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Issue 30 / September 2011



Irish Newsletter for Development
Education Exchange



Editorial

The food crisis in the Horn of Africa, political changes in the Middle East, and runaway climate change are some of the issues currently grabbing our attention. We may want to focus on how to enable people to understand the root causes and implications of these events. However the amount and quality of our efforts is dramatically affected by the availability of resources, the policies of governments and other institutions, as well as the financial and other assistance provided by funders and supporters.

This issue looks at the effects of funding reductions and policy changes both in Ireland and the UK. Matthias Fiedler (IDEA) provides an overview of changes in Ireland since 2009 and suggests ways we can face future challenges. Bobby McCormack (Development Perspectives) looks at the relationship in Ireland between development education activity and funding.

Shane O'Connor (Trócaire) reviews the RSA Animates' video of a Ken Robinson speech which argues that it is urgent for schools to rethink the purpose of the education system. Therefore this issue highlights upcoming opportunities to shape Ireland's formal education policies from pre-school to the Leaving Cert.

Alison Leahy (Comhlámh) looks at Development Education's contribution to global development efforts, and argues that continued support is vital to achieve development effectiveness. Eleanor Knowles (the DEC Consortium) responds to UK funding reductions and a less supportive policy environment; while the RISC collective in Redding shares their strategies for carrying on regardless.

To keep you informed with what's been happening and what's going on over the next few months we include news, funding updates, reports from recent events, and upcoming courses and events.

"If you can't say 'No', then 'Yes' means nothing."

Anonymous



IDEA supports the production of INDEX in line with its mission to advance the Development Education sector through capacity building and networking.

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"Development Education for me is not just about informing people about the inequality and injustice that exists in the world. It's about equipping them with an understanding of the power dynamics that sustain such inequality and injustice, the skills to challenge these on a local and global level, and the desire to demand equity in all human relations." Grace Walsh, VSI.

Editorial committee: Ali Leahy (Comhlámh), Stephen McCloskey (CGE), Shane O'Connor (Trócaire), Grace Walsh (VSI), Mbemba Jabbi (Africa Centre), Eimear McNally (IDEA).

Please contact info@comhlamh.org to comment or to contribute to future issues. Visit www.comhlamh.org to read INDEX online.

DE's role in global development

By Alison Leahy.

'Development' is a contested term. It can mean unsustainable economic growth, enabling people to live a dignified life, or providing basic human rights, to name just a few. However for many, the word 'development' overwhelmingly evokes a charity based approach to 'developing' other countries whereby some countries (who have decided that they are fully developed) assist other countries (that they have decided are underdeveloped), to grow their economies in the hopes that they can 'catch up'.

While the debate continues, the educational process known in Ireland as Development Education (DE) is driving the need to understand the political nature of this 'development' and the shared responsibility of all people for the planet and humanity. This requires changes and efforts from people in all parts of the world and from all walks of life.

DE, as education for change with a global perspective, has a long and proud history in facing up to this task by supporting people to value social justice, interdependence and solidarity.

An evening television show from our state broadcaster this summer highlighted the Irish media and public's weak understanding of global solidarity. A Frontline 'Debate', preceded by an emotive documentary showing the loss of funding to carers, pitted vulnerable people in Ireland against vulnerable people in developing countries, proposing that we need to 'look after our own'. This debate has also been playing out in the newspapers, in online discussion forums, on the street, and in the Dáil itself.

The injustice of the 'us and them' debate was emphasised by Stephen McCloskey, Director of the Centre for Global Education: "The debate on overseas aid and poverty in Ireland has largely missed the point that the

same forces are at work locally and globally in creating inequalities. The economic model of neo-liberal growth that so thoroughly penetrated Ireland and created financial disaster has also been forced on poor countries for generations. We need to invest more in education and activism that tackles the underlying causes of global poverty and support the poor in all societies, not prioritise one socially disadvantaged group over another."

In support of overseas development assistance Justin Kilcullen, Director of Trócaire, argues "Development aid is what we give to the developing world because we don't give them a decent deal in trade, because we have screwed them on their debts, because the flow of resources overall is from the poor countries to the rich countries in terms of the mining, the oil, and so on." He added, "If we want to get rid of aid... then let's get rid of the economic structures that keep these people poor."

Alongside the public debate on aid effectiveness, is one on development effectiveness. DE plays a vital role in achieving development effectiveness by making global justice a central concern and by giving citizens the knowledge and skills to:

- Identify and debate the root causes of inequality;
- Identify global interdependence and interact with others in a meaningful way;
- Demand policy changes that remove obstacles to global equity;
- Make a difference through their daily activities;
- Critically assess aid and development - this also increases development actors' legitimacy.

DE has achieved much with few resources. It has had great success in making people aware that they live in a globalised, interdependent world. It has increased their understanding that people in developing



Development workers call on the Government to deliver on its aid promises to the world's poorest ahead of the 2010 MDG Review Summit.

Credit: Conor Healy Photography

countries need our support because the current way our global society is organised ensures that they remain exploited. There is widespread understanding that aid alone is not the answer, and slowly, awareness is growing that change is needed in Ireland too. In this work educators are constantly battling the mixed messages people get from the media, schools and other institutions, and even from politicians and the development sector. In order to continue to contribute to the development of responsible global citizens DE needs further dedicated support and funding.

"Development Education (DE) is driving the need to understand the political nature of this 'development' and the shared responsibility of all people for the planet and humanity."

The Frontline <http://www.rte.ie/news/2010/0215/thefrontline.html>

Recommendation of the Committee of Ministers to member states on education for global interdependence and solidarity www.coe.int/t/dg4/nscentre/GE/GE_recommendation2011.pdf

DARE's Development needs citizens report www.deeep.org/images/stories/DARE/PositionPaper2011/development%20needs%20citizens.pdf

Alison Leahy, Comhlamh, <http://www.comhlamh.org>

Now more than ever!

Promoting DE in times of scarcity & uncertainty by Matthias Fiedler.

In Ireland, over the last few years, the environment in which development education (DE) operates has changed profoundly. In an October 2009 position paper¹, the Irish Development Education Association (IDEA)² made recommendations to NGOs, Irish Aid and the DE sector to ensure that all stakeholders remain committed to DE. This article briefly outlines what has happened since its publication and what the sector needs to do in order to strengthen the case for DE.

Scarcity

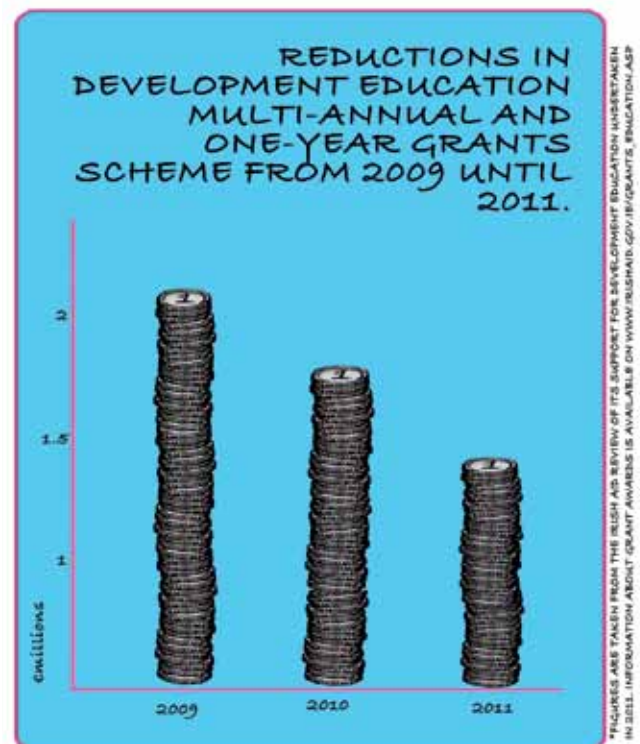
It's important to recognise that in 2010 the Irish DE sector had to cope with government funding reductions to the overall grant scheme that ranged from 0% to over 40% with an average of 20% - 22% compared to 2009 figures. Government funding reductions for multi-annual programmes averaged 22% - 25% in the same period³. These figures refer to reductions between 2008-09 and 2010-11 in multi-annual and one-year grant recipients only. Dóchas⁴ recently found that expenditure on DE "has steadily declined from more than 1% of total ODA during the mid 1990s down to an average of about 0.6% in the last decade."

Although this has stabilised since 2009 (at on average 0.6%), the amount of money actually being spent on DE is roughly 20% less since 2009 (this is in line with reductions in other areas of the Irish Aid programme).

It is difficult to make concrete statements about the overall reductions of Irish Aid expenditure on DE for 2011 as other expenditure (e.g. on awards schemes, strategic partners and the review process) needs to be taken into account. Nonetheless it is already clear that Irish Aid will spend less money on grants in 2011 than in any other year of the 21st century.

This worrying development is exacerbated by NGOs also cutting their DE spending. Here it is more difficult to ascertain concrete figures. Some have discontinued their DE programmes while other have reduced their spending (in some cases dramatically by over 50%). There are only a few NGOs that need to be commended for keeping their commitment to DE.

Despite the uncertainty about concrete figures it is obvious that since 2009 people working in DE have had to cope with far fewer resources, while at the same time the pressure to make the case for DE has increased. In addition many areas in which development educators work - such as youth work, community education and teacher education - have also suffered enormous cutbacks, making the work environment more challenging. For many organisations and programmes the situation over the last two years has pushed them towards the edge of existence. The feedback that IDEA receives



<http://www.makehandstands.com>

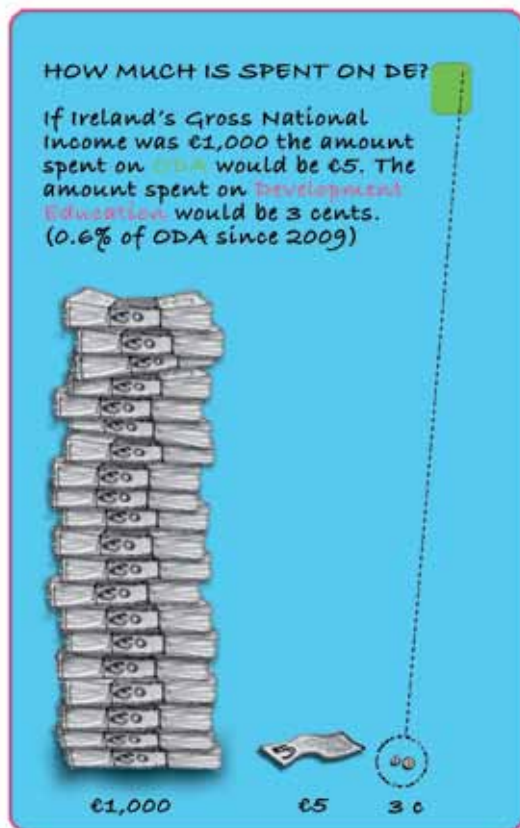
from many of its members is that they will not survive any further reduction in funding.

"...Irish Aid will spend less money on grants in 2011 than in any other year of the 21st century."

Uncertainty

Since 2009 instead of providing multi-annual funding Irish Aid has only issued one year extensions to existing multi-annual programmes. In March 2011 these extension were only for between 7 and 12 months, and Irish Aid has decided not to issue new multi-annual funding agreements before March 2012.

This has had a detrimental effect on organisations' ability to plan their work strategically. And yet, this is possibly the single most important thing to do in times of uncertainty. It also makes it harder to keep quality staff and secure other funding opportunities (organisations are often required to show financial sustainability). It



<http://www.makehandstands.com>

is hoped that the strategic review undertaken by Irish Aid will have positive outcomes in this respect and will result in a clear, transparent and positive funding structure for the future.

Irish Aid's decisions are not the only uncertainties facing the DE sector. With Ireland's current economic difficulties, making the case for DE and global citizenship has become more complex as people tend to become more inward looking in times of crisis. Also, we need to step up our game in terms of showing what impact we are having as a sector.

Changed Landscape

Scarcity and uncertainty have significantly changed the way development educators operate. Many organisations have been forced to concentrate on delivering activities, leaving very little time for strategic planning or creative thinking, both of which are vital ingredients for successful DE.

Since 2010 there has been mounting pressure on development educators to justify the political nature of their work. The role of campaigning in DE has been hotly debated. We hope the sectoral position paper on campaigning and DE (produced by IDEA members) will provide the right entry point for a critical debate on this issue with funders and other main stakeholders⁴.

A major change in the way we think about DE is a new focus on results and impact. Partly due to pressure from our funders the DE sector in 2010 has focused on getting better at showing evidence of impact. While this is an important step (this focus on quality and impact of DE is mirrored in most European countries) development educators in Ireland need to be careful not to become overly funding-driven in their response to this pressure.

One danger is that due to funding pressure, we will buy into accepted ideas of 'managerial result' frameworks too easily, without thinking critically about the ideology that has shaped such frameworks. The challenge for the sector is to retain its independence by pushing for an evaluation framework that is both useful for the

educational contexts we work in and acceptable to our funders. Irish Aid's review of its support for DE has sent out some positive signals in this respect. It is now up to the sector to follow through.

"...it is not just financially that we need to become more independent."

Strategies for a Changed Landscape

The next one and a half years will be crucial in positioning DE as an essential part of creating a more just and sustainable world. IDEA recently published an article on how to react to these global challenges from a DE perspective⁵.

The main argument is that we need to:

- Get better at making connections both globally and nationally;
- Establish ourselves firmly as civil society actors in Ireland.

This poses two main challenges to the DE sector as it is today:

- Increasing our independence;
- Making connections.

Independence

Firstly, we will need to increase our independence from funders. This means developing strategies to diversify the way DE in Ireland is funded (finding new funders, finding ways to generate income, etc). However, it is not just financially that we need to become more independent. We also need to build a common identity for all those carrying out DE activities, based on a robust debate on the shared values and attitudes we are seeking to promote. For this to happen we need to communicate what DE is all about in a clear and compelling way. We also need to become better advocates of DE, especially in our dealings with policy makers.

Making connections

Secondly, we need to invest more in making connections to other groups - both in Ireland and globally - that work on similar issues or promote similar values. This includes community, anti-poverty and environmental groups here in Ireland and citizens movements in others parts of the world. These connections will be vital in building a coalition of actors to promote the values and attitudes DE has been promoting for many decades.

A stronger identity as a sector and better connections with like-minded civil society actors will help us face what is now our biggest challenge: Convincing others that DE is an essential building block for a more just and sustainable world.

¹ www.ideaonline.ie/sites/default/files/The_effects_of_the_ODA_cuts_08-09.pdf

² *This paper outlined the immediate effects of the budget cuts to Ireland's Official Development Assistance (ODA) budget on DE.*

³ www.irishaid.gov.ie/grants_education.asp

⁴ www.dochas.ie/Shared/Files/4/Trends_in_Irish_Aid_Expenditure_1995-2009.pdf

⁴ www.ideaonline.ie/sites/default/files/Position_Paper_Development_Education_and_Campaigning.pdf

⁵ www.ideaonline.ie/sites/default/files/EADI_paper_Matthias_Fiedler_IDEA_final_Version.pdf

Matthias Fiedler, Director, IDEA, <http://www.ideaonline.ie>

DFID's changing funding & policy priorities

A response by Eleanor Knowles.

Since taking office in May 2010 the new team at DfID (the UK Department for International Development) has been busy with a review of its UK spending. Its actions and communication so far have indicated a new and deep scepticism about the value of development awareness: “the link between development awareness in the UK and poverty reduction overseas is at best unproven”¹. So we are under no illusion; DfID support for our work has changed.

Statements released from DfID in July confirmed the scepticism but have not, at least, resulted in wholesale termination of existing UK-based activities (see page 12 for more details on this). The continuation of existing projects to their end dates is welcomed, albeit cautiously, since new conditions mean that much energy may be diverted from project delivery to collecting extra proof of impact.

We are still waiting to see how the department will interpret education approaches in framing the promised Global Learning Programme for England (<http://projects.dfid.gov.uk/project.aspx?Project=201469>). This multi-million programme is being relaunched following DFID's review with a new Terms of Reference. It could make a real and lasting impact on young people's engagement with development issues in the future, but equally could become an exercise in short-term data gathering and gloss - a top-down offer rolled out at great cost and treated cynically by schools as part of a 'tick it off' culture.

Development awareness in the UK can play a pivotal role in public understanding, caring and readiness to act. An awareness that it is not about giving aid, but about the structures, systems, attitudes and self-interest that continue to keep some people poor and others rich. Aid does not change these structures. Indeed the challenges facing the poorest people in the

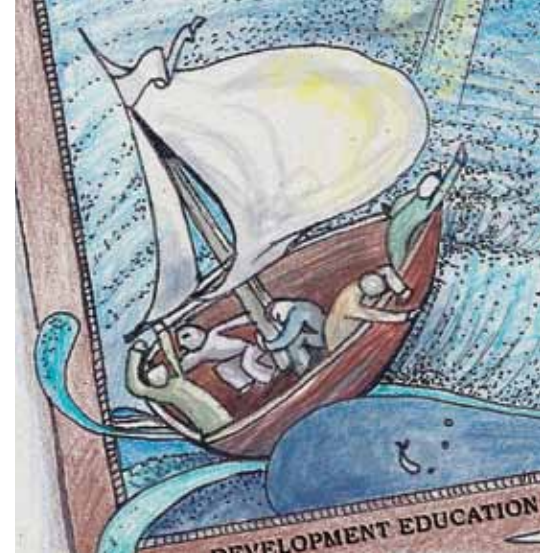
world remain remarkably similar to the challenges they faced 27 years ago, when I was first inspired (by Live Aid) to find out what could make a real lasting change, if money for the poor could not.

No, the impact of development awareness cannot be measured just by assessing the welfare of people in developing countries. And neither should it be – this is not its purpose. Rather, development awareness seeks long-lasting outcomes:

- A mature understanding of the complex ways in which societies and economies relate;
- Robust thinking skills so people can successfully navigate the information that bombards them and make informed judgements that take into account bias, misperceptions and ‘the right thing to do’;
- All underpinned by positive and respectful attitudes so that people might find a constructive and considered role for themselves in this difficult 21st century world.

Global learning is now considered by many teachers to be an essential part of education; a non-negotiable. The surge in numbers of schools gaining Fairtrade status, seeking international links, and of teachers taking part in global learning opportunities, are all indicators that our work over many, many years has borne fruit. Alone they will not solve the world's poverty gap, just as aid has not. But lasting change will not happen without a real rise in popular support for our agenda.

In 2010 Development Education Centres in England collaborated to form a new company, the Consortium of Development Education Centres. We released data this May showing that over the past 3 years, we have been active in approximately half of all local authorities in England, and provided direct support and services to 35% of all schools across these localities.



This is a massive reach, especially considering our collective turnover averages under £3 million per year and, for many, a significant part of our turnover is concerned with youth work or community-based education and not directly with schools at all.

“new conditions mean that much energy may be diverted from project delivery to collecting extra proof of impact.”

We are launching a new national initiative called the Global Teachers Award. This is a training course for teachers, to support them to deliver more effective global learning in their classrooms. This award is an important element of our strategy to maintain a high profile and ensure our quality work can continue despite such sudden policy and funding changes. We hope the award will support the rising interest in and demand for our services. Just think, if we can achieve so much on such small budgets and in the face of such scepticism from the very department which should be supporting us, what could be achieved if only we were properly funded.

Eleanor Knowles is the Director of Cumbria Development Education Centre, –www.cdec.org.uk (currently acting as the lead body for the Consortium of Development Education Centres in England, www.globalclassrooms.co.uk)

¹ *Letter to the CDEC, in relation to their terminated grant, signed by Secretary of State for International Development.*

Dev Ed in Schools



A New Junior Cycle?

During the past year you may have heard about the proposed changes to junior cycle education as they have been the subject of much media speculation. You may even have contributed to the consultation process based on the NCCA's paper 'Innovation and Identity – Ideas for a new junior cycle.' (summary at www.ncca.ie/en/News_Press/Newsletter/Newsletter_Issue_14_February_2010_.pdf). The consultation process is now finished and a summary of its findings are

available at www.ncca.ie (click on junior cycle developments).

You might now be wondering how the proposed changes will affect development education. Below you can see a summary of the main changes and the possible opportunities and challenges that they present.

The Framework for Junior Cycle contains details on how schools can begin planning for a new junior cycle and will be published soon on the NCCA website.

JUNIOR CYCLE REFORM	
Changes	Opportunities & Challenges
Schools will be given greater local autonomy in devising a programme of junior cycle education that meets the needs of their students while at the same time the new framework will state the essential areas of learning and key skills that all students must encounter.	Less centrally prescribed content and more space for schools to develop their own courses provides an opportunity for non governmental organisations to work with schools in developing courses with a development education focus. BUT the Association of Geography Teachers of Ireland is concerned that if geography is not named in the framework it may be sidelined. For more information visit www.agti.ie .
Existing subjects will be revised and updated ensuring that they contain less content and a greater focus on key skills.	This creates space for development education and supports the kinds of teaching methodologies that are central to development education. HOWEVER if the syllabus is skills-based the topics schools decide to use to teach those skills may not have a global perspective. As well as developing skills, students need to be informed about the world around them and global justice issues.
There is a strong focus on the need for a renewal of teaching and learning.	This should bring about more active and democratic classroom as well as more emphasis on linkages across learning through project work, cross curricular work and community linked learning. BUT a lot of resources need to be put into training and supporting teachers and educational bodies to implement active learning methodologies, cross-curricular learning and team teaching.
Students will not be centrally assessed by the State Examinations Commission in all subjects and courses that they study.	Less exam pressure should enable better teaching and learning methodologies, and more diverse and creative forms of in-school assessment.
In planning their junior cycle programmes schools will need to revisit the vision, values and purpose of junior cycle education.	This provides an opportunity to align the curriculum with the school's stated mission (which often includes a strong commitment to social justice and care for the earth). HOWEVER... there is no guarantee that all schools will use the opportunities presented by a more flexible curriculum to embed local and global justice education within a reformed junior cycle programme.

Influence Senior Cycle Changes

You can now comment on two new short courses - Enterprise Education and Psychology – and suggest the ways to, and reasons for, bringing a development education perspective to them. You can also fill out a survey or email a submission on how new biology, physics, chemistry and physical education subject syllabuses can reflect global interdependence and justice perspectives. Watch podcasts on the consultation process and submit your views at <http://ncca.ie/en/Consultations> before the end of October.

Children, their lives, their learning

Watch video podcasts of professionals, writers, educationalists and business and media people on children and their lives in Ireland in 2011. Share your vision of the kinds of primary schools we need at www.childrentheirlivestheirlearning.ie.

Courses

'Arts, Participation and Development': Creative Approaches to Global Education and Action

The course will cover such topics as environment, human rights and aid quality, and will look at arts as a tool for advocacy and action.

Date: Eight weekends - October to May, including three 3-day weekends (Friday-Sunday).

Cost: €680.

Contact: E: globalarteduc@cit.ie or visit www.cit.ie/course/AARPD_8_Y1

Global Issues Course

Suas 'Introduction to Development' courses are interactive workshops, facilitated by development professionals on political, social, cultural, economic and environmental topics. They are for students & graduates of all disciplines who are interested in understanding more about the world.

Date: Online application for autumn courses opens late September. Courses are 2 hours once a week for 5-6 weeks.

Cost: €20 contribution to the cost of running the course.

Contact: Visit www.suas.ie/global-issues-courses.html or E: globalissues@suas.ie.

Introduction to Sustainable Development

This Eco-Unesco course (FETAC Accredited Module - L5) develops an understanding of concepts such as sustainability, quality of life, sustainable communities and carrying capacity. It builds awareness of the links between the environment, society and the economy. It develops skills of analysis. Learners facilitate a workshop on an environmental issue of their choice incorporating education for sustainable development methodologies, carry out a project on the life cycle analysis of a product and complete a group project on developing a sustainable community.

Date: Thursday evenings. 29 September – 15 December. 6:30pm – 9:30pm.

Venue: The Greenhouse, 17 St Andrew Street, Dublin 2.

Contact: T: 01 6625491, E: training@ecounesco.ie,

W: www.ecounesco.ie.

Theatre of the Oppressed

ALá, the community, theatre and education organisation, in conjunction with NUI Galway and City of Galway VEC, are running a 6 weekend course. Julian Boal, Adrian Jackson and Gavin Crichton will each facilitate a weekend during this FETAC level 5 accredited course. The Course Director is Sarah O'Toole, actor, director and lecturer in NUIG, who trained in Moscow in the Stanislavski and Michael Chekhov techniques, and who has worked in Dublin, Glasgow and London.

Date: Starts October 1st.

Venue: Áras na Mac Léinn, NUI, Galway.

Contact: E: alagalway@gmail.com, T: 086 846 1270

'Be the change': Skills in campaigning and changemaking

Do you want to fight injustice from Ireland? During this course you will:

- Find out what's happening in Ireland and identify ways you can continue to support global development efforts;
- Learn how to plan a campaign, and effectively use social and traditional media to communicate your message;
- Get tips and advice from expert guest speakers who are currently working in the global development sector.

Date: Saturdays, 1, 8 and 15 October. 10am – 4:30pm.

Venue: Dublin City Centre.

Cost: €75, concession €30, €2 for asylum seekers (50% discount for Comhlámh members). Lunch and resources will be provided.

Cost for one of the three days: €30, €15 concession.

Contact: roisin@comhlamh.org, T: 01 4783490.

Visit: <http://www.comhlamh.org/be-the-change.html>

Dtalk – Development Training & Learning @ Kimmage

Outcome Mapping: 20 – 21 September

Planning - How to Apply the Logical Framework: 19 – 21 October

Creative Facilitation: 15 – 17 November

Working with the Media: 30 November – 2 December

Proposal Development: 14 – 15 December

Venue: Development Studies Centre, Kimmage Manor, Whitehall Road, Dublin 12.

Contact: Selam Desta, E: selam.desta@kimmagedsc.ie.

T: 01 4064307. Visit www.dtalk.ie/courses-scheduled.aspx

ECO-Watchers Training for Teachers and Leaders

ECO-Watchers training for teachers and leaders provides participants with the skills and expertise to encourage critical thinking in young people as they investigate practical solutions to environmental challenges.

Date: 11 October. 11am - 4pm.

Venue: The Greenhouse, 17 St Andrew Street, Dublin 2.

Contact: E: training@ecounesco.ie or T: 01 662 5491.

Promises

This six week course on the Israel-Palestine conflict encourages empathy with the victims of human rights violations, and provides the knowledge, skills and confidence to become local and global advocates for human rights.

Date: Tuesdays. 11 October - 18 November. 6:30-8:30pm.

Venue: The Irish Aid Centre, O'Connell St. Dublin 1.

Cost: €80 or €60 for students and unwaged.

Contact: E: palestineeducation@gmail.com

Linking the Local and the Global

This course will build the capacity of community workers and educators to more effectively support local groups and communities to think critically and take action on local, national and global development issues. Participation free. Register by: 7 October.

Date: 19-20 October.

Contact: Rachel or Helena, E: deved@lycs.ie.

Events

Development Policy, Aid and Poverty reduction: Multiple views from the South

The Africa Centre's 9th Annual lecture will be given by Prof. Augustus Nuwagaba (PhD), a lecturer at Makerere University, Uganda. For those interested in the Aid debate, this is an opportunity to discuss economics and poverty eradication with an African expert from one of Irish Aid's recipient countries.
Date: 21 September, 6-8pm (wine and food reception from 8pm).
Venue: Dublin city centre
Contact: FREE, but you need to register by email to education@afriacentre.ie on or before 16 September.

Burma Undercovered - Screening of "Burma VJ"

Organised by Burma Action Ireland (BAI) to mark the 4th anniversary of the "Saffron Revolution" this inspirational documentary film begins with a short introduction and will be followed by an update from BAI on the current situation in Burma.
Date: 21 September, 5:30pm
Venue: Irish Aid Volunteering and Information Centre, 27-31 Upper O'Connell Street, Dublin 1.
Contact: RSVP by text to 087 1261857 or
E: info@burmaactionireland.org.

Demonstrating the Impact of Civil Society-supported Education Programmes and their Contribution to the Education for All Agenda

The objective for the seminar is to increase participants' understanding of the issues involved, and strategies to use, in measuring the impact of civil society-supported education programming in international development work.
Date: 22 September, 10am - 1pm.
Venue: Irish Aid Volunteering and Information Centre, 27-31 Upper O'Connell Street, Dublin 1.
Contact: Hugh Bergin, E: dtalk@kimmagedsc.org.

Gathering for Global Educators and Interested Sectors

The gathering will celebrate the end of the Making Connections Project (Centre for Global Education), while exploring global issues from a local perspective through a 50-minute physical, comic, and energetic play called It's not my problem followed by a 75 minute Forum Theatre workshop.

The play is an interactive performance and workshop investigating global citizenship, devised by Children in Crossfire and DesertFish Productions on the basis a series of workshops with young people. It follows James, a 16-year-old boy in Ireland, as he copes with consumer pressure, parents fighting and teachers lecturing him about changing the world. When he meets Aloho he starts to think more critically about all the messages being forced upon him and to form his own opinions about the state of the world and his place within it.

Date: Friday, 30 September, 10am - 2pm (includes lunch).
Venue: Crescent Arts Centre, Belfast.
Contact: E: silvina@centreforglobaleducation.com.

Climate Change, Conflict, Famine

Organised by Afri in association with Kimmage Development Studies Centre, this event will be a unique blend of conversation, debate, music and planting! Speakers include Abjata Khalif, Kenyan Pastoralist, and John Sweeney, lecturer and leading climate scientist.
Date: 1 October.
Venue: Kimmage Development Studies Centre, Kimmage, Dublin 12.
Contact: Visit www.afri.ie

International Symposium on Competencies of Global Citizens

This event will address the key issues: 'What is global education?', 'What are key competencies of global citizens in general education?' and 'How can the priorities of global education be nationally identified?'
Date: 5 - 7 October.
Venue: Helsinki, Finland.
Contact: Visit www.opf.fi/english or www.gene.eu for more information.

Comhlámh's "Coming Home Weekend" - Networking opportunity for returned volunteers & development workers

Come spend the weekend at this workshop sharing experiences and benefit from networking opportunities, look at how to apply the skills you developed overseas, and readjust to the culture shock of being home again. Facilitated by Comhlámh staff and other returned development workers. Places limited to 16 so book now! **Venue:** All Hallows College, Drumcondra, Dublin.
Date: 15 & 16 October.
Time: 10-5pm Saturday & 10-4pm Sunday.
Contact: E: deirdre@comhlahm.org, T: 086-3367683,
Visit: <https://bit.ly/cmhchw11>

Volunteer Action for Development

This conference is being convened to strengthen support for volunteer action as a tool for regional integration and development in SADC, and the achievement of the Millennium Development Goals (MDGs). It will discuss the role of different forms of volunteer action in achieving regional development priorities, including efforts to combat the HIV and AIDS epidemic, promote the social and economic participation of youth, and foster regional integration, peace and social cohesion within and between SADC countries.
Date: 17-19 October.
Venue: Johannesburg, South Africa.
Contact: Further information available at www.vosesa.org.za.

Promoting Disability Inclusion in Ireland and the World

Seminar organised by the Centre for Disability Law and Policy (NUI Galway) and CBM Ireland.
Date: 20 October
Venue: Dublin Convention Centre.
Contact: E: conference@cbm.ie

EU Corner

Back to (Summer) School - not as easy as ABC!

Joanne Malone, SUAS Development Education Manager (www.suas.ie), on the Development Education Summer School (DESS)

(The DESS is a week-long learning and exchange event for representatives of NGOs. Its 13th edition took place in Finland, 12 - 18th of June 2011.)

The key question this year was how do we plan, implement and evaluate development education for high quality and impact? This question is challenging because the answer is not immediately evident. There are a number of factors to be considered.

Take the summer school as an example. Was it a high quality and impact initiative? This year it involved:

- 69 participants from 37 countries;
- 17 sessions;
- 1 day-long conference;
- 8 NGO visits;
- 6 social opportunities;
- 80 scheduled hours.

The figures are impressive but are only part of the picture. So how will I measure and show the overall quality and impact?

I can identify some features that I think made the event high quality, such as the diversity of participants, the space to discuss and learn from one another, and a positive working environment. But then I'm only speaking for me personally - would these make it a high quality experience for everyone?

I also think the summer school had a high impact on me but to say this definitively, I would need to see if I do anything differently in the next year or so as a result of it - can you come back to me then?

What it has brought home to me is that planning, implementing and evaluating development education for quality and impact requires ongoing work; being absolutely clear and explicit about the kind of quality and impact you think you can have (and how you can have it); and reviewing and developing your practice accordingly. It also requires working with and learning from other practitioners. I think I'll be focusing on this challenging area indefinitely...



DESS 2011 participants. Credit: Marja Helinä

Added-values: Promoting long-term public engagement in development

This Dóchas/DEEEP national seminar took place on June 2nd in the Mansion House, Dublin. The key-note speaker Martin Kirk (OXFAM GB) spoke about recent research in the UK into how our values and frames affect how we engage with international development issues. The 70 attendees represented various aspects of public engagement: Advocacy, Campaigns, Community Engagement, Development Education, Fundraising and Volunteering. For more information, please contact the Dóchas development education group via the chair Rebecca O'Halloran (Africa Centre) on rebecca@afriacentre.ie. The report is now available at www.dochas.ie/Shared/Files/2/Added-values_National_Seminar_Report.pdf



Martin Kirk presenting at the Added-values event. Credit: Emmet Sheerin.

The role of Youth and Children in development education

Elaine Mahon, NYCI, is chairperson of the Youth and Children working group of DARE. This group has just published a position paper on the role of young people in development education. It contains a number of recommendations for youth organisations and development organisations. It is available at www.youthdeved.ie

European Development Education National Strategies

The Advocacy and National pages in the 'DE in Europe' section of DEEEP's website have been updated (www.deeep.org). You can now find out the existing National Strategies on Dev Ed across Europe. However so far, only 8 countries – including Ireland – have provided this information.

Explaining Europe's Acronyms

DARE is the Development Awareness-Raising and Education forum of CONCORD (www.concordeurope.org) the confederation of European non-governmental organisations for relief and development. Dóchas is a member of CONCORD, and Elaine Mahon (NYCI) represents the Dóchas development education group on DARE. DEEEP (www.deeep.org) is a project funded by the European Commission which coordinates the activities of the DARE forum. Phew!

IDEA Corner

IDEA is an association of organisations and individuals involved in the provision, promotion or advancement of Dev Ed throughout the island of Ireland.
www.ideaonline.ie



IDEA Launches New Strategic Plan

IDEA launched its new strategic plan at its Annual General Meeting on the 16th of June. The plan was drawn up in 2011 in consultation with members. Much has changed in the surrounding environment and in Dev Ed since the first plan was drawn up in 2006, but IDEA's overall vision remains the same.

Our vision is of a world based on global justice, solidarity, equality and sustainability. We see development education as an essential process that empowers people to create this world.

The new strategic plan has four aims:

1. To strengthen the capacity and professional development of the sector;
2. To raise awareness of, and make the case for, development education;
3. To create a more enabling policy environment for development education;
4. To strengthen IDEA's capacity to work effectively.

As always, IDEA aims to work with its members to achieve these aims and to promote, support and enhance Development Education throughout the island of Ireland. You can download the new Strategic Plan from our website.

Learning for the Seventh Generation: The Importance of a Global Perspective in Irish Education

IDEA's annual conference took place on June 17th in the Wood Quay Space in Dublin's Civic Offices. On the day there were a wide variety of speakers and presenters, from Sylvia Borren of Greenpeace Netherlands who entreated the audience to work towards active global citizenship in Irish education, to students from post-primary schools and universities who spoke about the impact Dev Ed has had on them.

A common theme from the afternoon discussion at the conference was the need for Development Educators to become more involved in advocating at a policy level for a global perspective in education, and to do so in cooperation with organisations involved in educational change. IDEA's Working Group on Formal Education will be continuing the work of the conference into the next year.

What's Around the Corner for Development Education?

This was the question posed for IDEA's second annual Dev Ed Summer School which took place July 14th - 17th in the Boghill Centre, Kilfenora, Co. Clare. 10 participants plus IDEA staff came together for the 4 days to explore and reflect on key events from this year and to consider their implications for our work in the year ahead.



Participants at IDEA's Summer School. Credit: IDEA

2011 UPCOMING EVENTS!

IDEA Webinar series

IDEA's pilot lunchtime webinar series ran successfully from May 25th to July 5th. 55 participants attended the online meetings with Martin Jacques, Duncan Green and Max Hogg. The new series will kick off again in late September. If you have a suggestion for a speaker email us and we'll invite them! In particular we are looking for women speakers and speakers from Global South countries. Email Eimear: eimear@ideaonline.ie

Did you know that IDEA members have set up a number of working and task groups?

*And that you can join?**

Following a call to all members in February, IDEA has formed a number of new working and task groups, listed below.

Working Groups:

1. Formal Education
2. Communications
3. Research in DE
4. Regional (non-Dublin)
5. Minorities
6. Community Development
7. Impact and Quality of DE

Task Groups:

1. Irish Aid DE Thematic Review

*If you are an IDEA member and interested in one of these, contact us to find out how you can join:
info@ideaonline.ie



Participants at IDEA's Annual Conference
Credit: Federico Gonzalez www.flickr.com/crucesdelsur/

Funding

Review of Irish Aid support for Dev Ed

The Irish government's initial review of its funding for development education found that it is building public understanding of and engagement with global development issues. Many projects and partnerships are delivering impressive results and the sector is dynamic. An additional review then focused on priority areas (primary, secondary and tertiary education, adult, community and youth education). The Department aims to reintroduce the multi-annual funding scheme from 2012 onwards on the basis of clearer criteria and indicators. Visit www.irishaid.gov.ie/development_deveducation.asp for more information.

DFID reviews use of aid funds to promote awareness of global poverty

This review by the UK Department for International Development includes England, Scotland, Wales and Northern Ireland (www.dfid.gov.uk/development-awareness-review). It found insufficient evidence that development awareness projects contribute to reducing poverty. DFID remains committed to development education through the school system. It will complete the on-going procurement exercise for the Global Learning Project and continue to support school linking programmes.

However DFID will provide no new funding for development awareness programmes. Existing funding commitments will continue to completion. Projects that fail to meet their objectives, or do not demonstrate that their activities are achieving higher levels of public awareness or support for development, will be closed. DFID's work with Community Linking will be refocused to place greater emphasis on the transfer of skills and development impact.

October call for EU Development Education funding expected

This call should be published on October 1st, with deadlines for Concept Notes due November 21st and Full Applications due March 8th. According to the EC, "a Call for Proposal for the combined funds of 2011 and 2012 could be launched". This means more funds available and more projects selected this year. In particular: Objective 2

(Development Education) has increased from €27 million to €55 million.

The EC also notes that: "partnerships between actors operating in EU12 and EU15 countries will be prioritized" and that "20% of the funds available in Objective 2 of this programme will be allocated preferable to development education and awareness raising actions in the EU12, and proposed by organisations originating from these countries".

Visit http://ec.europa.eu/europeaid/work/funding/documents/call_forecast.pdf to see the up-coming European Commission 2011 global calls for proposals and find more information at http://ec.europa.eu/europeaid/work/ap/aap/2011_en.htm#theme.

Find an EU partner

Trialog's Partnership Fair in Vienna, September 19 – 21, introduces non-state actors from across the EU to each other in preparation for joint applications for EC funds. Email Andra Tanase at a.tanase@trialog.or.at for more information. Visit www.trialog.or.at for details of Trialog's work in promoting joint projects.

Mobilising for Justice

Round two of applications for Trócaire's one year grants of €10,000 due September 30th. Visit www.trocaire.org/mobilisingforjusticegrantsscheme for more information.

News

Civil Society Development Effectiveness

The International Framework for CSO Development Effectiveness, based on the Istanbul CSO Development Effectiveness Principles, provides detailed guidance for the implementation of each of the eight principles.

It reflects plenty of issues of importance to development education. For instance, it states that "Development is a social and political process that is (...) about people's participation and engagement". Under principles 3 (people's empowerment), 6

(equitable partnerships) and 8 (positive sustainable change) there are very explicit references to global citizenship. www.cso-effectiveness.org/-global-assembly-2011-follow-up-and,083-.html?lang=en

Resources

DEAR matters

DEEEP new thematic dossier on DE in Europe documents various approaches to development education strategies, highlighting successes but also challenges. It includes a proposition for a European development education strategy and a reflection from Norway on the place of DEAR within the aid system. www.deeep.org

Articles on Horn of Africa Food Crisis

'The truth behind the famine pictures that break your heart' by Tristan Clements, www.independent.ie/opinion/analysis/the-truth-behind-the-famine-pictures-that-break-your-heart-2841411.html 'Horn of Africa Drought, Food Crisis: Agricultural Trade Policies Questioned' <http://ictsd.org/i/news/bridgesweekly/110409/>

Exploring Diversity & Justice through the Arts

Comhlamh's new resource includes worksheets, classroom activities, background information and checklists to support teachers to: Explore identity, challenge discrimination and promote justice locally and globally; and Prepare learners for living in a diverse and complex world. Free to download online at <http://www.comhlamh.org/exploring-diversity-and-justice-through-the-arts-resource> and available to buy for €10 (postage included).

KADE Videos

<http://www.youtube.com/watch?v=lcMgEndVZUE> ~ IDEAS Grundtvig Learning Partnership project (7 mins).

Dealing with the funding crisis



RISC World Shop, Credit: RISC.

By Louise Robinson and Martin Mikhail

While the current economic climate offers huge opportunities for development education, there is no doubt funding cuts undermine every aspect of our work. This short piece won't contain any easy answers. Just a description of how one Development Education Centre (DEC) is trying to cope.

RISC (Reading International Solidarity Centre) is the DEC serving a large area to the west of London. RISC's story began in 1981 with a double-decker bus touring schools and community groups to deliver global education. Within a few years the organisation needed to raise its profile, so premises in Reading were rented. In 1995, thanks to the foresight and perseverance of a small group of its founder members, RISC was able to raise funds to buy a huge and almost derelict building close to Reading's town centre. With professional guidance in restoring the building and the support of over three hundred volunteers, RISC moved to its current location and opened the World Shop in 1996. See www.risc.org.uk/about/history.php for the full story.

Over the past fifteen years the RISC building has been developed, providing a broad base of trading activities that soften the blow as grant funding disappears. These activities are constantly scrutinised to make sure we don't lose money in any one area. They include the World Shop, the Global Café, meeting rooms, plus other parts of the building provide office space for like-minded organisations and community groups. Income from these should maintain our core provision and the critical number of workers needed to deliver our aims as a charity and social enterprise. Despite these activities the twelve members of RISC's collective, who manage the organisation, have recently taken a cut in hours to avoid job losses. We employ a further sixteen paid part-time staff and currently rely on over sixty volunteers.

RISC's World Shop sells fair trade crafts, toys, textiles, furniture, food and environmentally friendly household products. It includes a bookshop and Teachers' Resource Centre, with about 8,000 books on development issues and over 2,000 teaching resources (www.risc.org.uk/worldshop). While selling books makes little profit (competition from on line booksellers has taken its toll), the teaching resources RISC publishes have generated useful revenue. The bookshop and Global Cafe enhance the ethos of RISC and draw people into the organisation.

The café's family friendly atmosphere, late licence and

exhibition space attract a wide range of customers. The kitchen is leased to a small ethical business that provides an 'Ethiopian Table' plus regular café food. This is a welcome addition to the catering service for our meeting rooms. (www.risc.org.uk/globalcafe).

Meeting space generates essential income and is well-used seven days a week. A conference hall seating up to 70 and three 'break out' rooms provide a venue for numerous events, plus RISC's training courses. When the conference hall's flat roof leaked ten years ago it seemed there was no funding available for repairs, until we realised that turning it into a 'green roof' would not only enable the repairs but also provide another facet to enhance the organisation. The award winning Roof Garden is largely managed by volunteers and doesn't make money, but has significantly raised RISC's profile locally and beyond. (www.risc.org.uk/gardens).

Further revenue is raised through a small amount of consultancy work and from training run by the Education Team. Currently grant funded for working with teachers, we need to become more entrepreneurial in this area if we are to maintain our staffing levels. (www.risc.org.uk/education).

Lessons learnt

Phasing the development of the centre has been crucial, taking one step at a time so we're not overwhelmed by the task. Hidden costs need to be built in - licensing, waste management and insurance, to name just a few. Ethical dilemmas are many: where to apply for more funding is an ongoing discussion, while green energy, fair trade and ethical banking may not be the cheapest options. Finally, the likelihood of the unexpected occurring cannot be overemphasised, so flexibility is essential!

Looking ahead

Continuing RISC's education work without grant funding will be difficult. We are developing a much larger supporter base to raise money to maintain salaries. A thousand regular supporters, committing to not less than £5 monthly, would provide some security during this difficult period. Through the commitment of our workers and volunteers, the development of our networks, and our broad base of trading activities, we hope we can survive the lean times ahead.

RISC Collective, www.risc.org.uk.

Time to broaden our horizons

by Bobby McCormack

“Money isn’t everything but it’s up there with oxygen”

- Bill Clinton in Dundalk in 2000.

Many would take issue with the former US President’s valuation of money. However, a brief investigation of the value of funding within the Development Education sector in Ireland raises urgent and interconnected questions. How important is money in our respective organisations? What power does money afford us in our efforts to tackle injustice, inequality or extreme poverty? How unsustainable are our efforts? Should we diversify our revenue streams? How independent are non governmental organisations (NGO) if a significant proportion of their revenue comes with some strings attached?

The value of Development Education and Awareness Raising is being debated in many countries, including Ireland. This debate is sharpened because of tightening purse strings. Identifying the outcomes and impact of our endeavours, and being honest about our shortfalls is vital. Our efforts shouldn’t however become simply value for money exercises. Oscar Wilde is often attributed with saying, “we know the price of everything and the value of nothing”. Education may seem expensive but what price or value does society place on fighting prejudice, greed or conflict? At its core, Development Education attempts to build a critical thinking capacity in society, a citizenship interested in contributing, problem solvers willing to act, and a people who see connections across nations and continents. If we lived in a knowledge economy, or indeed a wise society, then surely the potential and value of Development Education would be recognised properly.

The following case study highlights the work of Development Perspectives (DP) to illustrate key points.

Development Perspectives (DP)

DP was set up as a project in 2006 and as an NGO and registered charity in 2009. During that time DP has grown organically and evolved into a leading Development Education organisation. This is evidenced by our regular evaluations, partnerships with other actors, and invitations to lead international events and conferences.

During this time DP received relatively small amounts of funding. DP has received approximately 110,000 euro under the Development Education Grants Scheme operated by Irish Aid over a six year period. Although grateful for the investment of public money in our work, it’s obvious that the outcomes and impact we have made outweigh the investment.

DP has consciously made a number of decisions regarding



*Problem solving on a DP Development Education programme.
Credit: Development Perspectives*

funding. Firstly, we recognise the importance of financial sustainability and the value of not over relying on one source of support. DP is resilient to external challenges because of this internal sustainability. This is made possible through the huge amount of human capital invested in us by former participants. A core group of approximately 40 people have provided their time, energy, skills, knowledge and commitment on an ongoing basis. DP relies on diversified funding streams to conduct its work:

1. Fundraising (Organisational and Individual);
2. Funding applications;
3. Self-generated Income.

This is not only important from a financial point of view, but also in terms of identity and the degree of independence it offers. DP embarks on work it wants to do rather than work others may approve. That DP organisationally reflects the values and principles of Development Education is important although challenging.

“DP embarks on work it wants to do rather than work others may approve.”

Conclusions

This raises the question, how much of the work conducted within the sector in Ireland is sustainable? Our partners in Tanzania and Uganda both generate large amounts of their income through provision of services and sale of agricultural produce. They are living examples of how organisations can be more self sustaining.

Should NGO’s in the Development Education sector only receive grants for a 3-5 year timeframe with a clear and planned exit strategy? Perhaps a funding ceiling in relation to income and/or a finite timeframe of funding support might encourage the building of organisational sustainability and social entrepreneurship into the fabric of NGO’s. On the other hand, if we are serious about living in a just, equitable and sustainable world then Development Education is a must for society to invest in - and not just in a narrow financial sense.

Bobby is Director of Development Perspectives (www.developmentperspectives.ie) and a Lecturer in Development Studies and Programme Director of the BA in Community Youth Work in Dundalk Institute of Technology.

Changing Education Paradigms

Shane O'Connor reviews RSA animate's video of Ken Robinson's talk.



Credit: RSA and Cognitive Media

Given the current changes in our education system in the Republic of Ireland, including 'A New Junior Cycle', I felt it appropriate to look at one of the most popular YouTube hits in the area of education. Whether you love him or loath him, or have never even heard about him, there's no doubt that Ken Robinson has been fairly vocal when it comes to pitching ideas on how we should change - not reform - the education system we currently use to teach our children. Robinson is a well known authority on the subject and lectures all over the world, offering his insightful and often hilarious perspective on the subject.

His presentations on education are well worth your time and can even be used as a Dev. Ed tool, perhaps as an ice-breaker or topic for sparking a debate. Many of Ken Robinson's talks have brought him to the attention of development educators, including ones asking whether or not schools actually kill our creativity and how to start the educational revolution.

In 'Changing Education Paradigms' he focuses on the following questions:

- How did the current education system develop?
- Why do some thrive and some fail in this system?
- How do we improve it?
- How do we encourage all children to thrive?
- And last but not least, especially with regard to changes in the junior cycle soon approaching.... How do we implement

sustainable change in education?

I liked this talk in particular because of the additional use of graphic harvesting to accompany the video. This reinforces what he is saying by painting very vivid, visual and humorous images. It also makes it easier to follow his argument and to understand the connections between his various points.

Robinson claims that every country on earth at the moment is reforming public education for two reasons: economic and cultural. The main challenge he poses to us is to change the way we look at our traditional education systems. "They (those educators who advocate and go along with the current education system) are trying to meet the future by doing what they did in the past and on the way they are alienating millions of kids who don't see any purpose in going to school."

Other problems he identifies are that the current educational systems "were designed and conceived and structured for a different age. They were conceived in the intellectual culture of the Enlightenment and in the economic circumstances of the Industrial Revolution." He urges us to move on from that period and in the final phase of his talk, he tells us how to.

He finishes his impassioned talk by arguing that we can change our education systems for the better. "Firstly, think differently about human capacity. Get over the old conception of academic/non-academic/abstract/theoretical/vocational, and see it for what it is, a myth. Secondly,

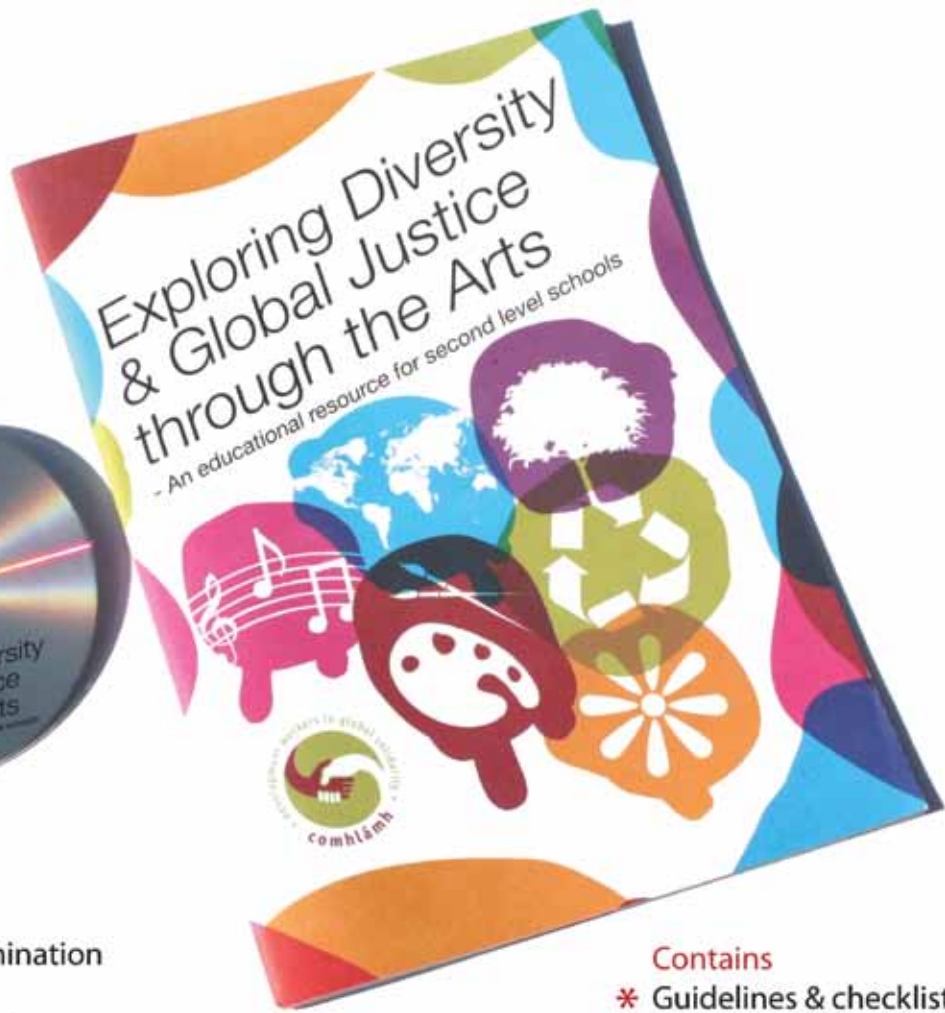
we need to recognise that most great learning happens in groups, recognise that collaboration is the stuff of growth and finally, thirdly, it's crucially about the culture of our institutions, the habits of our institutions and the habitats that they occupy."

At less than 12 minutes long, this video, which has now been viewed by over 5 million people around the world, is an engaging and inspiring way to get people thinking about how we might change the way we educate - hopefully in a way that benefits DE, which is after all education for change.

Watch this video at <http://youtu.be/zZFcDGpL4U>. This video was edited from a talk Sir Ken Robinson gave at the RSA in 2008 (www.youtube.com/watch?v=mCbds4hSa0s&feature=channel_video_title) when he received the Benjamin Franklin Medal. The artist is Andrew Park. www.cognitivemedia.co.uk You can view other RSA videos at www.youtube.com/user/theRSAorg RSA animate www.thersa.org/animate.

Shane O'Connor, Development Education Officer, Trócaire, www.trocaire.org.

For ideas on how to use images and cartoons to explore and debate complex issues go to www.developmenteducation.ie/teachers-and-educators/using-resources.



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