



Irish Aid

Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

Ubuntu Workshop "Embedding Development Education"

Workshop Report

(October '06)

For further information, please contact:

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The launch of the Ubuntu Network took place on the 21st September '06 in Iveagh House, Department of Foreign Affairs, Dublin 2. It was preceded by a half-day workshop in Irish Aid Bishop's Square. This report provides an overview of the workshop.

Workshop Itinerary

- 12:10** Welcome - Ruth O'Doherty, Irish Aid; Chair - Dr Roland Tormey, UL
- 12:20** "Roles for Education in the Pursuit of a Sustainable Future"
Prof. Charles Hopkins, UNESCO Chair, York University, Canada
- 1.00** Questions and Answers
- 1.30** Lunch
- 2.00** "Integrating Development Education into Teacher Education and Professional Practices" - Dr Paul Conway, UCC & Ubuntu and Maria Campbell, St. Angela's College & Ubuntu
- 2.45** Development Education in Senior Cycle Education - Annette Honan, NCCA and Peter Johnson, NCCA
- 3.30** Feedback and Discussion
- 4.00** Finish and transfer to Iveagh House for Launch Event.

Welcome

Ruth O'Doherty, Education Officer in the Development Education Unit of Irish Aid, opened the workshop by welcomed delegates, thanking the organisers and paying tribute to the workshop presenters, in particular Prof. Charles Hopkins, keynote speaker and UNESCO Chair for Reorienting Teacher Education to Address Sustainability.

Ruth made reference to the importance of the Ubuntu Network workshop and launch and the introduction of the NCCA publication, "A Study of the Opportunities for Development Education at Senior Cycle" and reemphasised the commitment of Irish Aid to integrating Development Education into Post Primary Teacher Education.

Roland Tormey, Ubuntu Network and UL, welcomed the attendees and noted the diverse nature of the group and the wealth of interest and potential input that exists with the Dev Ed area. He referred to the term 'Ubuntu' and it's focus on community and cooperation and 'the whole as greater than the sum of the parts', and expressed the wish of the Network to build upon this immense interest. Roland paid tribute to the founders of the project including, Cathy Roche and John Lawton, who recognised the need for a post primary Dev Ed Network focused on action

research, transferability of learning and partnership. He also spoke of Marie Kiely (RIP) who worked in Development Education and on the engagement of teacher educators with the issues.



Ruth O'Doherty, Irish Aid



Dr Roland Tormey, Ubuntu & UL

Roland drew attention to Paul Conway, UCC and Gerry Jeffers who became involved in the Network at an early stage and to the members that are becoming involved in the academic year '06 – '07. He thanked Deirdre Hogan and Leona Campion for their work in organising the event, and Ruth for the engagement and dedication that she has brought to the Network and the event. Roland went on to introduce Prof Charles Hopkins and provided a synopsis of his biography and achievements including his role as UNESCO Chair and contribution of the Chapter "Promoting Education, Public Awareness and Training" to Agenda 21. He highlighted opportunities raised by Charles to get involved in international work and networks.



Prof Charles Hopkins, UNESCO



Workshop Delegates

Roles for Education in the Pursuit of a Sustainable Future

Prof. Charles Hopkins, UNESCO Chair for Reorienting Teacher Education to Address Sustainability, acknowledged the work of the Ubuntu Network and the importance of such collaboration in response to the Decade of Education for Sustainable Development.

The following is a transcript of Charles' presentation, (printed copies of the corresponding slides are available upon request to Deirdre.Hogan@ul.ie).

Slide 1: Title – The Role of Education, Public Awareness and Training in Creating a More Sustainable Future.

Slide 2: The Planet is Changing

“The first point that we need to address is this component that sometimes as humans we can be very arrogant in thinking that we are the only animal on the planet that has a sense of history and a sense of vision. Now that is arguable but if we do have it – what are the responsibilities that go with that? If there is change, and we acknowledge that there has been change over the years, but if we see that much of the change that is happening now is at a very increased rate and we know it. Much of that change is caused by us. What is the responsibility that goes with that?”

Slide 3-4: Graphs of Increases Versus time (e.g. CO₂, Fertiliser Consumption...)

“I'm going to show you these – they all go from 1750 – 2000. This is from Sweden and it is part of their work in global change and there is a whole raft of them. They all seem to rank around the 2nd world war. After the 2nd world war everything goes into lift-off. And its not just population that's going up – its our impact on the planet. Even here in global biodiversity – that is charting species lost – not the increase of biodiversity of course. But if we know and understand this kind of change, what is it that we should be doing about it. Now we see this change in a number of ways. Some of it is environmental change that is happening to the planet. There isn't a glacier in the entire world that is healthy. The artic ice is opening up; you can take almost any ship you want through the Northwest Passage. Great parts of the Antarctic are melting.”

Slide 5: Photograph – Kilimanjaro 1970 and Kilimanjaro 2000

“This is Kilimanjaro in 1970 on the left, this is Kilimanjaro in 2000 on the right and we figure that within 10 years there will be no snow-cap, no ice cap on Kilimanjaro. Now if you are an environmentalist and you are looking at this as a climatologist you can say well that is awful but what is happening to the planet? If you were a person whose livelihood is agriculture at the base of Kilimanjaro then you would have something else to think about in the way – what is the amount of

moisture that is coming down into your fields during the winter? If you were a sociologist you may be wondering about what is the impact on the people to have lost their great symbol of ice in Africa. I really don't know – there are many different perceptions. And that's why when you talk about diversity of the people in this room, we really don't know how from our own disciplines how to relate to some of this – but we do know that it is happening. We have examples as well that it is not just a slow change. We can see in the example I would like to use here, in the millennium assessment that was just released earlier this year, thousands of scientists from all over the world studying what was happening in their country, and this is all up on the web by the way – you can find the millennium ecosystem assessment.”

Slide 6: Examples of Nonlinear Change

“I picked this one being Canadian – you can see on the left it talks about the tons of fish that were landed over time – so it starts on the bottom at 1850 – at 100,000 tons. And you can see by 1960 we got serious about catching fish. The price of cod went up, the investment that we wanted to do on the east-coast of Canada because of unemployment – the government thought we need to create employment and so there were low interest loans to fishermen to get bigger nets, bigger boats etc and so the fish catch went right up to 800,000 tons – 8 times. And of course suddenly there weren't a cod left and the whole thing was crashed. Now we haven't been catching cods roughly since 1992 and the cod have not come back. They have been replaced in the eco-system with another species and we pretty well have ruined that whole industry. We didn't understand the idea of caring capacity.”

“So when we start looking at what are the elements where I'm going to be talking about education for sustainable development, that's the international term that is used but you will see at the end that I'm really talking to each of you about what components you have to contribute to this whole thing. Cause in some places the vehicle that could be used to start the whole thing could be development education. Other people call it citizenship education, to some its environmental education but we do need to get beyond the adjectival forms of education we do need to get right into the core, and its not just the discipline that's going to do this – its got to be reorienting our entire way of thinking and what we model for children in our institutions and in life around us. The point is sometimes we don't know and understand and so the concept of caring capacity must be an integral part of education for sustainable development.”

Slide 7: Photograph – Masses of Used Tyres, California

“Sometimes we don't know what to do with the waste of our civilisations. You can see here this is from California – there are a few spare tyres there. Should we grind these up and put them in an

ash vault? Should we store them like this to realise the amount of energy and carbon that is in there? What should we do with the by-product of civilisation? The concept of reverse mining is something where until we know what we are doing, its something that is the precautionary principle- at least here it may in the short run pay to do something with this by-product. If it was ground up and dispersed we would still have tiny bits of rubber everywhere and it may not be able to retrieve it – we’re not really sure. Sometimes we have to understand the environmental impact of our technology.”

Slide 8: Photograph – Child in Tree, Nepal

This is from Nepal and the person is hand-pollinating the orchards because they didn’t read the directions properly on the insecticides and wiped out these. I show this in the US and people say “that’s terrible” and I point out that there is a big industry on the top of Florida every spring and its bee-hives on the back of pick-up trucks and the bee-keepers start, in spring-time they move north and they lease the bees to the orchards and the farmers because in the US they have greatly reduced the insects because of insecticides. Sometimes we think about these things and say “well that’s in a developing country or that’s somewhere else” and we don’t see the hegemony around us – we can’t look and see what it is we are doing.

Slide 9–12: Water – statistics, photograph

There are a number of free services that we get from our environment that we never play tribute to. Our pricing is strictly what it costs us to harvest. The purification of water is done as we dump our effluent and take in clean water from the environment – we never really factor that into it. We never really factor in photosynthesis. We factor in the price of the land as a mass but these are other issues. When we look here we can see a map of the world and we can see the red and yellow are places where the amount of water we are pulling out of the environment is much greater than the amount of rainwater/ replenished water that is going in. Water is another huge issue around the world. And when we start in the sociology, the technology of drilling a well, the economics of the person who owns the deep well as he drowns up the water from the shallow wells around them is extremely complex. So the idea of solving things from one perspective or one discipline doesn’t seem to be working. Then of course natural hazards as we look at the various parts of the world – each one of those is a decade and each decade is not just the magnitude of the dollar/euro it is the magnitude of the frequency, size and scale. So as the climate is slowly warming up we are putting more energy into it so you have more energy in the wind systems, water systems and so on. Now it is not just about the environment however, if we look at some of the economic and social indicators of globalisation we see that those too are in the upwards scale. Just like in the other 24 slides of the environmental change, we also have

tremendous change in the other two areas. Trying to grasp these things and come to grips with extremely large and extremely small numbers and scale and scope is extremely difficult.

Slide 13: Graphs/Charts showing size relative to Greenhouse Gas Emission

Just let me show two graphs that are extremely interesting from geography, the one on the left shows relatively where the countries are but it shows their size according to greenhouse gas emissions. If you look at the big bulge in the US, it's Alaska. Canada is the little slither between the US and Alaska. But the US producers have roughly one third of the world's greenhouse gases, the European Union another third and then the rest is spread around the world but you can see Japan is no slouch either. When you try to look at things in different perspectives, here if we look at the world from a population point of view, suddenly you see how miniscule the US really is compared to their impact / ecological footprint on the planet. So these impacts are huge and even when we try to plan ahead and address these impacts, sometimes things go wrong.

Slide 14: Photograph – Part of an Oil Tanker surrounded by people

Do you remember the Exxon Valdez...the oil tanker that ran a ground in Alaska? Well the US reacted and so did the EU. The US said all oil tankers operating in our waters have to be double hulled and they gave the world 5-6 years to do that. The EU followed suit and I think by 2010 all tankers operating in EU waters must be double hulled. So we thought that's a great move forward. And of course what we did was we suddenly generated thousands of single oil tankers that were useless to the point where they are simply there for scrap. No shipyard in the world wanted to haul them in to cut them up for scrap. So what is happening is they are taken to the coast of Bangladesh and abandoned. And at "meet high tide" when the moon and the sun are aligned and you have your highest tide, these things are hauled onto the beaches by hand and cut up by hacksaws. And slowly the people working on it (\$30 a month, 6 day week) the problem is that they have no equipment so they are working with bare feet on rusty steel which means tetanus etc, they do have some cutting torches but no goggles. They don't clean these things before they abandon them and so the oil sludge from the hole in the bottom has gone into the coast and destroyed the shrimp and fishing industry for about a hundred Kilometres. They have been doing this now for 8-9 years. So sometimes when we think ahead we think well what's good for the US or what's good for the EU and the by-product of what we bring in is sometimes dumped into the economies of other countries and so we have the fishermen out of work and these people working at the lowest possible wage to provide scrap steel once again for the North or for China or possibly for India itself once the economy starts to lift off.

Sometimes too we are not really sure on how to help and we don't really know or understand the real play.

Slide 15: Wall Muriel – “I wish that my daughter will marry a man with a toilet!”

Two years ago at the UN, I was sitting there when countries at the UN commission for sustainable development and the countries were reporting on their millennium goals and what they were doing by bringing in water, sanitation and fresh drinking water to rural communities. There was a speaker from Bangladesh one from India and one from South Africa. They were bragging about the progress that was made and they were government officials. Then Unifam – that small tiny UN agency that represents more than half of the worlds population brought in 3 women – one from each of these countries and described the situation to them just trying to bring forward the urgency and need for aid, but appropriate aid. They talked about what it was like in this one village where if a woman was seen going to the defecation area it would be seen to bring shame on her family so the women could only go early in the morning before the men got up or late at night. The teenage girls had to go as a group as sometimes men would lie and wait to rape them. I have never been so moved just listening to those types of stories so I went afterwards. While they were talking there was a man with a board and some magic markers who jotted down the parts of the stories of the women. I show this to the US, and I don't want to pick on the US, to some of the most generous people in the world and the women started saying “I know where we can do things, we can raise money and go in and build some toilets” but I say there is no water. Immediately they were going to give up but I say we could get some shovels and some boards to have an area with some privacy etc and I get “urgh an out-house?” And I continue when it gets full it can be covered with a bit of soil and we could get a mango tree or fig or something and I admit it would be terrible. But at least it is a practice and it is not taking the sewage water and dumping it back into the drinking water like some cultures do. I mentioned if I ever live on the Mississippi I want to live as far upstream as possible!

Slide 16: Globalisation – Addressing Poverty

Roughly a third of the world's population lives on squatters land and shacks. In Canada some of our main problems are with a group of Indigenous people and we really don't know how to address it. They have made the news 7 times, they are in the coast of Labrador, we have moved their town 3 times and we have spent an average of \$230,000 per person and they are worse off today than they were before. We really don't know how to deal with it. It maybe something like the traveller society here in Ireland – we have issues with people that we really don't know how to deal with. There are some big issues that we really have to learn to deal with. If this were a group of 100, 67 of you would be Asians, 5 would be Europeans, 5 would be from North America, 12 from Africa, 17 from South America. But if we were to take out of the 100 of you in the worlds economy, if say the worlds economy was 100 dollars we would have 1 from Europe, 1 from North America and 1 from Asia and I could go around and pick them as it is luck of the

draw as to where we are born and to whom, those 3 and say – you have 85 dollars the rest of you have 15 dollars and it is not spread around evenly. Some of you are doing reasonably well but you should know that these 3 are trying to figure out how to get your 15. And then you wonder why there is sometimes resentment, and the odds of you getting any of that 85... It's how to deal with size and scale and scope. If we even go back to the whole idea of the economic refugees – India needs to generate about 40 million jobs per year. China about 30 million, because of the one child policy the population bulge going through India is different to what's going through China. If they don't generate that many new jobs – where are those people going to go? If we know they are going to be on the move, and you are not going to be able to build a wall or policy strong enough to keep them away then what should our education systems in India be doing? How should they change to put in creativity, job creation, what is the role of technical and vocational education? But what does the education system here in the North need to be doing to have people in the North understanding that they have to generate 40m? I mean are we in competition with India and China or are we in co-operation with India and China? And knowing that many millions are going to be coming, what should our education look like to address racism and so on that will undoubtedly be here in the north. So if we could start thinking ahead and using the precautionary principle that we apply in the National environment, applying it to our social environment as well, then I think that is what we need to do.

Slide 17: Globalisation – Cost of Globalisation

This slide is a Three Gorges Dam (hydroelectric dam on the Yangtze River in China) and it is taken 3 months apart. If you look here at this building and this little drum – 27 towns and cities of over 250,000 people were told to move and they were simply re-allocated – they were told to take their house apart and move, and these were not the recipients of electricity. China, because of the treadmill its on now, has to create the new electrical generation capacity of Great Britain and add it every year to its grid. And the expectations of the people for this in order to keep stability there – what are the implications of that.

Slide 18 – 19: Photographs of New Schools in China

This is a new school in Beijing, China. They add about 250,000 people to a suburb and put in the schools etc. The schools are very modern and v green. They integrate ESD into the geography curriculum, they have solar panels, green water supply, the educated in China are very aware of the ecological footprint that they are having. I'm not saying that this is true of the rural area, but in the new schools they are addressing Sustainability.

Slide 20-23: The Bottom Line – We need a world we can live in

So if the bottom line is this, how can we who are formal, informal and non-formal educators, come together to work together to address these issues – that is what the Decade is all about.

If we look at what is sustainable development, the combination of trying to address environmental concerns, social concerns and economic concerns all together, we sum up SD. There is also the concept of intergenerational responsibility. There is also the concept of need versus greed. Equity and redistribution of wealth etc... so that's the concept of SD. There are many paths to get down that route...I'm not saying the Education, Public Awareness and Training is the only one but it's absolutely amazing that out of the 40 chapters that came out of Rio, 4 of them were set aside for specific work programmes - One of them was Education, Public Awareness and Training', and only 'Education, Public Awareness and Training' has a decade named after it, so there is great hope. But still we struggle with a lack of resources as to what we can do... the amount of money that was put into Technology Transfer by countries was huge – the amount into Education, Public Awareness and Training' is miniscule. I want to say and acknowledge that SD comes with a lot of questions, especially from Higher Ed and many people who are saying that it's an oxymoron...it's impossible...etc! Yes, if you think of development as 'growth', then yes it is but if you think of development as e.g. the first time piece would have filled most of this room, but now I have this device on my wrist...think of the first automobile Versus the new Toyota Prius. There are many definitions I agree.. there are many definitions of democracy, marriage...it doesn't stop us imposing them on people! And there are many questions... Sustaining what? The current inequity? Where ~10% of the world's population has used 50% of the world oil and probably will use the remaining 50% because the price goes up? That isn't what we're about – I think the best definition I heard was from a child..."Enough for All, for All". Think of the discussions you could have with that, what does "enough" mean... who is "all". I heard an indigenous people in N Canada describe it (he was an elder and put on the spot) and said "if I live my life this way, my forefathers will look down on me and be proud of me, and the young children yet to be born will still want to come" – if that's what you mean then I agree with you... you could have heard a pin drop in the room! If we had only asked them that at 9:10am, then we could have had a great days fishing!

Slide 24 - 25: A Question for All Societies

So we're saying that it's key. One of the key questions that I think we need to think about is not necessarily what our expertise is, but what is it that our students will need to know, and be able to do by the time they graduate.

- To preserve culture _____%
- To prepare/train for work _____%
- To create national wealth (GDP) _____%
- To live a full, meaningful life _____%
- To contribute to society _____%
- To be creative and resourceful _____%
- To live a religious life _____%
- To live together in peace _____%
- To be self-sufficient _____%

It's whether it's demand side or supply side if you're in economics. Is it so important what I have spent my life learning that I must impose on you. And it's what's locally relevant, what's culturally appropriate I used this (above) when I was brought into Kazakhstan to rewrite the curriculum – I was to give an hour lecture to the 36 Deans of faculty on what would be an appropriate curriculum to replace the old Soviet system... these were determined people. I started by asking them this – “why are you education people?”...Because until you know why, you don't know what to teach or where to model or where to put the emphasis. It's very different if you're teaching for creativity because you have very small investment capacity in your country. You have to be prepared that whatever you develop that's good will be purchased... you're going to use it. But if you've very deep pockets, you can build huge research economies. For example the next computer chip is going to cost billions, so it's unlikely that Sierra Leone, no matter how many great scientists they produce, will hone onto that.

Slide 26: Four Major Thrusts of ESD

There are 4 major areas to ESD.

- 1 Public awareness and understanding
- 2 Access to quality basic education
- 3 Reorienting existing education
- 4 Training programs for all sectors

Slide 27: 1. Public Awareness and Understanding

The first is raising the level of 'Public Awareness and Understanding'. The main goal of most governments is not necessarily great governance; their main goal is re-election. So they need the

public support. Even if they wanted to do the right thing, they're not going to do it if it affects their standing in the polls. So they need a general public that would be able to receive an enlightened proposal if it occurs. The private sector also needs it...it's pointless them changing all their products for the better unless it's appreciated and the products will be bought – so you have to know the difference between this and that...it's not just the green packaging. And it raises the whole level of the discussion perhaps getting to the point where we might change lifestyles.

Slide 28-31: 2. Access to quality basic education

The second this is realising that you're not going to have SD unless you educate the population, and we know from history that it is educating the girl child that's important. 90% of school going aged children are in developing countries. It's hard to imagine that... these are countries that are still charging school fees to people who earn \$1.50 a day. And the school fees are there because largely the IMF and World Bank have imposed this as conditions under which they can get loans – i.e. they have to charge for health services and education. But it's not just the Southern thing, we also have to consider under educated people in the North. In Latin America and the Caribbean, average public education is 6 years after which they pass 4 grades, much of Asia is 4, Pakistan is 4 (mainly boy child) and in parts of Africa it's generally measured in months.

The point that I really want to make is that no one group can really do all this. And we talk about the problems in the north, especially for those whose preferred learning style is not reading... As SI of curriculum, if we got 'good kids', who's parents took a real interest, we graduated them. If reading wasn't their preferred learning style, and parents weren't interested...they didn't do well in our school system. Just think of the tremendous waste – that has to be taken into account as well.

Slide 37: 3. Reorienting existing education

The third thing is recognising that it is the most educated countries that are leaving the greatest ecological footprints...The US, EU, Canadian, Australia, NZ. So it's not just more education inculcated with the values we have and are imposing on our society. Where are we going with our knowledge, values and skills that are part of our education? The answers need to be discussed out within groups like what we have here today. So it means addressing these kinds of things – to see you here today ready to take this on is fantastic. But it doesn't just mean changing a discipline...moving it from Citizenship Education to Environmental Education. It's beyond that. We have to start looking at our buildings, our whole programmes, how we operate, what are our purchasing policies? This is a quote from Mahatma Ghandi (Photograph) saying, "My life is my Message". Kids are saying, "is this for real, is this on the exam?"

Another quote by Ghandi – “I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible, but I refuse to be blown off my feet by any”. So how can we prepare our students to be able to welcome in economic and cultural refugees... how can they be prepared to work with them and not necessarily be swamped, but open to change, open to growth...these are the questions.

The point is, in the North, we are subject to \$0.5 trillion in advertising urging us to consume. To put that in perspective the entire budget for the US is \$2.5 trillion...it's a bit more than what we have on the other side!

Slide 37: 4. Training programs for all sectors

The fourth aspect is on training, and that is where we do know how to do things better...we do know how to put up buildings better. The square footage of this building represents the equivalent energy of 5 gallons of gasoline. To knock and rebuild means that we're throwing that energy away. So we need to start educating our architects and engineers to be looking something as a permanent repository of the world's non-renewable energy.

Slide 38-40: Dow Jones Sustainability Index

The corporate world is doing this. This graph shows that those corporations that are following Sustainable patterns do outperform those that are not. We know too that in Canada, it's not just NGOs pleading with established school systems, or teachers doing their individual things, we know we have to engage Senior Officials so we've started a training programme with some support from the government, we're bringing together the SI and Directors from the largest school districts in Canada to put the on a 3 day training programme on this.

Slide 41: Strengths Model

We're putting forward the Strengths Model. The idea is that no single discipline, group, teacher, organisation can do it all. This is a huge thing – to reorient our values and perspectives – but that everybody has things to contribute. And it's how can we come up with ways to engage with discussion – it doesn't mean that everyone needs to know everything...how can we organise the plethora of messages that we're putting out, how can we work together, no one has figured it out yet. In fact hardly anywhere in the world are there gatherings like this, and who can take the lead roles in these discussions. So in most of the ones where they're trying to get started, they find some talented people, set some mandates from themselves, demonstrate some doable ideas, what makes sense in a particular area and what is the research component in all of this. We can intuitively think, “this will work”, but when money gets tight, you need to have research.

The United Nations University feels that the next great move is not going to be countries signing declarations; it's going to be at a regional level, where we bring together formal, non-formal and informal messengers.... You... and bring them together with local sources of sustainability messages – what are the real social, environmental and economic issues facing that region – and how can we get that kind of data infused into our school systems – because we feel that, on the one hand we'll have improved academic outcomes, because we'll be dealing with things that scale real issues, relevant things for the students, and on the other hand we will have a more enlightened, knowledgeable and supportive citizenry.

So a number of these have been established around the world, there were 9 to start with. This year the global Ubuntu group, which is a signatory of 11 big international organisations, the Academy of Third World Science, International Association of Universities etc will be reviewing applications from about 20 more Regions in the world – so that they may become a Regional Centres of Expertise on ESD.

Let me just close on the fact that there are good things out there. Sometimes we become overwhelmed when we see the scale, the scope of the work that's going on. But there is greater acknowledge and there are people working on it. I travel a great deal – there are groups just like you who are coming together, trying to figure out what can be done – unfortunately there aren't nearly enough – and now we're starting to get people in Senior Government to think maybe we need to do something. So it's up to these early initiators to try to do the best you can, with the resources you have, and I implore you to work together wherever you are, and I thank you very much.

Questions Asked/Comments Made:

1. What progress has been made since Gothenburg 2001 and the first EU Sustainable Development Strategy? There was tremendous energy which seemed to be lost. Is it working? (Robert Kirkpatrick, Dept of Education) I would say that the real work is being done at a much lower level. The foreign policy of the US on SD is terrible but if you look at what is going on in the cities, they are turning their backs on national policy and turning their cities into tremendous places...and I think if we can gather the dollars and the know-how that is coming out of the US we can make great progress. I see the same thing in various parts of Europe Munich, Salzburg. Sweden has in the planning stages of 4 Regional Centres of Expertise. So it's at a much quieter level. Governments haven't really come form ward. In Canada, we started with the bang, we came up with a national committee but there was no funding. When you think of the size of Canada and cost of air fairs... now it's broken down into provincial, sub-provincial, and we're establishing ESD working groups, and slowly it's building back up again ...– so feeling that you

had (the initial high response, then the drop off when not much happened) ...UNESCO can't go into any country, it has to be done at the local level and the government officials, who never had enough money to do what is already on the plate, didn't feel there was a ground swell... that we should rush out and do anything when no one was clambering for it. So what we're doing is regrouping and get trying to form groups that will clamber and get a 'squeaky wheel' going... but being able to show what can be done, what should be done...

2. Following that point, isn't it one of the difficulties – it's not a politically popular issue – it's not going to get governments re-elected. (Joe Murray, D)

I certainly don't have the answer to that...but I can share with you the popular concept at the moment is that we have to move into what is locally relevant – now the future of our children is something that perhaps can be brought into bare. Currently in Canada concern for the environment, has sky rocketed again much to the surprise of the ruling party, which is currently a very conservative government. Many people in the general population relate environment to human health, so air quality... they're looking at sustainable transportation. Millions of dollars lost by people sitting in traffic...workplace is no longer a factory, people are on the move, there's no such thing as rush hour in Toronto anymore, rush year! Toronto is due to expand - Our population is going to double, from 5 million to 10 million in the next 10 years. Where are these people going to live. The whole idea of a 'Green belt', starting to plan for transportation, putting them in ahead of time - people will live along subways - but who's going to pay for the subways at this point when it's for the benefit of future generations. How do you find something that's really relevant and build on the concept that we know. I don't think that we're going to teach a whole lot to the general public about SD. When I'm doing my shopping, not many people walk up to me and want to walk up and talk about SD ... I don't know what's wrong with them! But we do talk about some real things in our community and that concept of blending it in may be a way of bringing it to the forefront.

3. Comment - Answer is going in through secondary school... Bringing into the curriculum, developing the context. (Nollaig Dineen, NUIG)

4. Comment – Answer through recognition e.g. Corporate Timber producer being awarded high profile, internationally recognised logo that timber was produced in eco-friendly (Tom Roche, Just Forests).

Early on, one of the sliders showed that there were a number of things that had to be in place to have SD...attach corruption in governments etc. And then Education and public awareness is a one component but a central one... not only did we have our own chapter, it also appear in all the

other chapters, in fact, the word 'Education' is the second most used word in Agenda 21 (after 'country')! So for the forest industry to adopt best practice etc., they need to be assured that people will recognise that symbol, so there is a whole public awareness campaign. So we need to improve the critical thinking skills of many of our students...so how do we do that so that they will question the charlatans that come forward? But reward those who are doing the right thing...when we start to do that we will really move the multinationals, because so much of their corporate worth is in their logo. That's why NIKE is moving from becoming one of the global bad guys to one of the good guys...they realised they were losing millions on logo worth.

6. Comment – the constant battle to push the Environment agenda all the time...when it comes to SD, we all need to re examine our own work and see how we all address the same agenda. (Elaine Nevin, ECO UNESCO)



Dr Paul Conway, UCC



Maria Campbell, St. Angela's

Integrating Development Education into Teacher Education & Professional Practices

This session was jointly run by **Dr Paul Conway**, UCC and **Maria Campbell**, St. Angela's College. Both are active members in the Ubuntu Network.

The session looked both at views and visions of Development and Development Education before extending into the process of Integration. It examined the many challenges the integration faces ranging from the curricular culture to assessment and examination models.

The session was structured around two key questions that were posed to the delegates. Some responses are outlined here.

Question 1: Why embed development education into teacher education?

Some of the many responses:

- To help students to recognise and challenge discrimination and racism
- To develop social conscience in students
- Enhances critical thinking & prepares constructive practical action
- Everyone has a role to play in Sustainable Development
- It is our moral responsibility
- Multiplier effect of reaching more people
- To empower more people to act as development educators.
- It naturally fits into many subjects
- Contributes towards a holistic type of education



Workshop – Individual Feedback



Workshop – Group Discussion

Question 2: What supports and constraints exist?

Some supports mentioned:

- Teachers already dedicated to Development Education.
- More enlightened high profile campaigns
- Willingness of NGOs to support DE
- Success of participatory methodologies in the classroom
- Wealth of experience and expertise of individuals committed to DE
- Links between 3rd level institutions, schools and NGOs, like Ubuntu
- Visibility of issues in current affairs and programmes

- Natural and extended links in teacher education
- Our multicultural society provides a context for learning
- Commitment of Irish Aid to DE
- Wealth of resources that already exist – packs, texts, websites
- Existing support services e.g. CSPE
- Very receptive students

Constraints:

- Overloaded curriculum at second and third level
- Time limitations at second and third level
- Emphasis on assessment at second and third level
- "Site" mentality - subject specialisms etc
- Lack of knowledge among teacher educators and teachers
- Perceived "size" of the issue. People often say “where do I start”
- Lack of integration of DE into society
- Perceived conflict between DE and other areas such as SNE, Citizenship, Env Ed etc.
- Media focus on consumerism + capitalism
- “Institutionalised” teachers
- It’s more difficult to integrate DE into some subjects
- “Is this really my problem” mentality
- Perception of DE meaning extra work and reallocation of time

Please see Presentation Slides (Ubuntu Website) for more information.

Development Education in Senior Cycle Education

Annette Honan and **Peter Johnson** of the NCCA provided an overview of the NCCA publication entitled, “A Study of the Opportunities for Development Education at Senior Cycle”.

The publication concentrates on a number of subjects and their potential for the integration of DE into senior cycle: Art, Agricultural Science, Biology, Construction Studies. Economic, English, Gaeilge, Geography, History, Modern Languages, Music and Religious Education. Within each subject area, ideas are presented on how to develop skills and attitudes for the various aspects of the subject curriculum.

Peter and Annette also provided an overview of some of the changes being proposed for the Senior Cycle including Transition Units.

“As part of the work in the development of senior cycle, the NCCA (National Council for Curriculum and Assessment) is working with schools in the development of transition units. Transition units (TUs) are one of the curriculum components that make will up the new senior cycle. Transition units are developed within the school and are intended to be integrated into the senior cycle programme or programmes of study offered by the school. In developing transition units schools may devise some ‘from scratch’ – opening up a new area of learning for students. They may decide to adapt some of the modules they already offer as part of their Transition Year programme, and redraft them as TUs. Schools may also work with external agencies, such as non-governmental organisations (NGOs), in the development of TUs. Schools prepare written outlines of each TU which are then subject to a validation process.”

The NCCA/Irish Aid publication is currently available to download from the Ubuntu Network at <http://www.ubuntu.ie/resources.php>



Publication Cover



Annette Honan, NCCA

Feedback and Discussion – Some comments

Comment 1 – Elaine Nevin (ECO UNESCO) – Questioned the omission of Environmental Education in the Transition Unit structure. Peter explained that the map presented was ‘Work in Progress’ and that comments and suggestions were welcome from all parties.

Comment 2 – Michael Doorly (Concern)? – Is multiculturalism represented in report (to Annette) There are many references to the opportunities of the multicultural classroom. It comes through as an integral in particular LCVP, students can choose work examples from developing countries. Annette also drew attention to the Intercultural Guidelines produced by the NCCA which reports on subject audits carried out to investigate opportunities through which intercultural education can be integrated – **Are their successful models of multicultural integration from Canada (to Charles)?** The one tip that I could give is to be serious about it. It went from the 2% visible minority to 56% in 18 years and the doubling of the population will be of all visible minorities. With in the school board, we are one body that attempts to deal with it. You could not be promoted within the board unless you have not only taken courses on antiracism and multiculturalism etc, but you also had to demonstrate what you had done in the area, and to really project that you were seriously about it. Don’t just make it one more little cog in a wheel...it has to be more than that – he has to be about equity...the same way we looked at gender and some of these other crucial issues. If you’re going to do it, don’t play at it because people will see through it straight away and be even more resentful.

Comment 3 – How do you develop knowledge...considering it is constantly changing (to Maria, Roland)?

We really do have to engage with the question of what knowledge is...we need to define knowledge. If it’s about curricular content/material...that’s one way of looking at it, but if we consider it as it’s a way of knowing or way of being, then by embodying DE into teaching, we’re living the knowledge.

Roland – what strikes as important is that we take development out of the realm of the ‘development specialists’ and saying that we’re all engaged in issues of development. In some sense, DE tries to do this – part of what it does is create the idea that it’s about “talking about stuff”, and what are we talking about. There is an issue about the knowledge base – the historic breaking up of “stuff that can be known” into subjects hasn’t served humanity very well and doesn’t serve a concept development very well. Research like this is about mining different bits of different things that we know. Maria used the term of “ways of knowing”...one of the things that is

really strong for me is “systemic systems”... that we actually start to recognised connections, between the lights that we have here and the people that mined the coal to bring it here...also the environmental consequences of it – so there are ways of knowing issues as well as the what of knowing issues.

Comment 4 – Everyone has knowledge...don’t always need in depth knowledge and statistics but individual stories and experiences (tape didn’t capture name)

Comment 5 – There is a danger working with DE that it becomes academic and distant. Challenge is that it has to be made personal and it has to be made real. Distraction when there is so much reference to the aid that we are giving abroad – the challenge for us is to see DE in our own country and our own context (tape didn’t capture name)?

Comment 6 – (Teacher) Focus on learning – I don’t feel I need to know everything – it’s about enabling your classroom to find out information and to investigate. There must be opportunity among staff to share what you are doing, otherwise we work in isolation.

Comment 7 – Patsy Toland (Self Help and Convenor of Irish Dev Ed Association email idea@ireland.com)... emphasised those in DE to use networks that are there in the area (request). (Referring to Transition Units Wheel) Concern is to see DE as a player at all...there’s nothing in that wheel that I couldn’t apply DE to. I’m concerned that it sits there and it make be slotted into a one hour, convenient slot. If it’s there, there is a risk it may merely become that. Peter – it is important that DE was put there, it acknowledges DE and shows all the areas that students cover. Agree with you on the importance of integrating. **Roland – from Ubuntu Network perspective, we hope to link in with other NGOs and link with our own communities to bring forward our agenda... your invitation to collaborate.**

**Photographs of the Joint Launch of the Ubuntu Network
and the NCCA/Irish Aid publication “A Study of the Opportunities
for Development Education at Senior Cycle”**



Workshop Delegate List

Aidan Clifford	CDU Dublin
Anne Fitzgibbon	Trinity College Dublin
Annette Honan	NCCA
Barbara Gill	Dice, Church of Ireland College of Education
Barbara Raftery	Dochas Development Education
Barbara Wilson	Irish Aid
Cathal O'Keefe	Link Community Development
Catherine Anderson	British Redcross
Catherine Simmons	OWC Belfast
Cathy Roche	Young Social Innovators
Charles Hopkins	York University Toronto
Claire Casey	
Claire Lyons	Mary Immaculate College
Claire Martin	Gorta
Claire O Grady Walsh	Afri
Claire O'Neill	Dice, Church of Ireland College of Education
Colm Regan	80:20
Daithi O hAodha	Self Help
Deirdre Henchy	University Of Limerick
Deirdre Hogan	Ubuntu
Deirdre O'Rourke	Mary Immaculate College
Dr Gareth Byrne	Materdei
Dr M Barry	
Dr Maeve Martin	NUI Maynooth
Dr Paul Conway	University College Cork
Dr Roland Tormey	University Of Limerick
Dr. Ethna Regan	
Eileen Coleman	CSPE Knockard
Elaine Nevin	ECO UNESCO
Fiedele	
Hugh Gash	St Patricks College
Hugh O'Neill	
Jim Gleeson	University of Limerick
Joanne O'Flaherty	University Of Limerick
Joe Murray	Afri
John Smith	Trocaire
Jordan Campbell	Suas
Kevin Dawson	NUIG
Larry O'Loughlin	Poetry Ireland
Leona Campion	Ubuntu
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Lizzy Noone	Concern
Mags Liddy	Paul Partnership
Margaret Healy	Presentation Education Office
Margaret Mohan	

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Maria Campbell	St Angela's College
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Noreen Ryan	Serve
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Orla McCormac	University Of Limerick
Padraig Harvey	
Patricia Wall	Dtalk
Patsy Toland	Self-Help Development International
Peter Johnson	NCCA
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Ruth O Doherty	Dept Of Foreign Affairs
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