



Centre for Global Education & Comhlámh
invite you to an online seminar

Development Education & Migration

 **Wednesday, 15 May 2024**

 **12.00 – 1.30pm**

 **via Zoom**

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Speakers:



ELIZABETH MEADE

Lecturer, Department of Education, Maynooth University

Elizabeth Meade lectures in Global Citizenship Education, Social Justice and Philosophy of Education in the Department of Education in Maynooth University. She is also a member of the Centre for Public Education and Pedagogy in Maynooth University. Her main research interests are in critical GCE, democracy and education, and the community of philosophical inquiry as public pedagogy.



EMMA SOYE

Assistant Editor, Policy and Practice: A Development Education Review

Emma Soye is Assistant Editor on Policy and Practice: A Development Education Review. She is the author of Peer Relationships at School: New Perspectives on Migration and Diversity (2024, Bristol University Press).



KAREN WYNNE

Co-Director, Liverpool World Centre

Karen Wynne is co-director of Liverpool World Centre which is part of The Global Learning Network of not-for-profit organisations who share a mission to support and deliver global learning in schools and communities. Karen has worked across local communities in the arts, non-formal education, and migrant support for over twenty years, and has a particular interest in social justice themes within global education.

About this event

This event has been organised to present and debate the content of Issue 38 of the Centre for Global Education's bi-annual, open access, peer reviewed journal *Policy and Practice: A Development Education Review*. The theme of this issue is 'Development Education (DE) and Migration' which debates how the DE sector can challenge the often negative political and media framing of migration and reflects on its positive contribution to society and international development. Issue 38 also considers the root causes of rising levels of racism directed at migrants, including the persistent levels of economic inequality caused by neoliberalism. The session on Issue 38 will include a presentation of the outcomes of a community heritage project led by Development Education Centres in North-West England, that evidences the positive use of migration as the basis for global learning.

The speakers at the session will be three of the authors who published articles in Issue 38. They will present their papers and debate their content with development education and higher education practitioners. The event will be held on Zoom and pre-registration on Eventbrite is essential for participants.

Articles to be presented

Participants are encouraged to read the papers presented at the seminar in advance. The three papers to be presented are as follows:

- *Epistemic Injustice, the Far Right and the Hidden Ubiquity of Neoliberalism* – Elizabeth Meade
- *Facing the Other. Development Education and 'Encounter' in Contexts of Migration and Displacement* – Emma Soye
- *Migration Stories North West and Global Education: Perspectives from a Community Heritage Project* – Karen Wynne

Who should attend

Targeted Sectors of Education

- **Development Education**
- **Human Rights Education;**
- **Development Studies / Tertiary Education;**
Community/ Voluntary / Minority Ethnic Sector.

For more information contact:

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CENTRE FOR GLOBAL EDUCATION provides education services that enhance public understanding of the root causes of poverty, inequality and injustice both locally and globally. Our mission is to use education to challenge the causes of global inequality and enable action at all levels and in all sectors of society. We do this through the provision of training and resources that support global learning in the formal and informal education sectors in the island of Ireland. We work with several sectors across civil society including development education, international development, youth, minority ethnic, trade union and adult and community.

COMHLÁMH is the Irish Association of International Development Workers and Volunteers, and a membership-based organisation, that has over 45 years' experience of solidarity-based engagement that addresses the most pressing issues of our time. We support people and organisations to mobilise for global justice, including through values-based volunteering, humanitarian responses, and active citizenship. All Comhlámh's work is underpinned by a commitment to Global Citizenship Education (GCE), which deepens understanding of the structural causes of inequality, unsustainability, as well as the connections between local and global challenges. Overall, Comhlámh provides a unique and vital space to work in solidarity with others towards a shared goal of a world beyond injustice.

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Irish Aid

An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

This document has been published as part of a development education project funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship and development education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments herein are entirely the responsibility of the Centre for Global Education and do not necessarily represent or reflect DFA policy.

POLICY & PRACTICE

A Development Education Review

Policy & Practice: A Development Education Review is a biannual, peer reviewed, open access, online journal published by the Centre for Global Education, a non-governmental development organisation based in Belfast. It aims to celebrate and promote good practice in development education and to debate the shifting policy context in which it is delivered. It provides a space for education practitioners to critically reflect on their practice, share new research and engage in debate with their peers. Each issue of the journal features in-depth contributions on key aspects of development education such as pedagogical innovation, research, methodologies, monitoring and evaluation, the production of resources, enhancing organisational capacity and strategic interventions in education policy.

Policy and Practice is informed by values such as social justice, equality and interdependence and is based on the Freirean concept of education as an agent of positive social change. The journal web site receives over 150,000 visitors per annum from the global North and South and successfully combines quality contributions from academia and civil society.

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www.developmenteducationreview.com