education context, which is currently situated within a dynamic and changing environment.

2016 will see Irish Aid develop its new Development Education strategy. The post-2015 Sustainable Development Goals were adopted at the Special Summit on Sustainable Development in New York in September 2015. The new climate change global agreement was agreed in Paris in December 2015.

Civil society understands that to reach every citizen, Development Education needs to be developed through formal and non formal education processes with a broad and extensive reach across Ireland. Building on our strengths and experience Development Perspectives has developed this strategy document to guide our work in support of global efforts to increase Development Education opportunities for the citizens of Ireland and beyond.



Insight 2015 - Aoife Kirk, Txell Casadessús and Deirdre Gavin taking part in a team building exercise.

## **Development Perspectives – Vision, Mission and Values.**

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**Development Perspectives vision of the world is one where people live in peace with each other, in harmony with nature, free from the shackles of hunger and poverty and who are willing to work and co-operate with each other to bring about an equitable, just and sustainable world.**

**Development Perspectives' mission is to contribute to lessening poverty, inequality and climate change through transformative education and active global citizenship.**

Development Perspectives was established as a Development Education project in 2006 and because of its success became an independent Development Education non-governmental organisation (NGO) and registered charity in 2009.

Development Perspectives was established by co-founders Bobby McCormack and Margaret Downey because of their conviction about the role education and learning plays in bringing about a more just, equal and sustainable world. Development Perspectives recognises and acknowledges the importance of learning from different local and global perspectives. With this in mind whilst acknowledging the value that emotional impact has on learning, an educational journey based on experiential learning was designed for people not only to learn more about poverty, inequality and climate change but to take action and challenge some

of the complex development issues that face local and global communities. That non formal educational journey became known as “Insight”. The annual “Insight” programme is still the hub of our work.

Since our establishment as an organisation we have organically grown into a team which consists of five part-time staff, an eight-member Board of Management (our Board of Directors) and an Insight alumni network of over 150 people, which meets twice yearly to plan, evaluate and reflect on activities, develop professionally and to network. We also host interns and student placements regularly.

Our staff team is well regarded individually because of their knowledge, skills, resilient attitude and entrepreneurial spirit. Our staff team is led by our Director, Bobby McCormack.

Our Board of Directors are highly experienced in Development Education, Law and Governance, Finance, Public Relations, the Private Sector and Higher Education. Our Board meets quarterly with two sub committees (Finance and Governance) meeting twice yearly.

### **Values**

As well as espousing our core values of Justice, Equality, Sustainability, Solidarity and Partnership, Development Perspectives constantly attempts to put these values into action across all our activities and programmes.

## Development Education in Ireland – the context

Irish Aid describes Development Education as *“an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live... It seeks to engage people in analysis, reflection and action for local and global citizenship and participation...It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels.”*<sup>1</sup>

In 2013 Dóchas, the Irish Association of Non-Governmental Development Organisations convinced of the importance of public engagement with issues of global justice and development, commissioned research to gauge the knowledge, attitudes, informational sources and engagement of Irish people in the context of overseas aid.<sup>2</sup> Whilst two-thirds of respondents had a high level of concern about poverty, most had only limited knowledge of the topic and less than a fifth considered they were well informed about global issues. There was a relatively pronounced absence of perceived linkages between people’s lives in Ireland and instances of global poverty and 53% of respondents agreed with the sentiment that my day to day actions don’t really affect people in global south.

The European Consensus on Development: The contribution of

Development Education & Awareness Raising (p.4) explicitly recognises that “both the raising of awareness of development, and development education make significant contributions to increasing public support for development. As important, however, are the contributions made to meeting the needs of the public for critical understanding, skills, and values that enable them to lead fulfilling lives in a changing and interdependent world”.

**This recognition of the central role that critical understanding and skill development has to play in the participation of the public in local and global action to transform the structures affecting their lives informs the creative and original programming approach to Development Education employed by Development Perspectives.**

Internationally, three prominent international conferences held in 2015 have framed the global development agenda moving forward and have shaped the strategic approach to Development Education envisaged by Development Perspectives over the next three years. These were:

- The International Conference on Financing for Development in Addis Ababa, Ethiopia in July 2015
- The Sustainable Development Goals adopted at the UN Special Summit on Sustainable Development in New York in September 2015
- The new climate change global agreement in Paris in December 2015.

<sup>1</sup> Irish Aid (2006)

<sup>2</sup> Dóchas (2013)

**Supporting Irish citizens to access learning about and engagement in this global development agenda requires multiple established and innovative approaches.**

The role of Development Education practitioners in facilitating robust, accessible and engaging opportunities for the public to learn and act as global citizens and which call on governments to address the structural causes of global poverty, inequality and climate change is now more urgent than ever.

In their Policy for International Development 2013<sup>3</sup> Irish Aid has highlighted the need to communicate collectively on global development in ways that convey the complexity surrounding poverty and inequality. Irish Aid has a stated commitment to promote broader engagement by civil society organisations in development education<sup>4</sup>. This is important in maintaining the dynamism and vibrancy of the sector, and allowing innovative bottom up solutions to entrenched problems to emerge. Development Perspectives plays a vital role in developing such innovation and in experiential Development Education programmes, both in the adult and community sector and with adults in the formal higher education sector.

## Goals

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**We have identified the following five goals to be achieved during the Development Perspectives strategy 2016 – 2018.**

- 1. *Citizens in Ireland have an increased knowledge and understanding of and deeper engagement with Global Justice issues.***
- 2. *Empowered and skilled citizens in Ireland and Tanzania are actively involved in tackling poverty, inequality and climate change.***
- 3. *Increased recognition of the importance and relevance of Development Education in contributing to a more equitable, just and sustainable world.***
- 4. *Build sustainable partnerships locally and internationally to broaden engagement and expand Development Perspectives' impact.***
- 5. *Strengthen the organisational capacity of Development Perspectives to ensure sustainability, effectiveness, transparency and accountability.***

## Achieving our goals

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**On the following pages we explain each goal in turn, highlighting our main objectives and some of the related actions and activities. We have also provided outcomes detailing what we want to achieve by 2018.**

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<sup>3</sup> Irish Aid (2013)

<sup>4</sup> Synthesis Paper (2011)

## Goal 1: Citizens in Ireland have an increased knowledge and understanding of and deeper engagement with Global Justice issues

Strategic Objectives	Activities	Outcomes
<p><b>Build awareness and critical understanding of poverty, inequality and climate change with influential community stakeholders / adult and community practitioners.</b></p>	<ul style="list-style-type: none"> <li>• Deliver 9 editions of the Insight Programme between 2016 and 2018.</li> <li>• Develop formal accreditation opportunities for participation and completion of Insight programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of development issues amongst Insight participants such that they make choices and take actions now and in the future which result in greater global equality.</li> </ul>
<p><b>Maintain and build the “Insight” network of influential community practitioners in Ireland that will promote public awareness of global justice issues and engage citizens in tackling these issues</b></p>	<ul style="list-style-type: none"> <li>• Host six Insight alumni network meetings (two per year) and support the Insight alumni network to develop quality Development Education initiatives and campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Retention and active engagement of Insight alumni in Development Perspectives activities through the provision of ongoing learning opportunities</li> <li>• Insight alumni acting as advocates for local and global justice</li> </ul>
<p><b>Increase public engagement with poverty, inequality and climate change through the creation and production of relevant media outputs.</b></p>	<ul style="list-style-type: none"> <li>• Create and launch six online documentaries (two per year) through our DPTV online learning resource.</li> <li>• Update our Social Media platforms (Twitter and Facebook) regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• DPTV adopted as an effective Development Education learning tool and vehicle for public engagement across on-line platforms and in adult and non-formal education settings</li> <li>• Wide dissemination of resources, evidence and views to policy makers, funders, public representatives and other relevant stakeholders.</li> </ul>
<p><b>Strengthen the capacity of adult and community stakeholders / practitioners to deliver high quality, action oriented Development Education initiatives</b></p>	<ul style="list-style-type: none"> <li>• Provide 3/4 places per year on the GLEN Multiplier Training Course.</li> <li>• Deliver 9 editions of the Insight Programme between 2016 and 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of innovative Development Education trainings nationally contributing to an increase of public awareness and understanding of global interdependencies.</li> <li>• Demonstrable evidence of enhanced confidence levels of participants on the Insight programme.</li> </ul>

**Goal 2: Empowered and skilled citizens in Ireland & Tanzania are actively involved in tackling poverty, inequality and climate change.**

Strategic Objectives	Activities	Outcomes
<p><b>Build youth leadership and social enterprise capacity through the Insight networks in Ireland and Tanzania.</b></p>	<ul style="list-style-type: none"> <li>• Design and deliver four Capacity Building and Youth Acting for Change trainings in Tanzania/Ireland (two in 2017 and 2018)</li> <li>• Coordinate annual networking meetings in Tanzania and Ireland respectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Community leaders and public officials promoting active citizenship, grassroots participation and sustainable development in Tanzania and Ireland.</li> <li>• Long-term global North-South network of activists established, working on mutually significant, cross-cutting issues of poverty, inequality and climate change</li> </ul>
<p><b>Increasing awareness of and access to affordable paediatric cancer clinical services in Tanzania</b></p>	<ul style="list-style-type: none"> <li>• Deliver outreach awareness programmes in Tanzania in partnership with Muhimbili National Hospital, Tanzania</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of early stage cancer diagnosis and treatment amongst vulnerable groups in Tanzania, focusing on rural communities and children.</li> </ul>
<p><b>Promote the participation of targeted groups and communities (Disadvantaged, Homeless, Young offenders) in environmental conservation, permaculture and sustainable food production practices.</b></p>	<ul style="list-style-type: none"> <li>• Deliver 6 sustainable forest management and fuel efficient stove use trainings in partnership with Uvikiuta</li> <li>• Facilitate a programme of tree planting, Grow it Yourself (GIY) and permaculture training.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants roll out multiplier trainings in communities to reduce CO2 emissions and enhance fuel conservation techniques in Tanzania.</li> <li>• Reduced CO2 emissions in Co. Louth</li> <li>• Increased food security for vulnerable groups.</li> </ul>
<p><b>Provide challenging personal and professional development opportunities for adults in Ireland to participate in</b></p>	<ul style="list-style-type: none"> <li>• Host and deliver one edition of 'Heroes Journey' annually</li> <li>• Deliver two IgnYte training programmes of between 2016-2018</li> <li>• Organise and deliver an annual Training of Trainers course for Development Education practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Participants take action on development issues and challenges and achieve a lasting multiplier effects within communities</li> <li>• Youth unemployment groups in Ireland creatively respond to existing social, cultural, economic, and environmental challenges locally, nationally and globally.</li> </ul>

**Goal 3: Increased recognition of the importance and relevance of Development Education in contributing to a more equitable, just and sustainable world**

Strategic Objectives	Activities	Outcomes
<p><b>Build on and improve our relationship with traditional media outlets and increase Development Perspectives brand recognition</b></p> <p><b>Strengthen the capacity of Development Education practitioners to deliver high quality, action oriented Development Education initiatives.</b></p> <p><b>Advocate for the utilisation of Development Education as a way of contributing to the achievement of the SDG`s.</b></p>	<ul style="list-style-type: none"> <li>• Implement our public engagement plan in 2016 (Website, Blog, Social media, TV, Radio, Newspapers)</li> <li>• Organise annual information days for journalists and public representatives.</li> <li>• Organise and deliver an annual Training of Trainers course for Development Education practitioners</li> <li>• Contribute to the Dochas Development Education working group and CONCORD Hub 4 on Global Citizenship Education</li> </ul>	<ul style="list-style-type: none"> <li>• Wide dissemination of learning and outcomes of programmes to policy makers, funders, public representatives and other relevant stakeholders.</li> <li>• Establishment of innovative Systemic change trainings contributing to an increase of public awareness and understanding of global interdependencies.</li> <li>• Deeper and broader recognition within Development structures and policies of the role of Development Education in contributing to the achievement of the SDG`s.</li> </ul>



Insight 2009 - The group in Mwika getting energised between workshops.

**Goal 4: Build sustainable partnerships locally and internationally to broaden engagement and expand Development Perspectives' impact.**

Strategic Objectives	Activities	Outcomes
<p><b>Support the integration of Development Education into learning opportunities within Higher and Further Education institutions in Ireland</b></p>	<ul style="list-style-type: none"> <li>• Deliver three editions of Insight programme to cater specifically for Higher and Further Education staff (one per year)</li> </ul>	<ul style="list-style-type: none"> <li>• Development Education is integrated into the fabric of Higher and Further Education institutions.</li> </ul>
<p><b>Enhance the quality of programme delivery and capacity of civil society organisations</b></p>	<ul style="list-style-type: none"> <li>• Strengthen existing relationships with CSO partners at home and abroad.</li> <li>• On-going participation in Dóchas DEG, IDEA, CONCORD and GLEN throughout 2016- 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Growing of the effectiveness of programme delivery to respond to the needs of participants and stakeholders</li> <li>• Formation of lasting, mutually beneficial relationships based on common values, approaches and jointly agreed results</li> </ul>



Insight 2015 - The group engage in discussions relating to trade.

**Goal 5: Strengthened the organisational capacity of Development Perspectives to ensure sustainability, effectiveness, transparency and accountability**

Strategic Objectives	Activities	Outcomes
<p><b>Adhere to and update existing policies on risk management, reserves, governance, child protection, health and safety, volunteering and Images and Messages</b></p>	<ul style="list-style-type: none"> <li>• Internally review progress, outcomes and results biannually based on annual Results Based Framework</li> <li>• Quarterly Board of Management meetings and twice yearly Governance and Finance sub group meetings held</li> <li>• Annual review of Child Protection policy</li> <li>• Review and update Memorandum and Articles of Association.</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Management actively managing risk and ensuring programme quality</li> <li>• Governance and Finance sub-committee of the Board of Management overseeing corporate regulatory responsibilities</li> <li>• Audited accounts produced by the Board of Management for each financial year</li> </ul>
<p><b>Secure and grow diverse revenue streams</b></p>	<ul style="list-style-type: none"> <li>• Identify and secure access to restricted and unrestricted funds through national and international institutional donors and other trusts and philanthropic agencies</li> <li>• Organise and deliver 3 major fundraising events (one per annum)</li> </ul>	<ul style="list-style-type: none"> <li>• Year-on-year increase in annual income</li> </ul>
<p><b>Build the capacity of the staff team to deliver on the objectives of the strategic plan to the highest standards of excellence</b></p>	<ul style="list-style-type: none"> <li>• Develop annual staff work plans with specific outcomes and indicators</li> <li>• Complete a Human Resources handbook for the organisation, which will include updated Human Resource policies</li> <li>• Annual appraisal process conducted with all individual staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Staff team has sufficient technical expertise to achieve organisational goals and to work to the highest professional standards</li> </ul>

## ***How Development Perspectives works***

**The four main pillars of our work are**

- 1. Development Education programmes**
- 2. Leadership, Resilience and Social Enterprise programmes**
- 3. Public engagement**
- 4. Networking and Partnership**

### **1. Development Education programmes.**

Development Perspectives has been active in Development Education since 2006. *Insight* is Development Perspectives flagship programme. This non formal experiential and reciprocal (North – South Exchange) is recognised internationally as a model of best practice for adults and was shortlisted for “Innovative programme of the year” by Dóchas in 2015.

### **THE “INSIGHT” PROGRAMME**

Insight is a structured eight-month long non formal training programme for adults. It immerses participants in a learning experience about international development both here in Ireland and overseas in sub-Saharan Africa and South Asia. The programme increases awareness and critical understanding of international development and global justice issues gained from experiential learning. It provides a

unique opportunity for Irish participants to reflect on their roles and responsibilities as global citizens and to see first-hand the impacts of international development efforts.

The overseas experience allows participants to learn from a plurality of perspectives and to gain exposure to the challenges confronting communities in the Global South. Working with Development Education practitioners in the South enables an exchange of views and opinions and encourages Irish participants to open themselves up to new possibilities of seeing the world differently. The programme also facilitates participants to reciprocate and host Development Education practitioners from the Global South and helps to demonstrate the interconnected nature of development challenges and to build a relationship based on solidarity. The programme strengthens participant’s confidence, capacity and skills to deliver high quality, action-oriented adult and community Development Education initiatives in Ireland and encourages people towards taking action for a more just and equal world.

The Insight programme attracts participants from influential community stakeholder groups including Tutors, Trainers, Facilitators, Journalists, students, campaigners, community and international development workers, artists and others. We believe that when influential community stakeholders and practitioners are aware of and understand the

causes of development challenges and have the skills, confidence and motivation to tackle them, then the quantity and quality of Development Education interventions in Ireland will increase. The programme therefore contributes towards developing a network of stakeholders and practitioners that will promote public awareness of global justice issues and engage citizens in Ireland's role in tackling these issues.

## **2. Leadership, Resilience and Social Enterprise programmes.**

Development Perspectives has designed and facilitated programmes on these themes in Ireland, Belgium, South Africa and Tunisia. Examples of this work include programmes targeting Development practitioners who want to address Systemic Change (Explorers Journey); young adults who are unemployed who want to create their own social enterprise (IgnYte); and, Community Development activists who want to build personal and professional resilience (Hero's Journey).

### **EXPLORERS JOURNEY**

This Leadership Development Course, named "Explorers Journey for systemic change: tackling the root causes" was a Development Education programme co-organised by Development Education Awareness and Education Forum (DARE Forum) of the European Confederation of Development and Relief NGO (CONCORD) along with Development Perspectives. Development Perspectives took a

lead role in co-designing and co-facilitating this transformative leadership process.

The programme strengthens Development Education practitioners' core competencies and capacity to approach international development at the systemic level. It addresses Development Education learning at the root causes of inequality and injustice, such as the exploitation of people and planet, extreme poverty and extreme wealth. Systemic changes are needed and these can only come about with the active engagement of citizens around the world. Development Perspectives believe that development education is a key tool in gaining a critical understanding of the world around us and in creating an active global civil society, which works systemically for greater global justice. "Explorers Journey" facilitates joint action and collaboration amongst multiple stakeholders including NGOs, educators, citizens, state and research institutes, in Europe and in Ireland.

### **3. Public engagement.**

Development Perspectives has an active social media presence on Facebook and Twitter, a regularly updated website and blog, a documentary making project (DPTV) and a growing traditional media profile. Activities in this area build public engagement with our activities/projects and mission.

## **DEVELOPMENT PERSPECTIVES TV (DPTV)**

DPTV is a web-based, education resource that presents to the public documentaries about key development issues in Ireland and overseas that aim to promote discussion and debate about critical local and global development challenges and the SDGs in a creative and appealing manner. These documentaries consider different voices and perspectives, present well researched facts that provide opportunities to consider the factors and forces that shape our lives, whether economic, political, environmental, technological or cultural.

## **SOCIAL MEDIA**

Development Perspectives' active social media platforms are informed by communications and marketing research aimed at increasing Development Perspectives engagement across a range of media platforms. All of these platforms are used to share and disseminate any learning, which emerges from our work. Our annual reports, research, evaluations and audits are all publicly available. We aim to provide young people and adults in Ireland with a vital learning portal informed by global Development Education practitioners and programmes of learning in Ireland, Europe and the Global South.

### **4. Networking and Partnership**

Development Perspectives recognises the value of networking and partnership. Good partnerships are vital to the success and sustainability of our work. We work with partners that

share our values and who demonstrate a commitment to organisational excellence as this leads to strong and effective partnerships. The value of these partnerships is explicitly acknowledged in Goal 17 of the United Nations Sustainable Development Goals, which recognises that “inclusive partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre, are needed at the global, regional, national and local level.

In Ireland, DP are active members of Dóchas, The Irish Association of Non-Governmental Development Organisations and IDEA, the Irish Development Education Association. In Europe Development Perspectives is a member of the “Global Education Network of Young Europeans” (GLEN) and currently co chairs the Development Awareness Raising and Education forum (DARE forum) of CONCORD. Internationally, we have two strong partnerships with Uvikiuta in Tanzania and DEN-L in Liberia.

## **NETWORKING IN IRELAND AND EUROPE**

### **The Insight Network**

All the Insight leaders are former participants of the Insight programme and have been engaged in the development of Insight since its inception. The leaders work with the Development Education Advisory Committee of Development Perspectives in the coordination and

facilitation of the annual Insight programmes.

Development Perspectives provides ongoing mentorship and a bi-annual network meeting of all Insight participants for continuous learning, support and development. The ongoing engagement of the Insight participants is a testament to the impact of the programme.

### **Dóchas, The Irish Association of Non-Governmental Development Organisations**

Development Perspectives is an active member of the Development Education Working Group of Dóchas (DEG). Attracting smaller and larger NGOs this interagency DEG Working Group sees Development Education as a means to raise public understanding of the complex causes of poverty, whilst increasing Irish peoples understanding of the interconnections between lives here and the lives of those in developing in poorer communities. It is helping Irish people work towards global literacy: an awareness and understanding of global issues, how these issues affect society as a whole, and how individuals' attitudes, decisions and actions can fit into this web of world affairs.

The principal objectives of the Dóchas Development Education Working Group are to enhance learning and exchange good practice; to advocate for the role of Development Education in the development effectiveness debate; to engage in a proactive and concrete way in issues affecting development education at

European level; and, to advocate for deeper and extended inclusion of Development Education into the fabric of Development Activity conducted by Dóchas members.

The DEG has developed guidelines for the development of Development Education resources including the Dóchas Code of Practice on Images and Messaging. They organise events for themed learning and provide opportunities to take action. Members lobby political parties, government departments and ministers on development issues, to try to stimulate a broad debate on Ireland's role in global issues and injustice. They also coordinate responses to related policy processes.

### **IDEA, the Irish Development Education Association**

Development Perspectives has been an active member of IDEA and is currently represented on the Community Sector Working Group working with likeminded organisations to develop a strategy for the adult and community sector in Ireland.

### **ACADEMIC ALLIANCES**

Development Perspectives works with academia to support the integration of Development Education into learning opportunities within Higher and Further Education institutions.

Development Perspectives will finalise a Memorandum of Understanding (MOU) with the North East Further and Higher Education Alliance (NEFHEA) is made up of five Further Education Institutes (Cavan, Monaghan,

Drogheda, Dunboyne and O`Fiach in Dundalk and the Dundalk Institute of Technology) in the autumn of 2016. Part of the MOU is to ensure that Insight caters for Further Education staff. This will ensure Development Education is integrated into the fabric of these Further Education institutions.

Other important stakeholders include Education and Training Boards, Institutes of Further Education and Family Resource centres.

## **EUROPEAN ALLIANCES**

### **Global Citizenship Education hub 4 of CONCORD**

Bobby McCormack is the Dóchas Representative on the Global Citizenship Education hub of CONCORD.

### **The Global Education Network of Young Europeans (GLEN)**

Development Perspectives is the Irish member organisation of GLEN (Global Education Network of Young Europeans) a network of non-governmental and governmental organisations as well as committed young people who are involved in global education. GLEN creates spaces for people and organisations to learn and develop their potential as global actors and empowers them to contribute to fair and sustainable development of their community, country and the world. GLEN develops and provides a non-formal global learning programme for organizations and individuals to learn and to reflect on global interdependencies and to develop their potential and skills to become active citizens.

## **INTERNATIONAL PARTNERSHIPS**

### **UVIKIUTA in East Africa, Tanzania**

UVIKIUTA is a vibrant Tanzanian youth development organization established in 1983. UVIKIUTA came into existence in response to a government call for all unemployed youth to form economic groups which responded to the needs of young men and women to raise their living standards. It helped establish youth settlements and self-help projects to provide income, employment, and permanent shelters. UVIKIUTA hosts international volunteers, including from Ireland, in projects that seek to provide an experience that connects service, culture, and professional and personal growth. Projects go beyond the familiar road of commercial society, taking young people and volunteers outside their comfort zones so that they can spend time in someone else's shoes. By working with people in various cultures, there is learning and recognition of the world we all share.

### **DEN-L in West Africa, Liberia**

The Development Education Network – Liberia (DEN-L) based in Gbarnga City is committed to promoting grassroots participation in sustainable development and good governance. DEN-L works with women's groups and local communities through theatre and music and they support literacy programmes and training workshops for community leaders, local institutions and public officials. For DEN-L sustained peace and democracy requires proactive strategies to raise

people's consciousness to positively address critical issues that affect their lives.

The recent outbreak of Ebola impacted on much development work in Liberia including for Development Perspectives. We aim to reconnect our Development Education teams over the timeframe of this strategic plan.

### Global development issues

Development Perspectives focuses on three Sustainable Development Goals (SDGs), which inform our Development Education learning processes and areas for action. These are poverty, inequality and climate change.

More specifically, and driven by our mission and vision, Development Perspectives will concentrate over the duration of this strategy plan on the achievement of SDG 1 to “end poverty in all its forms everywhere”, SDG 4 to “ensure inclusive and equitable quality of education and promote lifelong learning opportunities for all”, SDG 10 “to reduce inequality within and among countries”, SDG 13, “to take urgent action to address climate change and its impacts” and finally SDG 17, “to strengthen the means of implementation and revitalise the global partnership for sustainable development.

### **Poverty**

Almost one billion people in the world today live in extreme poverty. There are many dimensions to their deprivation, low and irregular incomes, lack of safe drinking water, limited access to safe sanitation, poor

housing, limited access to health and education, social exclusion and discrimination. Their poverty makes them extremely vulnerable to life cycle, natural, or economic hazards. In many cases, extreme poverty persists over time and eats into their assets and networks, undermining their resilience and voice.

Creating the political will for change needs people, organizations, and alliances working together across continents, rich and poor countries, and social divides to drive change locally and globally. Everyone needs to be mobilised to take action on poverty and Development Education opportunities need to support citizens to understand the multi-dimensions of poverty and how they can work with others to link local and national action with positive global change. Only through the solidarity and action of concerned citizens working through dialogue and putting pressure on governments and business, will the voices and deep concerns of the world's oppressed be addressed.

### **Inequality**

Inequality has many different dimensions, including race, gender, geography and economy, which rarely work in isolation. Inequality is one of the biggest causes of poverty. In Oxfam's 2015 Inequality report *Even It Up* they demonstrate how the rapid rise of extreme economic inequality is standing in the way of eliminating global poverty. Today, hundreds of millions of people are living without access to clean drinking water and without enough food to feed their families; many are working themselves into the ground just to get by. The research<sup>5</sup> shows that poverty and

<sup>5</sup> Oxfam (2015)

inequality are not inevitable or accidental, but the result of deliberate policy choices. Inequality can be reversed by implementing policies that redistribute money and power from wealthy elites to the majority.

Development Education enables citizens to understand the causes and impact of the growing inequalities of the past 30 years, which have presented us globally with the biggest economic, social and political challenges of our time. The extreme gap between rich and poor is inherently unfair and morally wrong and we all have a role to play in taking action to encourage our governments in Ireland and in Europe, to address the causes of growing inequality across the world.

### Climate change

Development Education seeks to educate citizens about the causes of, the impact of and the solutions to climate change. In their recent report *Feeling the Heat*<sup>6</sup> Trócaire called climate change the greatest injustice of our time: those who are doing the least to cause it are suffering the most from its impacts. Climate change is affecting the poorest countries most severely through climate-related floods and droughts, water scarcity with more erratic and extreme weather conditions and, food insecurity when families, the majority of who are dependent on subsistence agriculture, can no longer

depend on reliable weather patterns for growing crops, which is increasing hunger and periods of hunger.

Climate changes also impacts heavily and negatively on all aspects of life in the developing world including health, the impact of heat exposure and lack of water on vulnerable people including the elderly and children, gender relations, migration, economic impacts and more. People and their governments in the developing world have far fewer resources with which to mitigate or adapt to climate change.

Encouraging people to take action in support of national and global policies that address climate change both at home and as an international community and which addresses the impact of climate change on the world's poorest and most vulnerable people and their habitats' is an urgent and important Development Education priority for everyone.



Insight 2015 ambassador Maria Walsh with Tanzanian participants Jastus Lugome, Saumu Manyilizu, Godfrey Slavius and Anneth Mwankusye.

<sup>6</sup> Trócaire (2014)

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