

ADVANCES IN EDUCATION FOR SUSTAINABLE
DEVELOPMENT AND GLOBAL CITIZENSHIP



GLOBAL EDUCATION IN IRELAND

Critical Histories and Future Directions

EDITED BY EILISH DILLON, NIAMH GAYNOR,
GERARD MCCANN AND STEPHEN MCCLOSKEY

B L O O M S B U R Y

Global Education in Ireland

Advances in Education for Sustainable Development and Global Citizenship

Series Editors:

Massimiliano Tarozzi (UCL Institute of Education, UK)

Clare Bentall (UCL Institute of Education, UK)

Nicole Blum (UCL Institute of Education, UK)

The series provides a forum for the best current studies in Education for Sustainable Development, Global Citizenship Education and related areas. Using Education for Sustainable Development and Global Citizenship as an umbrella term for the series, encompassing terms such as global education/learning and development education, and as the framing paradigm which provides a new perspective to look at traditional educational issues.

Advisory Board

Vanessa Andreotti de Oliveira (University of British Columbia, Canada), Philip Bamber (Liverpool Hope University, UK), April Biccum (Australian National University, Australia), Douglas Bourn (University College London, UK), Pei-I Chou (Institute of Education, National Sun Yat-Sen University, Taiwan), Neda Forghani-Arani (University of Vienna, Austria), William Gaudelli (Teachers College, Columbia University, USA), Catherine Odora, Hoppers (University of South Africa, South Africa), Su-ming Khoo (National University of Ireland, Ireland), Ajay Kumar (Jawaharlal Nehru University, India), Elina Lehtomäki (University of Oulu, Finland), Silvia Moraes (Federal University of Ceara, Brazil), Tania Ramalho (State University of New York, USA), Annette Scheunpflug (University of Bamberg, Germany), Lynette Shultz (University of Alberta, Canada), Vanita Sundaram (York University, UK), Rachel Tallon (Victoria University, New Zealand), Haruhiko Tanaka (Sophia University, Japan), Carol Taylor (University of Bath, UK)

Also available in the Series

Pedagogy of Hope for Global Social Justice: Sustainable Futures for People and the Planet, edited by Douglas Bourn & Massimiliano Tarozz

Forthcoming in the series:

Global Citizenship Education in Policy and Pedagogy: Lessons From Italy,
by Sara Franch

Global Education in Ireland

Critical Histories and Future Directions

Edited by Eilish Dillon, Niamh Gaynor, Gerard McCann
and Stephen McCloskey

BLOOMSBURY ACADEMIC
LONDON • NEW YORK • OXFORD • NEW DELHI • SYDNEY

BLOOMSBURY ACADEMIC
Bloomsbury Publishing Plc
50 Bedford Square, London, WC1B 3DP, UK
1385 Broadway, New York, NY 10018, USA
29 Earlsfort Terrace, Dublin 2, Ireland

BLOOMSBURY, BLOOMSBURY ACADEMIC and the Diana logo are trademarks of
Bloomsbury Publishing Plc

First published in Great Britain 2024

Copyright © Eilish Dillon, Niamh Gaynor, Gerard McCann and Stephen McCloskey, 2024

Eilish Dillon, Niamh Gaynor, Gerard McCann and Stephen McCloskey have asserted
their right under the Copyright, Designs and Patents Act, 1988, to be identified as
Editors of this work.

For legal purposes the Acknowledgements on p. xvi constitute an extension of this
copyright page.

Series design by Grace RidgeCover image © designtools / ShutterstockSeries
logo ©-VICTOR- / iStock

This work is published open access subject to a Creative Commons Attribution-
NonCommercial-NoDerivatives 4.0 International licence (CC BY-NC-ND 4.0, <https://creativecommons.org/licenses/by-nc-nd/4.0/>). You may re-use, distribute, and reproduce
this work in any medium for non-commercial purposes, provided you give attribution to the
copyright holder and the publisher and provide a link to the Creative Commons licence.

Bloomsbury Publishing Plc does not have any control over, or responsibility for, any third-
party websites referred to or in this book. All internet addresses given in this book were
correct at the time of going to press. The author and publisher regret any inconvenience
caused if addresses have changed or sites have ceased to exist, but can accept no
responsibility for any such changes.

A catalogue record for this book is available from the British Library.

A catalog record for this book is available from the Library of Congress.

ISBN: HB: 978-1-3503-8038-7
ePDF: 978-1-3503-8039-4
eBook: 978-1-3503-8040-0

Series: Advances in Education for Sustainable Development and Global Citizenship

Typeset by Deanta Global Publishing Services, Chennai, India

To find out more about our authors and books visit www.bloomsbury.com and sign up
for our newsletters.

This book is dedicated to all those who, over many years, have contributed to the development of global education in Ireland, North and South, and who built the foundations upon which this book is based.

Contents

List of Figures	ix
List of Tables	x
List of Contributors	xi
Series Editors' Foreword	xv
Acknowledgements	xvi
List of Abbreviations	xvii
Introduction <i>Eilish Dillon</i>	1
Section 1 Changing Context and Terms in Global Education	11
1 Section 1 Overview: Changing Context and Terms in Global Education <i>Eilish Dillon</i>	13
2 From Development Education to Global Citizenship Education <i>Michael Doorly</i>	20
3 (Re)claiming Citizenship in Global Education <i>Niamh Gaynor</i>	29
4 Intercultural Education and Global Education in Ireland: A Policy Analysis <i>Aoife Titley</i>	39
5 Education for Sustainable Development – Its Development and Key Learnings <i>Elaine Nevin</i>	48
Section 2 Philosophical, Pedagogical and Political Influences	57
6 Section 2 Overview: Philosophical, Pedagogical and Political Influences <i>Stephen McCloskey</i>	59
7 Starting Points: The Influence of Liberation Theology and Critical Pedagogy on Development Education <i>Gerard McCann</i>	66
8 Freirean Influences on Global Education in Community Development and Higher Education in Ireland <i>Bernie Grummell</i>	75
9 Rights, Peace and Justice in Global Citizenship Education in Ireland <i>Benjamin Mallon</i>	84
10 Section 2 Case Studies <i>Eilish Dillon</i>	94

Section 3	Situating Global Education in Ireland in an International Context	103
11	Section 3 Overview: Situating Global Education in Ireland in an International Context <i>Eilish Dillon</i>	105
12	Global Education in Europe: Policy Trajectories <i>Liam Wegimont</i>	111
13	International Global Education Policy and Practice: Lessons from and for Ireland <i>Douglas Bourn</i>	120
14	Global Education Policy and Practice in the North of Ireland <i>Gerard McCann and Stephen McCloskey</i>	129
15	The Irish Development Education Association (IDEA) and the Consolidation of GE in Ireland <i>Frank Geary</i>	141
16	Section 3 Case Studies <i>Eilish Dillon and Stephen McCloskey</i>	149
Section 4	Curriculum Developments from the Margins to the Mainstream?	163
17	Section 4 Overview: Curriculum Developments <i>Gerard McCann</i>	165
18	Global Education and Curriculum Developments in Ireland <i>Mella Cusack</i>	171
19	Global Citizenship Education in Teacher Education in Ireland: Charting the Journey <i>Anne Dolan</i>	180
20	Global Youth Work <i>Valerie Duffy</i>	189
21	Global Education within Higher Education: Challenges and Contradictions in Fuelling Ireland's 'knowledge economy' <i>Eilish Dillon and Niamh Gaynor</i>	198
22	Section 4 Case Studies <i>Eilish Dillon</i>	208
Section 5	Future Directions and Global Lessons	217
23	Section 5 Overview: Future Directions and Global Lessons <i>Niamh Gaynor</i>	219
24	Towards Relationality in GE – Insights from an Analysis of Irish GE Policy <i>Eilish Dillon</i>	225
25	Solidarity Activism and Global Education – Two Sides of the Same Coin? <i>Caroline Murphy</i>	234
26	Cerebral Global Citizens: Neuroliberalism and the Future(s) of Global Citizenship Education <i>Audrey Bryan</i>	243
27	Decolonializing GE in Ireland: Making Critical Connections <i>David Nyaluke, Alice Feldman, Barbara O'Toole, Ebum Joseph</i>	252
28	Section 5 Case Studies <i>Eilish Dillon</i>	262
	Conclusion <i>Eilish Dillon</i>	267
	Index	272

Figures

- 14.1 Department for International Development (DFID) funding in support of its Building Support for Development (BSD) strategy from 1998 to 2010 132
- 14.2 Department for International Development (DFID) funding in support of its Building Support for Development (BSD) strategy from 1998 to 2010 as a percentage of the official development aid budget 133

Tables

3.1	Content Analysis of Four Irish Aid GE Strategies	33
3.2	Content Analysis of Four IDEA Submissions/Strategies	33
16.1	Overview of Institutions and Policies of GE in Ireland, 1970s to Present	154
24.1	Content Analysis of Strategic Plans	229

Contributors

Douglas Bourn is Professor of Development Education at University College London, UK and was chair of the Academic Network for Global Education and Learning (ANGEL) from 2017 to 2023. He is the author of *The Theory and Practice of Development Education: A Pedagogy for Global Social Justice* (2015), *Understanding Global Skills for 21st Century Professions* (2018) and *Education for Social Change: Perspectives on Global Learning* (2022). He is also the editor of the *Bloomsbury Handbook on Global Education and Learning* (2020).

Audrey Bryan is Associate Professor of Sociology in the School of Human Development at Dublin City University Institute of Education, Ireland. She is the General Editor of the journal *Irish Educational Studies*. She has published widely in the field of global citizenship education and has a particular interest in teaching about ecological justice.

Mella Cusack has been active in Global Education and Curriculum Development for over twenty years. She has served as Chair of IDEA (2012–16) and is a Board member of the UBUNTU network for Sustainable Development (2016–present). She has also worked as a Curriculum Materials Developer at both primary (for Real Nation/Irish Aid, 2012–22) and post-primary levels (for WorldWide Global Schools, 2015–22). She also lectures in global education at Dublin City University, Ireland.

Eilish Dillon is Lecturer in global development and former Head of Department at the Maynooth University Department of International Development, Ireland. She has been involved in global education and critical analyses of development discourses, representations and policy in different capacities over many years, most notably through her involvement with civil society groups and in her teaching and research at the Kimmage Development Studies Centre (2002–18) and Maynooth University (2018–present). She is the author of *Shifting the Lens on Ethical Communications in Global Development: A Focus on NGOs in Ireland* (2021), which is available here: <https://mural.maynoothuniversity.ie/14972/>.

Anne Dolan is Lecturer in primary geography with the Department of Learning, Society and Religious Education in Mary Immaculate College, Ireland. She is the Director of the M.Ed. in Education for Sustainability and Global Citizenship. Anne is the editor of the forthcoming publication, *Teaching the Sustainable Development Goals to Young Citizens (10–16 years): A focus on Teaching Hope, Respect, Empathy and Advocacy in schools*, London: Routledge. Anne's research interests include global citizenship education, climate change education, creative approaches to geography, interdisciplinary collaboration and the use of the arts in geographical explorations.

Michael Doorly was Head of Active Citizenship in Concern Worldwide, a development non-governmental organization based in Ireland where he worked for over thirty years before his recent retirement. Active in the development education sector in Ireland over this time, Michael served as Chair of the developmenteducation.ie consortium, Chair of Fairtrade Ireland, and he also served on the National Council of IDEA. Prior to working with Concern, Michael trained as a secondary school teacher and worked in Trinidad, Papua New Guinea and with the Ojibway people in Northern Ontario, Canada.

Valerie Duffy is the Youth 2030 Global Youth Work Programme Manager at the National Youth Council of Ireland. Active in global education in Ireland for many years, Valerie currently sits on the Board of IDEA, she is the Dóchas representative for global citizenship education on Concord in Brussels, an advisory group member of www.developmenteducation.ie network, and a member of the Irish Coalition 2030 group promoting implementation of the SDGs.

Alice Feldman is an activist-educator, art maker and researcher. She coordinates the MA in Race, Migration and Decolonial Studies in the School of Sociology at University College Dublin, Ireland. Her work involves experiments at the intersection of art, research and pedagogy to mobilize creative agency, embodied knowledges and reflective solidarities in decolonial knowledge justice projects. Over the past two decades she has worked in research, advisory and volunteer capacities for an array of groups and organizations involved in anti-racism, intercultural and integration work.

Niamh Gaynor is Associate Professor in the School of Law and Government, Dublin City University, Ireland and a member of the editorial board of *Policy and Practice: A Development Education Review*. Niamh researches and teaches at undergraduate and postgraduate levels in the areas of global development and politics and development in sub-Saharan Africa. Her latest book *Engendering Democracy in Africa: Women, Politics and Development* (2022) is available through open access <https://library.oapen.org/bitstream/handle/20.500.12657/57608/1/9781000597035.pdf>.

Bernie Grummell is Associate Professor in the Departments of Education and Adult & Community Education at Maynooth University, Ireland. She is currently Co-Director of the Doctorate in Higher and Adult Education Programme and the Structured PhD in Adult & Community Education, as well as co-Director of the Centre for Research in Adult Learning and Education in the Department of Adult and Community Education. Her research explores the landscape, processes and experiences of social justice, inclusion and transformation across different sectors of education and society. Bernie is a member of the editorial board of *Policy and Practice: A Development Education Review*.

Ebun Joseph is a Diversity and Race relations consultant, Lecturer, Black Studies at University College Dublin, Director Institute of Antiracism and Black Studies (IABS), and founder and Chairperson, African Scholars Association Ireland, AFSAI (2018–22). Dr. Joseph held the position of Career Development Consultant at the Royal College of

Surgeons in Ireland (2017–21), and was a Teaching Fellow at Trinity College Dublin, Training and Employment Officer EPIC (2007–17). Ebum is an author, TV panellist, columnist and an equality activist with a research focus on labour markets and race relations.

Benjamin Mallon is Assistant Professor of geography and citizenship education at the School of STEM Education, Innovation & Global Studies in the Institute of Education, Dublin City University, Ireland. He researches and teaches in the area of education for sustainability, with a particular focus on pedagogical approaches which address conflict, challenge violence and support the development of peaceful societies.

Gerard McCann is Professor of Practice in International Development at St Mary's University College, a College of Queen's University Belfast, Northern Ireland, UK. He is Principal Lecturer and International Coordinator overseeing student and staff mobility, international partnerships and projects. He has a PhD in Economics and Social Science (Queen's) and Masters degrees in Philosophy (Queen's) and Education (Ulster University). He has authored or co-edited a dozen books and is on the editorial board of *Policy and Practice: A Development Education Review*. He specializes in global economic inequality, global education and European development policies.

Stephen McCloskey is Director of the Centre for Global Education, a development non-governmental organization based in Belfast, Ireland, and Editor of the online, open access journal, *Policy and Practice: A Development Education Review*. He is the author of *Global Learning and International Development in the Age of Neoliberalism* (2022) and editor of *Development Education in Policy and Practice* (2014) and *From the Local to the Global: Key Issues in Development Studies* (2003, 2009, 2015).

Caroline Murphy is the Chief Executive Officer of Comhlámh, a membership-based development education organization which works to foster just, inclusive societies, through progressive grassroots activism in Ireland and internationally. Caroline has over fourteen years' experience of working for organizations across the Irish International Development sector. She has worked as Acting Director with Financial Justice Ireland and as a Research Consultant in the development education sector in Ireland. Caroline has a particular passion for development education and is the author of *Finding Irish Frames: Exploring how Irish NGOs communicate with the public* (2014) which is available here: https://developmenteducation.ie/media/documents/finding_irish_frames_2014.pdf.

Elaine Nevin is the National Director of ECO-UNESCO, Ireland since 2002. In this role, she led the consultation on the National Strategy on Education for Sustainable Development in the Republic of Ireland in 2008 which fed into the National Strategy on Education for Sustainable Development in 2014. Elaine sits on and has sat on a range of bodies including the Irish Environmental Network and the National Youth Council of Ireland. She is the Chairperson of the Advisory Group on the National

Dialogue on Climate Change and was a Ministerial Appointee to the Environmental Protection Agency in 2011 and in 2016.

David Nyaluke is the Proudly Made in Africa Fellow in Business and Development, based at University College Dublin College of Business, Ireland, working to incorporate the teaching of Africa and sustainable development in business education in Ireland. Prior to joining UCD and Proudly Made in Africa, David was a teaching fellow at Kimmage Development Studies Centre and Maynooth University, Ireland, focusing on the role of business, NGOs and state in development. David holds a PhD from Dublin City University where he investigated the trajectories of political and development transformations of African states from independence into the twenty-first century.

Barbara O'Toole is Senior Lecturer in Education at Marino Institute of Education in Dublin, Ireland, where she teaches global citizenship education and intercultural education on undergraduate and postgraduate programmes. She was founder of the Master in Education Studies: Intercultural Education at MIE. Barbara was co-editor of the 2020 publication: *Challenging perceptions of Africa in schools – critical approaches to global justice education*.

Aoife Titley is Lecturer in global citizenship education in the Froebel Department of Primary and Early Childhood Education in Maynooth University, Ireland. Before becoming a teacher educator, she worked as an education researcher and a post-primary teacher. Her research interests include GCE policy and practice, international service learning, anti-racism education and diversity in the primary teaching profession.

Liam Wegimont is Executive Director of GENE – Global Education Network Europe. He co-founded ANGEL – the Academic Network on Global Education Learning. A member of the editorial boards of the *International Journal of Development Education and Global Learning* (IJDEGL) Institute of Education, UCL, London; and of Sinergias ED, CEAUP, Oporto; he has been a teacher, youth worker, school principal, international public servant, researcher and visiting lecturer in teacher education and global learning. He recently co-led the process towards a new Declaration on Global Education in Europe to 2050 The Dublin Declaration. He grows vegetables, with limited success.

Series Editors' Foreword

Global Education in Ireland, edited by Eilish Dillon, Niamh Gaynor, Gerard McCann and Stephen McCloskey, is the second volume of the Bloomsbury *Advances in Education for Sustainable Development and Global Citizenship* series.

The series aims to provide a forum for new and innovative studies in education for sustainable development, global citizenship education and related areas. We use education for sustainable development and global citizenship as broad umbrella terms for the series, which we see as encompassing other key related terms – such as global education, global learning, climate change education and development education – and also offering a framing paradigm through which to explore a range of contemporary educational issues. We are especially keen that the series takes a broad multidisciplinary focus and that it actively promotes a wide international authorship, which will increase the degree to which diverse voices and perspectives from the field are heard.

The series is also closely related to the activities promoted by ANGEL (the Academic Network of Global Education and Learning) which was created in 2017 to strengthen the ties among researchers engaged with global education, global citizenship education and related terms worldwide. The editors of this volume are part of that community and their work provides a comprehensive and in-depth, critical outline of the current state of the art of global education research, policy and practice in Ireland, one of the leading European countries in the promotion and implementation of this approach in formal and non-formal education.

This volume also meets many of the key aims of our series through its diverse authorship and perspectives, as well as through historical reflection on the growth of global education in Ireland, acknowledging both strengths and challenges. Moreover, the authors emphasize the crucial role of civil society, NGOs and educator groups in holding governments accountable and fostering diverse and radical global education approaches. In this vein, the book also advocates for sustained government commitment to these issues, stressing the importance of funding, diverse approaches and transparent policy-making processes.

Through the emblematic example of Ireland we also believe that this volume, like those that have preceded it in the series – and hopefully, those to follow – will act as an important resource for researchers, educators and learners worldwide who are committed to these areas of work.

Clare Bentall, Development Education Research Centre, IOE, UCL's Faculty of Education and Society, United Kingdom

Nicole Blum, Development Education Research Centre, IOE, UCL's Faculty of Education and Society, United Kingdom

Massimiliano Tarozzi, UNESCO Chair on Global Citizenship Education in Higher Education, University of Bologna, Italy

Acknowledgements

The editors would like to thank all who contributed to the book in any way, especially those who contributed their time and experience in participating in interviews for chapters and case studies in this book: Maria Barry, Dublin City University; Sive Bresnihan, Comhlámh; Moira Cardiff, Poetry Ireland; Gertrude Cotter, University College Cork; Tony Daly, 80:20 and developmenteducation.ie; Stephen Farley, Trócaire; Julia Haimlinger, Comhlámh; Deirdre Hogan, Ubuntu; Su-Ming Khoo, University of Galway; Zoe Liston, UCD Volunteers Overseas; Joe Murray, Afri; Joanne O'Flaherty, Ubuntu; Barbara Wilson, formerly Irish Aid.

We would also like to thank Mark Richardson and Elissa Burns at Bloomsbury for their patience and support, and Maynooth University for research funding for the Open Access publication of this book.

We would particularly like to thank our families, friends and colleagues who supported us during the writing of the book.

Abbreviations

ARE	Anti-racism Education
CCE	Climate Change Education
CRC	United Nations Convention on the Rights of the Child
DE	Development Education
DFID	Department for International Development
EE	Environmental Education
ESD	Education for Sustainable Development
GCE	Global Citizenship Education
GE	Global Education
GENE	Global Education Network Europe
GYW	Global Youth Work
ICE	Intercultural Education
ITE	Initial Teacher Education
IDEA	Irish Development Education Association
IDNGO	International Development Non-governmental Organization
HE	Higher Education
HEI	Higher Education Institution
HRE	Human Rights Education
MSF	Multiple Streams Framework
NCCA	National Council for Curriculum and Assessment
NGO	Non-governmental Organization
NODE	Network Outreach for Development Education
ODA	Overseas Development Assistance
OECD	Organization for Economic Co-operation and Development
TfT	Partners Training for Transformation
SDGs	Sustainable Development Goals
SEL	Social-Emotional Learning
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

International Global Education Policy and Practice

Lessons from and for Ireland

Douglas Bourn

The field of global education (GE), including development (DE) and global citizenship education (GCE), has emerged out of international movements, organizations with a global focus and policies, programmes and funding that look outwards to the rest of the world. However, in virtually all countries where the field has taken root within local and national education systems, there are specific national characteristics which have in themselves informed international practices. This can be seen regarding Ireland which has increasingly played an important role in policy development, academic debates and practices by civil society organizations. This chapter will review some of these influences and look particularly at how the evolution of the field relates to Manuela Mesa's definition of five generations of DE. It will also look at two areas which historically have been important and influential internationally, the field of global youth work and teacher education. Also reviewed is an example of international partnerships, a common theme within GE. The example reviewed is the DE Commission, a partnership between 80:20 in Ireland and Teachers in Development Education – Global Learning (TIDE) in England. Finally, the chapter will suggest that central to these initiatives and the influence of research and practice in Ireland has been its emphasis on social justice and the central role this should play within GE.

Five Generations Model and Ireland

Mesa has noted the field of DE and its related areas of global citizenship and GE have shifted from their initial conceptions in the 1970s and 1980s on promoting development and aid and a strong charitable mentality to ones of social justice and solidarity to a more direct relationship to individual engagement and connections to themes such as sustainable development (Mesa 2011).

This process, as I have indicated elsewhere (Bourn 2015) can too easily be seen as a linear one. While the development of GE in Ireland can be seen to mirror some of the changes identified by Mesa, there are some specific characteristics which need to be considered in understanding its influence internationally. First, Ireland suffered from colonial oppression from England and has not had the same economic, social and cultural relationship with the rest of the world that some of the other imperial powers have had. Second, due to its strong religious and cultural influences there have been elements of a missionary influence on the historical development of the field in Ireland. Third, and in part due to the previous two themes, a strong solidarity and social justice element can be seen in the practices and wider influences of civil society organizations (Fiedler, Bryan, and Bracken 2011; Khoo 2011). Finally, like other countries in Europe, the funding support for DE has varied according not only to political influences but changing economic climate (Dillon 2018).

These specific characteristics of GE in Ireland do not mean that Mesa's model is not relevant. There is clear evidence of progression in terms of appropriateness of terminology and engagement of a range of stakeholders, but compared to some other countries in Europe, the development agenda has remained a strong influence. For example, the usage of the term global citizenship has only become more evident in policy documents since 2020 (Irish Aid 2021) unlike say in the UK, Italy or Germany where the term 'global' has been more dominant for over a decade.

Linked to this has been the influence of Irish Aid and its funding for programmes under the banner of DE (Dillon 2018). While there have been initiatives covering themes such as human rights, intercultural education and education for sustainable development, the development agenda has been paramount. While these themes can be seen in other countries and like many of them, Ireland has had to adapt to changing government funding priorities, but there has been a consistency of support for GE-related areas. This consistency of support aligned with the consensual nature of much of Irish politics has meant that compared to say the UK, GE areas have not been subject to major changes in policy priorities (Allred 2016; Bourn 2020).

Themes such as global citizenship, sustainable development, human rights and gender equality have become part of mainstream education provision in several countries. This is due to educationalists having to respond to the changing nature of societies and interests of learners. A consequence of these changes since 2010 has been the growth of interest in the field within academia, increased independent research, particularly by doctoral students, and above all a rapid increase in the number of publications.

Ireland can be seen to be one of the leading countries reflecting these trends. This has been helped by several factors. First, as the English language is the dominant international language in academia and for policy development in education, academics and practitioners in Ireland have been able to gain a higher degree of influence than some of their colleagues in other countries. Second, the practitioner-focused journal, *Policy & Practice: Development Education Review*, has, in its over twenty years of existence, provided an important forum for debate and promotion of research in the field. The journal, although produced in Ireland, has consistently had a strong international component in terms of its authors and has provided

an important space for dialogue between academics and practitioners, and in promoting work by early career researchers. For example, Andreotti's most-cited publication on 'Soft versus Critical Global Citizenship Education' (Andreotti 2006) was first published in the journal. Third, a specific reason for the growing strength of academic engagement in the field of GE in Ireland is due to the long-standing support from policymakers for initial teacher education (ITE) which has resulted in a growing body of academics interested in the area.

This chapter now looks at three important international initiatives that demonstrate the influence of ideas and practices in Ireland. The first is that of global youth work.

Global youth work

Informal education with young people most commonly known as youth work has consistently been a feature of GE practice in Ireland mainly due to the support given by the National Youth Council of Ireland. This influence goes back to the 1990s when the Council supported the creation of DE for Youth (DEFY) programme. This was one of the first programmes covering the field anywhere in the world and provided the inspiration and framework for the creation in the UK of the concept of global youth work.

What DEFY provided was an approach that located DE within youth work practice not as an added extra but as an integral component of its activities. Therefore, the links with the National Youth Council of Ireland became important and provided the basis for an approach which has since been developed in the UK and elsewhere in Europe.

A key text that was influenced by the practices of DEFY was *A World of Difference* (McCullum and Bourn 1995), published by DEA in England which called for a new approach that brought together principles of DE to youth work practices under a new heading of global youth work. An influence on the research and approach taken in England was the approach taken for two attitudinal surveys undertaken by DEFY in 1995 and 1999 (Wegimont 2000). The surveys undertaken by DEFY posed questions about awareness and understanding of development issues by young people and similar questions were then used for surveys in England which formed part of the evidence to demonstrate interest in learning about global and development issues (Wegimont and Farrell 1995). A feature of the surveys was the desire by young people to become more engaged in not only learning about development and global issues but in developing the skills to be more involved so that they could act for social change.

From this research, the DEA – with a range of other organizations in England – developed the concept of global youth work as: 'informal education with young people that encourages a critical understanding of the links between the personal, local and the global and seeks their active participation in actions that bring about change towards greater equality and justice' (DEA 2004: 21). Since then, global youth work has had influence in a range of youth-led organizations in both the UK and Ireland, and key to this development and influence in both countries has been the work of Momodou Sallah. He has taken the term further by seeing it as a form of disruption, of promoting

a sense of critical consciousness that enables the learner to make connections between the personal, the local and the global (Sallah 2020).

This theme of enabling young people to make the connections between their local community and globalized world can also be seen in recent statements on global youth work in Ireland, for example, with the National Youth Council of Ireland explaining that 'global youth work begins with an understanding of a young person's reality' and that this 'happens through an engaged youth work practice and relationship building, which creates opportunity for insight into the personal world and experiences of the young person' (2020: 1). What perhaps is disappointing is that the strength of these practices and approaches has not always filtered down both within Ireland and more widely in Europe within organizations that work directly with young people. Global education for young people out of school can be most effective when it is located within a broader youth work programme rather than forms of direct campaigning based on communicating messages.

Development Education Commission

Some of the most innovative and creative work that has developed in GE has come because of partnerships between civil society organizations, often fuelled by European Commission funding, but also by strong personal and institutional links. The Irish Development Education Association (IDEA), for example, was an active partner in the Bridge 47 initiative involving a consortium of organizations across Europe and beyond. Leading organizations in Ireland such as Trócaire and Comhlámh have also benefited in their DE work by international partnerships.

One of the most innovative partnerships was the partnership between 80:20 and TIDE. Together they produced, from the 1980s onwards, a range of valuable educational resources for teachers. One of their most innovative partnerships was the Development Education Commission which aimed to bring together policymakers, academics and practitioners from Ireland and the UK to develop a strategy that could inform both policy and practice. The Commission began its work in 1996 and published its overall report in 1999.

A feature of the Commission was to identify commonalities across the islands of Britain and Ireland, bringing in distinctive approaches within each jurisdiction. A key theme of the Commission was to bring together some of the discourse around DE and human rights education (HRE). It published three core documents, including a final report *Essential Learning for Everyone; Civil Society, World Citizenship and the Role of Education* (TIDE~DEC [Birmingham] and 80:20 *Educating and Acting for a Better World*, 1999). The overall final report of the Commission outlined an 'essential core' which should underpin both HRE and DE and related areas such as peace education, multicultural education, environmental education, anti-racist education and gender education.

In terms of the impact of the Commission, there is some evidence that the themes of this 'essential core' came to influence practices in both the UK and Ireland but as Regan noted in 2020, 'subsequent changes in curricula and funding for DE and human rights

education and in the policy priorities of governments and aid structures redirected much of the focus and energy of both areas thereby lessening the impact of the Commission. There remains a resistance to learning from each other and each jurisdiction (and its structures and networks) continue to pursue independent and 'separate' agendas and strategies (Regan 2020: 1). Perhaps also the reports of the Commission were ahead of their time as the late nineties and first decade of the twenty-first century were periods of review, bringing changes in funding priorities in both UK and Ireland.

Teacher education

The third area of influence is that of teacher education. As a result of continuing Irish Aid support, bringing GE themes into the initial training of teachers in Ireland has been a major achievement. This has been helped by having two networks as the basis of support, DICE and Ubuntu, and from this engagement of teacher education providers that can inform the development of course content. The extent and importance of the teacher education work in GE in Ireland have been noted in several studies including research for UNESCO discussed later in this chapter and the GENE peer review of GE (O'Loughlin and Hartmeyer 2015).

The strategic nature of the GE activities within initial teacher education in Ireland is virtually unique in Europe. In Scotland, there is a strategy that includes GE, but it is framed more within the context of education for sustainable development. Evidence from a range of peer reviews of GE in various European countries shows that the emphasis in most countries was on supporting several specific initiatives. There was interest in strategies for ITE but they were rare. For example, several of the GENE peer reviews of GE refer to the need for more space for GE and education for sustainable development (ESD) in teacher education but only in Ireland could it be said to have developed in a strategic sense.

To demonstrate the value of global education themes within teacher education, there is a need for research and evidence. Ireland is one of the few countries in Europe where there has been a growing body of such research and evidence. For example, one study identified that while two-thirds of pre-service teachers wanted to include DE-type themes in their future teaching, they felt there were many obstacles to achieving this, including time constraints and how subject themes were identified (McCormack and O'Flaherty 2010).

The edited volume by Kavanagh, Waldron, and Mallon (2021) shows that global and sustainability themes can be reflected within the training of teachers and have a consequential impact within the classroom if connections are made with subject-based curriculum but at the same bringing in value-based perspectives around social justice. This theme of social justice is one that can be seen as a thread through initiatives and programmes that promote learning about global issues as part of initial teacher education. As Bryan et al. (2009: 95) noted, there was 'high levels of willingness amongst pre-service teachers to engage directly with social justice and development issues and methodologies in their classrooms'.

The importance and significance of the initiatives within initial teacher education were noted in a global study on global citizenship and education for sustainable development within teacher education conducted for UNESCO. It noted that 'global, intercultural and sustainability themes have a strong presence with the training of teachers in Ireland' (Hunt et al. 2017: 44). The study further noted that one of the reasons for this was the consistency of funding support since 2003. Similar themes were identified in Tarozzi's (2020) study on teacher education across Europe where Ireland came out among the highest in terms of clear perceptions of global citizenship and commitment to embedding global themes.

Social justice education

Underpinning these specific examples and in reflecting on how the key themes within GE in Ireland have been recognized internationally has been the consistent use of the term social justice. An example of this can be seen in the Disciplines Inquiring into Societal Challenges' (DISCs) project which involved three universities in Ireland to develop and promote through a range of resources and professional development programmes on teaching for social justice (DISCs 2022). Numerous academic studies related to the field of GE and Ireland bring this theme of social justice (Clarke and Abbott 2019; Clarke and Drudy 2006). The usage of the term global social justice was also noted in the GENE peer review of Ireland (O'Loughlin and Hartmeyer 2015).

While reference to global social justice could be said to be a consistent theme of publications and practices in many countries, what makes the perspectives from Ireland distinctive is that the term is seen to be closely aligned with fairness in a global context. It is seen in the consistent emphasis on learning about the causes of inequality but also in moving beyond understanding to taking action (DICE 2008). Reflecting this continuing theme, the journal *Policy and Practice: A Development Education Review* in 2021 had social justice as a theme for one of its issues. Murphy in her editorial for the issue summarized this distinct contribution:

the importance of critical analysis to social justice and the importance of education as an agent for change. The ability to challenge the dominant narrative, to make the link between global and local policy, to communicate this to people and communities, and to support action is the foundation of development education . . . It needs teachers to continue acting as agents of change, making those connections between the local reality and global context to deliver social justice. (Murphy 2021)

Concluding observations

This chapter has explored some of the distinctive features of GE in Ireland and how it has informed and influenced international debates. The success and impact of the areas identified have been due to a combination of factors: political strategic support

from policymakers, strong and effective civil society organizations, and engagement of academics and researchers.

In areas such as youth work and teacher education, Ireland has played a major role in both shaping discussions but also in putting into practice global education themes. The example of the Development Education Commission's work demonstrates how, through international partnerships, there can be enriched debate and policy development in the field.

In terms of moving forward, one of the most striking examples of progress in Ireland has been the engagement of academics and researchers in the field and the ways in which they have engaged with practitioners. The example of publications and papers on initial teacher education have demonstrated the value of this relationship, particularly in terms of providing a more rigorous and scholarly approach to reviewing practice and producing high-quality research (Kavanagh, Waldron, and Mallon 2021; McCormack and O' Flaherty 2010; Murphy et al. 2020). It is also interesting to note that three of the five papers presented at the teacher education strand at the ANGEL/ UNESCO Conference in Paris in June 2023 were from academics in Ireland. Second, the reminder of the centrality of social justice to the field of GE that remains one of the main attributes of policies, research and practice in Ireland can provide an important yardstick for bodies elsewhere in Europe and beyond. What both these themes suggest is that what is key to going forward for GE in Ireland is its development as a distinctive educational field, that has a degree of relative autonomy and is able itself to generate new ideas, research and practice outside of external forces, be they from the national government, the European Union or the specific agendas of civil society organizations.

References

- Allred, N. (2016), 'A Long Look Back: Some Critical Reflections on Development Education in Ireland and the UK', *Policy & Practice: A Development Education Review*, 23: 208–26.
- Andreotti, V. (2006), 'Soft versus Critical Global Citizenship', *Policy & Practice: Development Education Review*, 3: 40–51.
- Bourn, D. (2015), *The Theory and Practice of Development Education*, Abingdon: Routledge.
- Bourn, D. (2020), 'What are the Challenges for Development Education Arising from the Merger of the UK Department for International Development with the Foreign and Commonwealth Office', *Policy and Practice: A Development Education Review*, 31: 95–109.
- Bryan A., Clarke, M., and Drudy, S. (2009), *Social Justice Education in Initial Teacher Education: A Cross Border Perspective*. Available online: <http://scotens.org/docs/Social%20Justice%20Education%20in%20Initial%20Teacher%20Education-2009.pdf> (accessed 22 September 2023).
- Clarke, L. and Abbott, L. (2019), 'Seeking Equilibrium between a Social Justice and a Charity Stance Towards Global Learning among Northern Ireland Pupils', *International Journal of Development Education and Global Learning*, 11 (2): 175–88.

- Clarke, M. and Drudy, S. (2006), 'Teaching for Diversity, Social Justice and Global Awareness', *European Journal of Teacher Education*, 29 (3): 371–86.
- DEA (Development Education Association). (2004), *Global Youth Work: Training and Practice Manual*, London: DEA.
- DICE. (2008), *Global Dimensions – A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators*, Dublin: DICE.
- DISC. (2022), *The Development of Teaching for Social Justice in the Irish Higher Education Sector Insights from the DISCs Project*. Available online: <https://discs.ie/wp-content/uploads/2021/11/DISCs-Sectoral-Guidance.pdf> (accessed 22 September 2023).
- Dillon, E. (2018), 'Critical History Matters: Understanding Development Education in Ireland Today through the Lens of the Past', *Policy & Practice: A Development Education Review*, 27: 14–36.
- Fiedler, M., Bryan, A., and Bracken, M. (2011), *Mapping the Past, Charting the Future: A Review of the Irish Government's Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland*, Dublin: Irish Aid.
- Hunt, F, Bourn, D., Blum, N., and Bamber, P. (2017), *A Review of Education for Sustainable Development and Global Citizenship Education in Teacher Education*, Paris: UNESCO.
- Irish Aid. (2021), *Global Citizenship Education Strategy 2021–2025*, Dublin: Irish Aid. Available online: <https://www.irishaid.ie/media/irishaid/publications/Global-Citizenship-Education-Strategy.pdf> (accessed 22 September 2023).
- Kavanagh, A.-M., Waldron, F., and Mallon, B., eds. (2021), *Teaching for Social Justice and Sustainable Development Across the Primary Curriculum*, Abingdon: Routledge.
- Khoo, S. (2011), 'The Shifting Policy Landscape of Development Education', *Policy & Practice: A Development Education Review*, 13: 1–10.
- McCullum, A. and Bourn, D. (1995), *A World of Difference*, London: DEA.
- McCormack, O. and O' Flaherty, J. (2010), 'An Examination of Pre-Service Teachers' Attitudes towards the Inclusion of Development Education into Irish Post-Primary Schools', *Teaching and Teacher Education*, 26 (6): 1332–9.
- Mesa, M. (2011), 'Evolution and Future Challenges of Development Education', *Educacion Research Global*: 141–60.
- Murphy, C., Smith, G., Mallon, B., and Redman, E. (2020), 'Teaching about Sustainability through Inquiry-based Science in Irish Primary Classrooms: The Impact of a Professional Development Programme on Teacher Self-efficacy, Competence and Pedagogy', *Environmental Education Research*, 26 (8): 1112–36.
- Murphy, M. (2021), 'Editorial: Development Education and Social Justice', *Policy & Practice: A Development Education Review*, 33: 1–6.
- National Youth Council of Ireland. (2020), *Development Education and Global Youth Work Programmes*. Available at: <https://www.youth.ie/programmes/development-education/global-youth-work-and-development-education/> (accessed 22 September 2023).
- O'Loughlin, E. and Hartmeyer, H. (2015), *Global Education in Ireland*, *European Peer Review*, Amsterdam: GENE.
- Regan, C. (2020), *The Development Education Commission*. Available online: <https://developmenteducation.ie/feature/the-development-education-commission/> (accessed 22 September 2023).
- Sallah, M. (2020), 'Towards the Second Duality of Global Youth Work: The Environment and Disruptive Action', *Policy & Practice: A Development Education Review*, 30: 115–28.
- Tarozzi, M. (2020), 'Exploring Global Citizenship in Teacher Education Across Europe: A Comparative Analysis of Austria, Czech Republic, Ireland and Italy', in

- D. Schugurensky and C. Wollhuter (eds), *Global Citizenship Education and Teacher Education*, 215–32, New York: Routledge.
- TIDE~DEC [Birmingham] and 80:20. (1999), *Educating and Acting for a Better World Essential Learning for Everyone*, Birmingham: TIDE.
- Wegimont, L. (2000), *Development and Justice Issues: Irish Attitudes*, Dublin: Development Education for Youth/Irish Marketing Surveys.
- Wegimont, L. and Farrell, D. (1995), *Justice and Development Issues: An Awareness and Attitudes Survey*, Dublin: Development Education for Youth/Irish Marketing Surveys.