Contents

The greatest difficulty we have in describing Development Education in Ireland in the present day is that the picture is so mixed. Measured in terms of activity there is a broad and significant network of groups active in promoting development education in both the formal and non-formal sectors, yet many of these groups are not confident of their impact, their sustainability or their place in the 'bigger' development education picture.

It is a time in which the Irish Government is moving swiftly toward the U.N goal of 0.7% of GNP for overseas development cooperation by 2007 yet within the development education sector there is a need for more strategic thinking that will consolidate the sector, prioritise targeting and secure resources.

This report entitled; **"Development Education in Ireland-Challenges and Opportunities for the future"** comes at an important time for those working in Development Education in Ireland. In 2000 the Dochas Development Education Action Group (DEAG) commissioned this work because of a perceived lack of information on the current provision, activity and future needs of development education in Ireland.

The DEAG was delighted to welcome Ireland Aid through the National Committee for Development Education (NCDE) as both a partner and a co-funder in conducting this research. The partnership approach between the Government and Civil Society served to strengthen the commitment of both to the needs of the development education sector.

The DEAG would like to thank Michael Kenny of NUI Maynooth, who along with Siobhan O'Malley, has produced a challenging and informative work that will serve as the basis for any discussion on the direction and needs of the development education sector.

The steering group for the report consisted of Tom Ryder (Voluntary Service International), Johnny Sheehan (DEFY) Michael Doorly(Concern Worldwide) and Máire Matthews (NCDE). The group would like to thank Annette Honan, Anna Farrell and the Dochas Development Education Action Group among others who gave of their time and expertise.

It is hoped that the current research is not an end in itself, but the beginning of a process by which those engaged in development education can formulate a cohesive direction for the development education sector. As such this research will involve not only Dochas members, but all those involved in development education throughout Ireland, along with Government departments and Civil Society groups.

Michael Doorly

Chairperson

Dochas Development Education Action Group

Dóchas

The Irish Association of Non-Governmental Development Organisations

Dóchas was formed in October, 1993, and is the result of a merger between CONGOOD - which represented the common interests of Irish NGDO's since 1974, and the Irish National Assembly - which links most Irish Non-Governmental Development Organisations (NGDOs) into a European Union network representing over 900 NGDOs. Dóchas brings together Irish Non-Governmental Organisations (NGOs) involved in development and relief overseas and/or in the provision of development education. Dóchas aims to provide a forum for consultation and co-operation between its Members as well as wherever possible to help them speak with a single voice on development issues. Dóchas acts as the Irish Assembly of NGDO's in relation to the Liaison Committee of NGDOs to the European Union.

Vision Statement

The vision of Dóchas is to contribute, through the cooperative efforts of our members, to a just world where basic needs are met, where people are empowered, where there is equity in the management and distribution of resources and where human rights are respected. This will be achieved in the context of members dialogue with partners in the South and through the active engagement with local partners in Ireland. In furtherance of its vision Dóchas aims:

- To promote the just interests of the peoples of the South in key areas of Irish, European Union and United Nations policy.

- To promote the achievement of the United Nations' target of 0.7% of GNP for Irish official development aid, to increase European Union official development aid and to improve the quality of official development assistance.

- To promote, through development education, an understanding of the causes, and a commitment to correcting the effects, of social and economic inequalities in a global context.

- To provide a forum for member organisations to share information, ideas and experiences.

Dóchas Working Groups

The Development Education Action Group (DEAG) aims to:

- Encourage and develop inter-agency co-operation within Dochas to further the aims and enhance the practice of development education

- Encourage and support the integration of development education into the policies and programmes of Dochas member agencies

- Lobby the Irish government for an increased recognition of the value and aims of development education and for adequate resourcing at Irish and at EU level

- Influence the evolution of development education policy and practice in partnership with other agencies in Irish and European development education

- Contribute to the work of the National Committee for Development Education and the EU Liaison Committee Development Education Forum

The group has 8 active members who meet on a regular basis throughout the year. The research project on development education in Ireland has been a major undertaking of the group over the past two years. The group was also responsible for the publication '**75/25 Ireland in an Increasingly Unequal World' (1996)**

In addition Dochas has several ad hoc working groups including:

- **Strengthening Dóchas Group** – this group has been working on a project to strengthen Dóchas.

- The **HIV-AIDS Working Group** was established to prepare a joint Dóchas position for the UNGASS on HIV/AIDS in New York in June 2001, at which we had a representative. The group is continuing this collaboration with a view to improving and sharing our own learning and expertise in this area and to lobby for increased support for the NGO sector in a co-ordinated Irish response.

- **Human Rights** – Dóchas has a representative on the Joint DFA/NGO Standing Committee on Human Rights. We currently have a small group looking at the area of rights based development. This group held a seminar on Human Rights in January 2002 and a follow up seminar is planned for Autumn 2002.

Dóchas Newsletter

Dóchas produced a newsletter 10 times a year (none in August or December) which is distributed to all member agencies as well as to other interested groups and organisations. The newsletter includes current information on the activities of Dóchas as well as details of forthcoming meetings and events, information on new publications, situations vacant, etc.

Membership

Membership is open to non-profit making NGDOs independently established and located in Ireland or Northern Ireland who regard international development cooperation including development education as an important aspect of their aims and work. A full list of the rules and criteria for membership is available from the Dóchas office on request. The following 31 organisations are currently members of Dóchas:

ActionAid Ireland; Action from Ireland (AfrI); Aidlink Amnesty International Irish Section; Bóthar; Christian Aid ;Church Missionary Society Ireland (CMSI); Church of Ireland Bishops Appeal (CIBA); Comhlámh; Concern Worldwide; Goal; Gorta; Irish League of Credit Unions International Development Foundation (ILCU/IDF); Irish Commission for Justice and Peace (ICJP); Irish Council for International Students (ICOS); Irish Family Planning Association (IFPA); Irish Foundation for Co-operative Development (IFCD); Irish Missionary Union (IMU); Kerry Action for Development Education (KADE); Methodist World Development and Relief Committee (MWDRC); One World Centre for Northern Ireland; Oxfam – Ireland; Refugee Trust; Self Help Development International; Support for Afghan Further Education (SAFE); Trócaire; Voluntary Service International (VSI); Volunteer Missionary Movement (VMM); War on Want Northern Ireland; Wingspread International; World Vision Ireland

Legal Status

Dóchas is a private company limited by guarantee and not having a share capital. It is registered in Dublin, Ireland and its registration number is **94384**. Dóchas is also a registered **charity, no. CHY6410.**

For further information please contact

Dóchas

59 Deerpark Road,
Mount Merrion,
Co. Dublin,
Ireland.

Tel: +353 1 288 6141 Fax: +353 1 2780571

Email: dochasaf@iol.ie

About the author's

Profile Michael Kenny

Michael Kenny, M.Agr.Sc. MIITD, is a lecturer in community and rural development at the Centre for Adult & Community Education, National University of Ireland, Maynooth. He has extensive experience in planning, evaluation and capacity building work with area partnerships, LEADER companies, and community organisations/groups in both rural and urban Ireland. He brings a global perspective to his work from his six years development work experience in Zambia, Tanzania and Rwanda/Zaire and ongoing work focusing on global challenges. He has conducted reviews of development programmes both at home and abroad and with NUI Maynooth has sought increased accessible options for third level participation for mature students.

Profile Siobhan O Malley

Siobhan O Malley, MSc(Agr), is Information Officer with Galway Rural Development, a joint partnership and LEADER company. She has extensive experience in social research, spanning across such subject areas as educational retention at third level, assessment of progression project for early school leavers, appraisal of effectiveness of rural community development groups and social needs assessment for an urban integrated area plan. Her interest in and experience of the global perspective comes from over two years teaching in Japan, four months research work in South Africa and extensive travel in Asia, South America and Southern Africa.

Executive Summary

This work, commissioned by Dóchas, seeks to provide an updated overview and analysis of the current level of activity for Development Education in Ireland. Arising from the above, the research seeks to identify and make recommendations regarding the gaps, needs and opportunities from within the development education sector for planning strategic interventions.

The work sought a response to a quantitative questionnaire from 253 groups active in development education in Ireland and response to a qualitative questionnaire from 48 groups selected at random. Sixty per-cent (60%) of the groups (115 groups) replied to the quantitative questionnaire and 52% (25 groups) responded to the qualitative questionnaire.

The data profiles a diverse range of groups active in development education. The scale, scope and range of activity varies greatly as does the geographic distribution of groups. It is evident from the feedback that groups seek to impact on awareness, information and education relating to global development issues through specific target groups using a participative model of non-formal education, augmented with resource materials to increase impact. Groups seek their resources and funding from a range of sources. The National Committee for Development Education (NCDE) is the most visible single source of development education funding but significant funding is also accessed from the European Union (EU) and from the major non-governmental development organisations (NGDOs). In fact, taken as a total figure, non-governmental organisations and other programmes are contributing a greater level of funding to development education in Ireland than the government through the NCDE.

Arising from this research work, groups noted the following:

- The greatest strength of the development education sector is the range, experience and commitment of those active in development education as a network.

- The greatest weakness is how to retain and maintain people's involvement in development education work and how to access resources.

- The greatest achievement of those active in development education is their impact on target groups through contact and resource materials.

- The greatest challenge is the lack of a national strategic plan that will consolidate the development education sector, prioritise targeting, and secure resources.

Dóchas has a very important role to play in facilitating the development education sector in Ireland to mature and develop. There is urgent work to be done. The definition of development education is still unclear and is being interpreted diversely. There is a lack of clarity of whether development education is a content or a process. There were a number of respondent groups whose work is not development education within the definition used in this report. There is a noticeable absence of local development education groups in substantial areas of Ireland, particularly in the Midlands and Border regions. Most importantly there is a need for a structure to support development education activists, paid and unpaid, on an on-going basis. There is a need to affirm their work and to provide mentoring to those that are isolated or overburdened with their work.

The Irish Government has made a commitment to reach the UN target of 0.7% of Gross National Product (GNP) for development co-operation by 2007. Development education is an integral part of development co-operation. The development education sector needs a strategic plan to optimise the funding that will become available to development co-operation.

The following recommendations are put forward in this report:

- That the development education sector should take a leading role in the development of a strategic plan for development education in Ireland.

- That development education stakeholders promote a national and transnational inclusive dialogue on the nature and context of development education.

- That the development education sector take a leading role in instituting a model of "best practice" that promotes the highest standards in all aspects of development education work.

Arising from this work it is evident that the interest and enthusiasm is there. However, leadership is required from within the development education sector to ensure that a focused effective strategy is put in place to optimise the development of the sector over the coming years.

Section1

Introduction

This research was commissioned by Dochas to obtain an overview of the current provision of development education in Ireland and to identify gaps, needs and opportunities in the sector for planning strategic interventions for the future. The research sought to collect qualitative and quantitative information from all groups, organisations and agencies active in development education. This firstly required a definition of development education and secondly the construction of a list of the groups, organisations and agencies active in the provision of development education.

There are many and varying opinions on the definition of development education. To arrive at a common and universally agreed definition is beyond the scope of this research. It was therefore decided by the research steering committee to work with one definition in order to avoid any misunderstanding that may occur throughout the consultative process. The definition of development education used is as follows:

"Development Education is about increasing people's awareness and understanding of global issues and of the interdependence of different countries and parts of the world in relation to those issues. In particular, it's about what sustains underdevelopment and what is needed to reach and sustain more equal development. It is an education based on reflection, analysis and action at local and global level."

The outcome of this work is a document that quantifies the range, extent, impact and potential of the development education sector on the island of Ireland. Through the discussion of the research findings the reader will note the commitment, creativity and potential of the collective and individual activists within this sector. The reader will note the significant achievements and impact of the sector and will glimpse the opportunity for the sector, with strategic direction and leadership, to place both the content and process of development education firmly within community based education in Ireland. This will strengthen the significant impact of development education on consciousness raising, on wider world awareness and on informed action for global and local justice.

Background

Development Education in Ireland

Development education is valued by the Irish Department of Foreign Affairs as a means of maintaining support of the general public for the expenditure of Irish taxpayers money through the Development Co-operation budget to countries in the developing or third world. This said, in Ireland, development education has traditionally been promoted by church based and non-governmental development organisations to promote their work overseas among people in Ireland and to continually maintain and increase support for their work. Therefore, development education has traditionally been very closely linked to promotion of development organisations and fund raising. Development education is also closely associated with specific campaigns being promoted by development agencies. In reality, it is difficult to determine what was, and is, development education as separate from promotion, campaigning, advocacy and good public relations.

This research work has identified 253 groups with different levels of activity in development education. When compared to previous reviews there is evidence that the number and range of groups/organisations participating in development education is growing. The range of groups/organisations now includes educational institutions at all levels, community groups/organisations, partnership groups/organisations, women's groups, youth groups/organisations and solidarity groups, among others. The establishment of networks and partnerships between those involved in development education is a further indication of the growth experienced in the development education sector in Ireland.

It is a valuable initiative that Dochas would seek to find the most effective means of keeping in touch with the extent of groups, activities and resources within the sector. This is an essential task to service the groups active in development education and to promote best practice. This initiative is also very valuable in identifying the emerging issues, needs and opportunities from the sector that will contribute to its further development.

Development Education: A Definition

The term 'development education' came into use in the late 1960's, reflecting the concern of aid agencies, churches and the UN over Third World development (Network of Curriculum Development Units in Development Education, 1998).

While there was promotional, awareness, and advocacy work going on prior to this, it was not presented as educational work. The emergence of the term indicated a maturing of the promotion and advocacy work to a realisation that the general public of the developed world would have to be educated in the issues of the Third World to maintain support for the range of groups active in overseas development work. It also reflects an awareness from international co-operation that it is essential to educate people internationally on human rights issues.

There are many and varying definitions of development education but a commonly accepted definition is that of the United Nations, according to which development education is

".....concerned with issues of human rights, dignity, self reliance, and social justice in both developed and developing countries. It is concerned with the causes of underdevelopment and the promotion of an understanding of what is involved in development, of how countries go about undertaking development, and of the reasons for and ways of achieving a new international economic and social order."

This UN definition dates from 1975 and many of the more recently coined definitions reflect a changing emphasis. UNICEF (1992) refers to 'education for development', which it defines as

".....a learning process which proceeds from knowledge to action. It has evolved from being education about developing countries to a broader concept of education for global citizenship."

(Network of Curriculum Development Units in Development Education, 1998).

A further definition used by NCDE, was quoted in the introductory letter throughout the consultative process for this research. It says that development education is about

"....increasing people's awareness and understanding of global issues and of the interdependence of different countries and parts of the world in relation to those issues. In particular, it's about what sustains underdevelopment and what is needed to reach and sustain more equal development. It is an education based on reflection, analysis and action at local and global level."

(NCDE, 1998)

This definition highlights the need for awareness and understanding of global interdependence and its impact on underdevelopment and inequality. The definition also notes the educational process of reflection, analysis and action.

Terms of Reference

The main aims of the research are as follows:

1. To provide an updated overview and analysis of the current level of activity - including expenditure and funding sources for Development Education (DE) in Ireland.

2. Arising from the above, to identify gaps, needs and opportunities from within the Development Education sector for planning strategic interventions.

The central focus of the research is a review of the provision of development education in Ireland today. More specifically, it will identify the following:

- Current activities undertaken by those active in development education.

- Developments within the education and social environment which present opportunities and challenges for development education.

- Human resources, capacity and needs.

- Current financial situation, including sources of income into development education.

Database

In addition to the report, a database of groups active in development education is being compiled. This database will contain an complete list of agencies, groups and organisations, networks and formal educational establishments, identified through the consultative process, that are active in development education in Ireland at the time of this study. This list is presented in a digitally accessible and updateable format. The database will present the following information:

- Contacts details

- Origin of development education initiative

- Aims

- Functions

- Reports, information or products of activity

- Current status

Methodology

In August 2000, a number of national organisations exclusively involved in development education were contacted. Thirteen organisations responded with lists of groups they have links with in the broad development education field. This was used to compile the initial list of 184 agencies, groups, organisations, networks, and educational establishments with varying levels of involvement in development education throughout Ireland. A systematic sample of 50 was taken from this initial list. Two of the organisations in the sample were excluded based on the fact that they are not based in Ireland, so the initial number contacted was 48.

Further contacts with Dochas Steering Committee and organisations involved in development education resulted in the initial list being expanded to a total of 253 by December 2000. The majority of groups included in the survey had previously received funding or had networked with specialist development education groups/organisations at local or national level within the past three years. They cover a broad range of organisations, groups and institutions whose activities would, in some cases, stretch beyond the technically precise definition of 'development education'.

Qualitative and quantitative questionnaires were designed to obtain data on perceived development education needs, opportunities for further development education initiatives, gaps in current development education provision, human resource gaps, and financial resource capacity.

The consultation process undertaken consisted of two elements:

1. Postal questionnaire seeking qualitative information, distributed to initial sample of 48, and followed up by phone-call within a week of posting. In cases where it proved difficult to make telephone contact, questionnaires were returned by post.

2. Postal/electronic questionnaire seeking quantitative information, distributed initially to a sample of 48 and thereafter an updated version of the questionnaire was distributed to every organisation on the updated list of 253. Two-thirds of these were contacted by post and the remaining one-third by email.

Section 3.
Research Findings; Quantitative & Qualitative Data

Response Rate

From a total of 253 groups/organisations contacted there was a 60% response rate to the quantitative questionnaire, giving a total of 153 questionnaires returned.

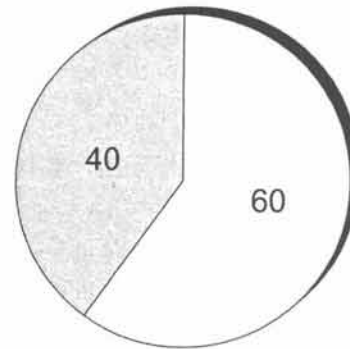A breakdown of types of groups/organisations contacted and those that responded is as follows:

Fig 3.1.

Table 3.1

Breakdown of Numbers/Per-Cent Returned and Analysed by Category

Category of Organisation/Group	Number Contacted	Number Returned	% Response	Number Included in analysis	% Included in analysis
NGDO/Aid Agency	19	11	57.9	10	90.9
Groups Promoting Development Education/Awareness	22	18	81.8	18	100.0
Solidarity or Single Issue/Support Group	50	23	46.0	18	78.3
Community Development Organisation/Project	20	12	60.0	8	66.7
Environment/Sustainable Development Organisation	9	6	66.7	4	66.7
Missionary/Religious Organisation	34	17	50.0	11	64.7
Secondary School	5	4	80.0	3	75.0
Primary School	1	1	100.0	0	0.0
Third Level Institution	11	5	45.5	5	100.0
Youth Organisation	25	19	76.0	16	84.2
Women's Organisation or Network	24	16	66.7	4	25.0
Media/Theatre Group	8	7	87.5	7	100.0
Network/Coalition	11	8	72.7	6	75.0
Funding Organisation	2	2	100.0	2	100.0
Cultural Programme/Project	4	2	50.0	2	100.0
Other	8	2	25.0	2	100.0
Total	**253**	**153**	**60.5**	**116**	**75.8**

153 questionnaires were returned, i.e. 60.5% return rate. It is clear from the table above that, relative to the number contacted, there was a good response rate from groups promoting development education and one world centres, from media and theatre groups and from the sectoral groups/organisations, i.e. youth, women's environmental and community groups. The community groups included community development projects, Area Partnership Companies and Traveller groups/organisations. The women's groups/organisations and networks were mainly linked to Banulacht and the majority of youth groups/organisations were linked to DEFY. The solidarity and single issue groups were mainly country focus solidarity or support groups, but also included issue groups focusing on development, refugee and anti-racism issues. A number of these support groups were difficult to contact, due to the fact that they did not have an official base and used postal address facilities elsewhere. The non-responses among Non Governmental Development Organisations were mainly from Northern Ireland.

On review of the 153 returned questionnaires, the researchers excluded 37, as the questionnaire content did not show evidence of development education activity in accordance with the NCDE definition. This leaves a total of 116 responses, which were included for the purpose of analysis on SPSS (A Standard Statistical Analysis Package). The reasons for exclusion were based on more than one of the following criteria:

- Themes and target groups were not appropriate to development education.

- Funding was not received from development education funders.

- There were no links with other development education groups/organisations.

- Materials produced were not specific to development education within the NCDE definition.

It has to be noted here that even though there was a relatively high response rate from Women's Groups/Women's Networks, three quarters were excluded from the analysis. This was due to the reasons already mentioned, in addition to the fact that many of the women's groups misinterpreted the meaning of development education as personal development.

The following chart gives a breakdown of the types of groups/organisations that responded to the quantitative questionnaire. Community, youth, women's and environmental groups have been categorised as sectoral groups/organisations and primary, secondary and third level educational institution respondents have been included in the formal sector category. This chart includes all respondents, before exclusion of responses not fitting the criteria of groups/organisations involved in development education.

Fig 3.2.   % Categories of Analysed Respondents
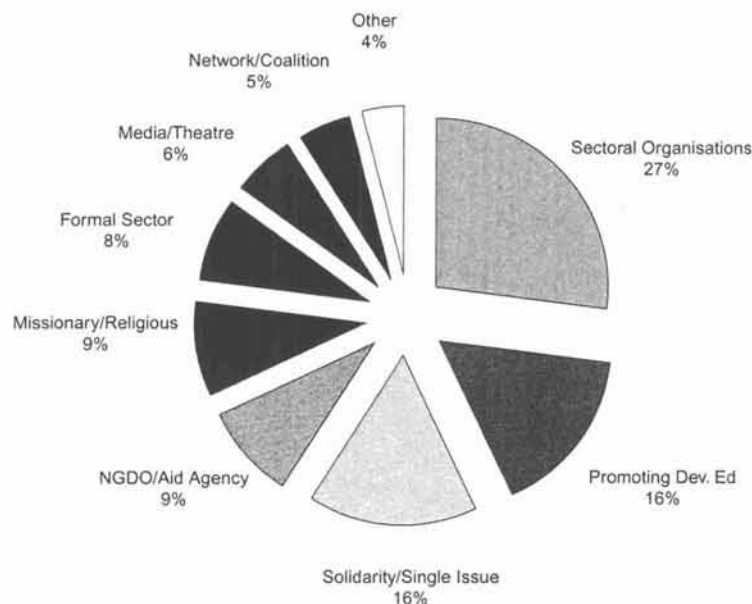
The respondent organisations and groups that are included in the analysis are listed in
Appendix 1. As an outcome of this work this list is placed in a database format for public access in the future.

The following chart presents a breakdown of the main reasons why the remaining 100 groups/organisations that were contacted but who did not return a questionaire. (attempts were made to contact each group three times by phone/electronicaly. On the third contact with no response, a message was left informing them that their name would be dropped from the list unless they made contact with the researchers.)

The main reason for non-response (36%) was due to the fact that a number of groups/organisations contacted did not see themselves as being involved in development education activities or that the questionnaire was not relevant to the work they do. A further twenty groups/ organisations were reminded by telephone and actually said they would respond but did not do so. More groups/organisations claimed not to be active at the moment but may be again in the future. Many of the groups/organisations claiming that they were too busy said they had other more important priorities to attend to before completing any questionnaires. A number of groups/organisations were not in a position to complete the questionnaire due to the main person in charge being absent or due to a problem with the funding section. After several attempts to contact three other groups/organisations, they were assumed not contactable and perhaps no longer active.
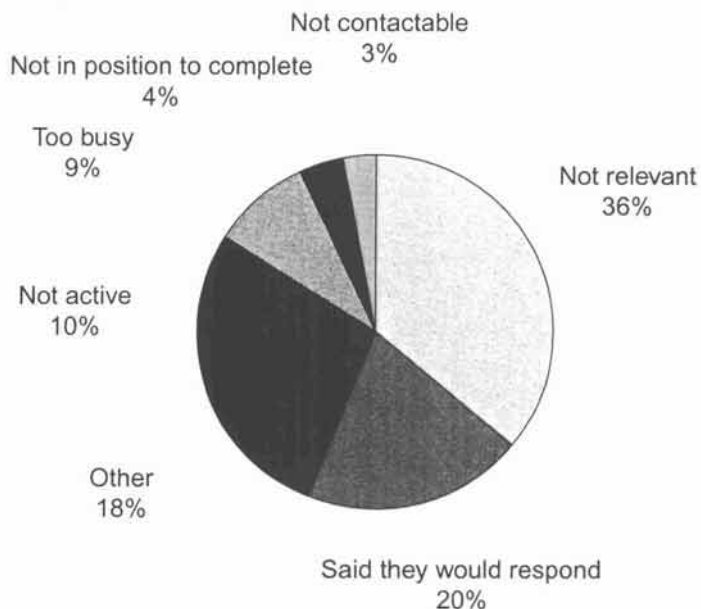
Among the remaining eighteen groups/organisations, two of these are not in existence anymore, two of the groups had already been included as part of a larger organisational response and the remaining fourteen groups/organisations had been contacted three times by telephone and there was still no response.

Fig 3.3. % Reasons for Non Response

Not contactable 3%
Not in position to complete 4%
Too busy 9%
Not relevant 36%
Not active 10%
Other 18%
Said they would respond 20%

Fig .3.4.

Geographical Distribution of Respondents

The following map presents an indication of the geographical distribution of respondents included in the analysis. The distribution of respondents demonstrates significant concentration of development education groups in Dublin (64% of total responses are from Dublin based groups/organisations) with much less in Cork, Limerick and Waterford. On a county basis it is clear that the midlands and border areas are not serviced by any of the respondents of this survey. It should be noted that some of the respondents, e.g. NCDE and the national NGDOs, have a national remit. However there is a noticeable absence of local groups promoting development education in substantial areas of Ireland.
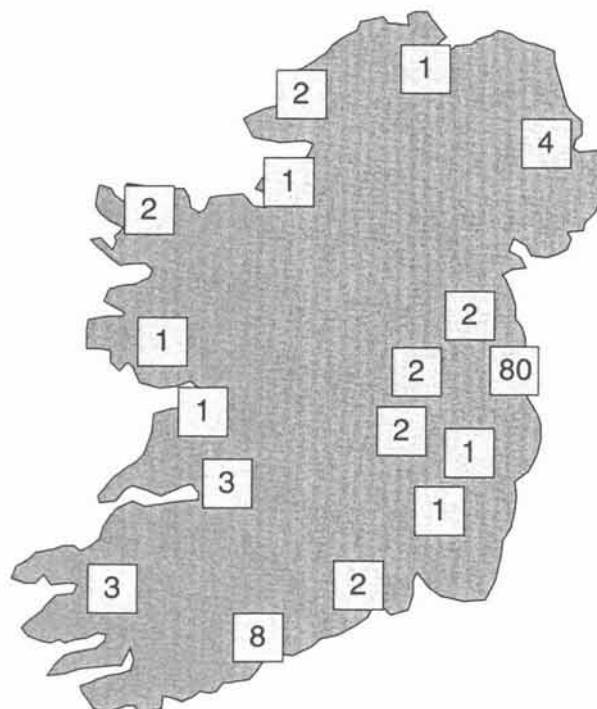
Description of Respondent Groups/organisations

This section will present quantitative feedback from groups and organisations with varying levels of involvement in development education. This section will present a description of the 116 relevant respondent groups/organisations under the following headings:

- Function

- Target Group

- Theme of Development Education Work

- Incorporation

- Materials Produced

- Funding

- Resources in Kind

Functions

Respondents were given a list of functions, which they were asked to rank in order of importance. These functions are described in **Appendix 3** and were circulated as an attachment to the questionnaire. Those who ranked functions in the top three priorities are presented in the following table.

Table 3.2.

Respondent Functions

| Function	Priority 1	Priority 2	Priority 3	Total
Provide Material/Training	28 (24%)	11	24	63
Awareness Outreach	24 (21%)	27	19	70
Education Outreach	18 (16%)	29	13	60
Advocacy	18 (16%)	7	9	34
Networking	5 (4%)	19	17	41
Provide Drop-In/Resource Centre	5 (4%)	4	3	12
Partnerships/Twinning	4 (3%)	7	4	15
Raise Funds or Provide Material Assistance	3 (3%)	4	3	10
Provide Funding	2 (2%)	3	1	6
Research	2 (2%)	1	0	3
Support/Advice	1 (1%)	1	1	3
Other	5 (4%)	0	0	5
Total	**115 (100%)**	**113**	**94**	

It is clear from the table 3.2 that the most important functions among respondent groups/organisations were awareness outreach, provision of materials or training, education outreach and advocacy. Provision of material or training was the most common first priority for respondents. Seventy six percent (76%) of respondent groups/organisations cited awareness outreach, provision of material or training, education outreach or advocacy as priority one functions. This confirms the importance of these four functions in development education. This study does not seek to explore or evaluate the exact nature of these functions. It is interesting that in the summary of the first three priorities among respondent groups/organisations, provision of material or training, education outreach and awareness outreach are three equally important functions, with 60 - 70% of respondent groups/organisations citing these in the top three priorities. Advocacy and neworking are among the top three priorities for 30-35% of the groups/organisations. Partnerships/twinning, provision of drop-in/resource center and raising funds or providing material assistance are among the top three priority functions for between 9 and 13% of respondent groups/organisations. Provision of funding, research and support and advice are lesser functions of respondent groups/organisations. Other functions were cited as being curriculum development, film-making, promoting and running youth clubs and supporting development projects overseas. These were all listed as number one priority by the groups/organisations in question.

Sixty one percent (61%) of those citing provision of material or training as a function received funding from NCDE, and seventy nine percent (79%) of these listed materials produced in their response, the majority of this being written only, such as information, education and resource packs, reports, newsletters, etc.

Target Groups

Seventy percent (70%) of respondent groups/organisations prioritised target groups in the non formal sector, while just twenty seven percent (27%) cited priority target groups in the formal sector and three percent (3%) claimed to be working with target groups in the formal and non formal sectors.

Fig 3.5.   % Respondent Target Group
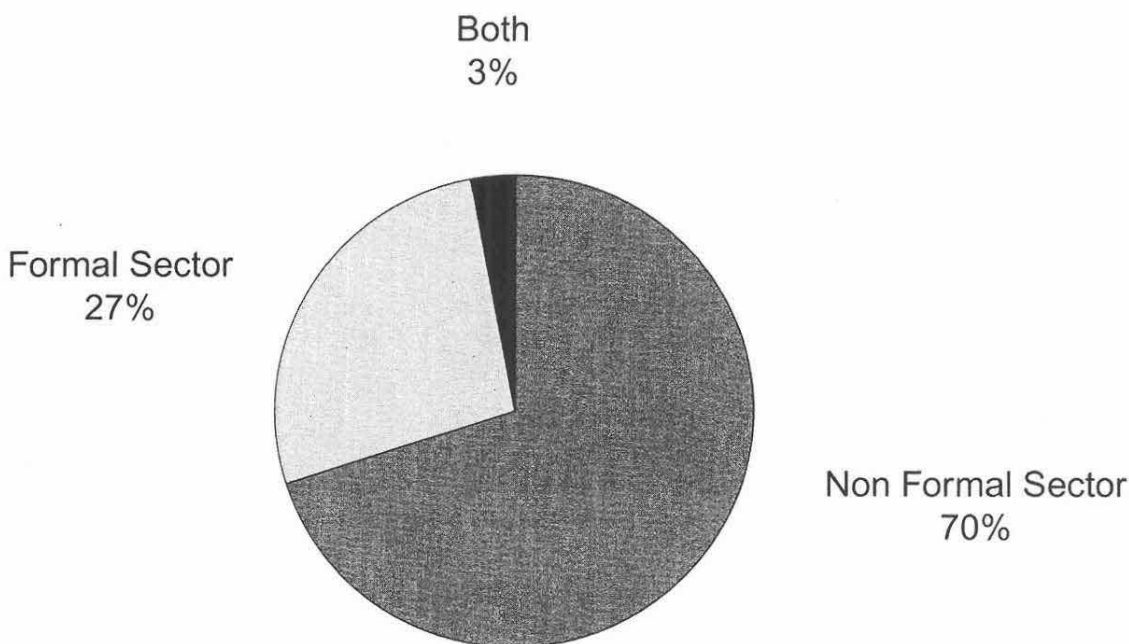
Respondents were asked to specify their priority target group. A breakdown of target groupings across the formal and non-formal sector is presented in the table 3.3. The majority of respondents specified one target group, however a number of respondent groups/organisations were dealing with various target groups, which necessitated it being included as a category in its own right.

<p style="text-align: center;">Table 3.3.</p>

<p style="text-align: center;">Breakdown of Target Groups</p>

Target Groups/Sectors	Number	Number
Formal Sector – Primary	3	
Formal Sector – Secondary	11	
Formal Sector – Primary and/or Secondary	5	31
Formal Sector – Third Level	6	
Formal Sector – Staff Training and Capacity Building	4	
Formal Sector no specification	2	
Non Formal Sector – Youth Sector	18	
Non Formal Sector – Women's Sector	4	38
Non Formal Sector – Community Sector	10	
Non Formal Sector – no specification	3	
Non Formal Sector various	3	
Formal and Non Formal Various	4	4
Specialist Development Education Organisations/NGO's	3	
Development Workers/Educators/Practitioners	4	
General Public	11	
Refugees and Asylum Seekers	2	
Parishes and Congregations	6	
Government/Decision Makers/Policy Makers	5	
Politicians	4	
Consumers	3	
Media	2	
Other	3	
Total	116	

Formal Sector

Twenty seven percent (27%) of respondent groups are specifically targeting the formal education sector, with one in three of these groups targeting students and teachers in secondary schools, one in ten targeting primary schools, one in six targeting primary and/or secondary schools and one in five targeting third level colleges.

Seventy three percent (73%) of groups citing secondary schools as their priority target group were either secondary school justice groups or non-governmental-development-agencies. Just three respondent groups cited primary schools as their priority target group. The three groups that were working specifically with primary schools were involved in theatre and cultural projects.

This is not to say, however that primary schools are not being targeted by many groups/organisations, since a further five respondent groups/organisations did not specify whether they were targeting primary or secondary schools. The type of group/organisation targeting primary and/or secondary schools are mainly involved in promotion of development education/awareness. There was a relatively low number of respondent groups/organisations targeting third level, with just six respondents specifying third level as their priority target group. Five of these respondents were based in or were part of third level institutions.

Non Formal Sector

There is a significantly higher proportion of respondent organisations targeting the non-formal sector, with 70% specifying target groups in the non-formal sector. The youth sector is the most commonly targeted grouping in the non-formal sector, namely staff of youth organisations, youth workers, voluntary youth leaders and volunteers. Seventy two percent (72%) of the groups/organisations targeting the youth sector were linked to DEFY, while the remainder were either youth organisations or groups/organisations involved in promotion of development education and awareness.

Ten groups/organisations cited the community sector as their priority target group, namely local communities experiencing disadvantage, marginalised and rural communities. As would be expected, nine out of the ten groups/organisations targeting the community sector are community development groups/organisations or groups/organisations involved in outreach training in the community and eight of these received funding for development education from NCDE. Eleven respondent groups/organisations cited the general public as their priority target group and these were mainly involved in radio or TV, and anti-racism or refugee groups.

Seven groups/organisations stated that they were working with various target groups, the majority of whom targeted both the formal and non-formal sector. The groups/organisations working with various target groups were mainly involved in promotion of development education/ awareness and justice issues.

Themes of Development Education Work

Groups were asked about the key theme of their development education work. The most common themes among respondent groups are presented in the following table.

Table 3.4.

Themes of Development Education Work

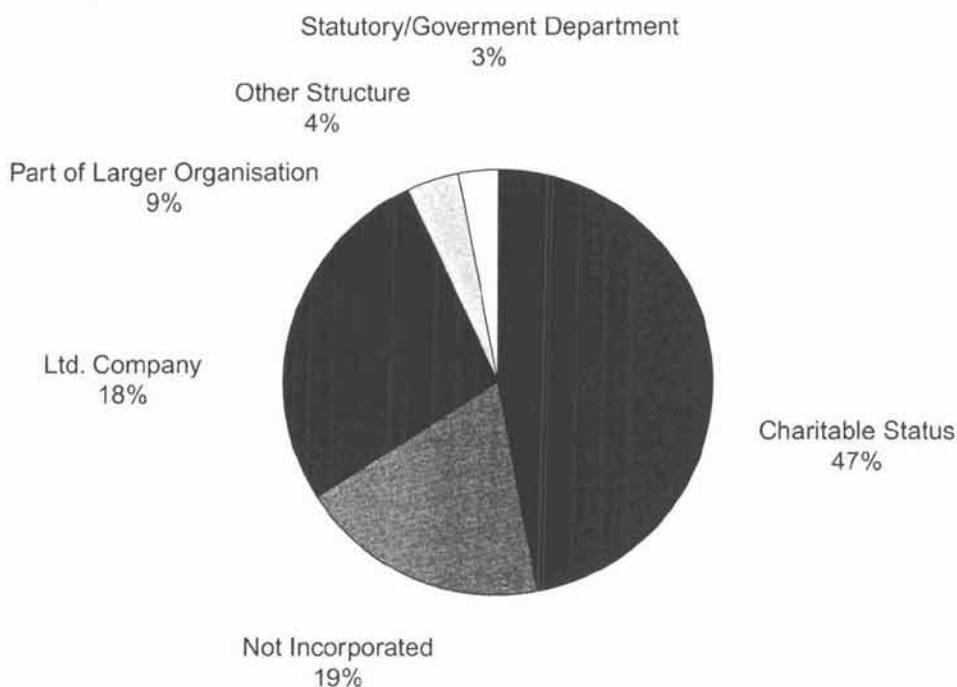| Theme	Number
Raising awareness of development/global issues	30
Social Justice and Peace	19
Human Rights	13
Intercultural understanding and awareness	11
Links between local and global	5
Fair Trade	5
Debt	5
Sustainable development/environment and development	5
Building Capacity/Empowerment to take action	4
Refugee/Asylum Issues	3
Various Themes	12
Other	4
Total	**116**

It is evident from table 3.4. that the most common theme stated by respondents related to raising awareness of development/global issues, with one in four respondents citing this as a theme. Other commonly mentioned themes were social justice and human rights. Extra themes mentioned include poverty, child slave labor, food security, conflict resolution and aid. The groups/organisations with a range of themes in their development education work were more likely to be one world groups and youth groups/organisations.

Incorporation

The following chart gives an indication of the legal structures of the respondent groups/organisations.

Fig 3.6.

Incorporation

Statutory/Goverment Department
3%

Other Structure
4%

Part of Larger Organisation
9%

Ltd. Company
18%

Charitable Status
47%

Not Incorporated
19%

Almost half (47%) of respondent groups/ organisations have charitable status, with thirty one percent (31%) of these having specified limited company with charitable status and the remainder cited charitable status with no further specification. Among respondent groups/organisations with charitable status 30% were youth groups/organisations, 17% were groups promoting development education/awareness, 17% were missionary/religious groups/organisations and 15% were Non Governmental Development Agencies.

Among those were incorporated as limited companies, fifty seven percent (57%) specified limited company with no share capital. Forty three percent (43%) of those incorporated as a limited company were either community development groups/organisations or women's groups, while ninteen percent 19% were networks or coalitions.

Nine percent (9%) of groups were incorporated as part of a larger organisation and just one organisation claimed to have co-operative status.

Almost one in five respondent groups/organisations were not incorporated, but are operating as-ad hoc groups with no official structures as yet. Solidarity groups represent sixty percent (60%) of those not incorporated with ninty two percent (92%) of these being country focus solidarity groups. It is interesting to note that seventy seven percent (77%) of respondent groups/organisations not incorporated, received funding, mainly from NCDE or NGO's.

Materials Produced

Groups were asked about any development materials produced within the last 3 years. The following chart gives an indication of the extent of materials produced by respondent groups/organisations.

Fig 3.7.   Materials Produced by Respondent Groups/organisations

- Written only
- Written and Visual
- Written and Website/CD Rom
- Other
- No response or non applicable
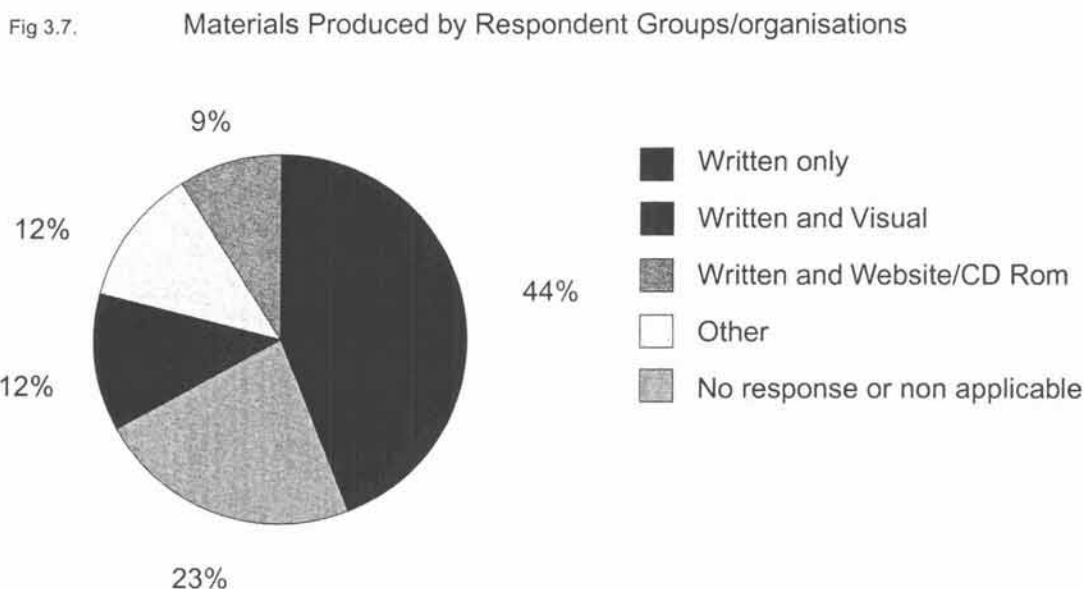
Seventy seven percent (77%) of respondent groups/organisations produced materials of some kind, with the forty four percent (44%) being written only. Written materials specified included information, education and resource packs, reports, newsletters, leaflets, etc. Those producing visual materials generally referred to posters, charts, photos, etc. many of which would have been used for exhibitions.

Fifty seven percent (57%) of respondent groups/organisations specifying materials produced had received funding from NCDE. NCDE funding contributed to more than fifty percent (50%) of the overall development education income for almost one in three (30%) respondent groups/organisations producing materials and for fifteen percent (15%) of these NCDE funding represented 100% of their total development education income. Other combinations of materials included written and audio, written, visual, video and CD rom. A list of materials produced which were specified by respondent groups/organisations can be seen in Appendix 2. This study does not seek to comment on or in any way evaluate materials produced.

Funding

Groups/organisations were asked about sources and amounts of funding received to support development education over the last financial year. Eleven respondent groups/organisations stated that they do not receive funding for development education, while a further five groups/organisations receiving funding gave no breakdown of amounts or sources. Therefore, a total of 100 (86%) respondent groups/organisations supplied funding information.*

The separation of development education turnover from total turnover proved difficult for a number of groups/organisations. Some groups/organisations stated that they do not have a specific budget for development education or that they do not receive specific funding for development education, therefore making it difficult to separate spending on development education from their core programme or from total spending. These groups/organisations would generally have a much broader perception of development education than the NCDE definition used for this study and would consider it as touching on all of their work. For a number of the groups/organisations that did not respond, some were not prepared to divulge funding information, while others did not have access to the funding information requested.

It is therefore not possible to comment with any great exactness on the total funding going specifically to development education, since many of the groups/organisations do not distinguish between development education funding and core funding. Furthermore, the perceptions and boundaries of where development education begins and ends also differs among groups/organisations.

The wide range of funding sources tapped for development education creates a complex intermixing of sourced funding that is guided by differing policies and conditionalities. It is difficult to determine exactly how much funding is coming into the development education sector in Ireland and indeed to confidently list all sources.

From this research it is not possible to definitively give a figure for total development education funding in Ireland due to the complex and multiplicity of issues relating to exact allocations. However all the groups/organisations, governmental and non-governmental, consulted operate to very high levels of transparency and accountability of their funding.

Funding is a significant constraint for development education in Ireland. Groups involved in development education are limited not only by the quantity of funding but the short term nature of the funding, the differing requirements of funding agencies and the overall absence of an integrated policy on resourcing the sector that would enable groups to make long term plans. Indeed groups are reluctant to divulge funding sources publicly due to the competitive nature of funding.

This situation underlies the insecure nature of development education. Programmes staff and organisations are insecure. They do not know if they are valued in society, if their work can be sustained or if they can expand their activities in the future.

The Department of Foreign Affairs is the major funder of development education in Ireland through NCDE (National Committee for Development Education). In the year ending 31st December 1999, the Department of Foreign Affairs had a budget of £1,173,000 for development education and publicity. Of this £1,023,000 was allocated to NCDE who in turn allocated funding to a wide range of applicants according to a well established process. The remaining £150,000 was spent directly by the Department of Foreign Affairs on education awareness and publicity.

Non-governmental development organisations (NGDOs) are also very significant contributors to development education. They make this contribution through allocation of funding to various groups but more significantly through their own expenditure. The amounts allocated can be accessed in annual reports but often the education budget is combined with other related expenditure. Examples of spending by non-governmental development organisations vary depending on the overall scale of the organisation and the policy of the organisation towards development education. There are also differing opinions within the development education sector as to the "purity" of the development education spending. It is difficult to determine from the budgets of various organisations how much of the education budget is spent on promoting the agency and/or on activities that are limited specifically to that organisation and it's target group rather than on non specific educational and development education activity.

Sources and Amounts of Funding Received by Respondents

All groups/organisations in receipt of funding for development education and involved in development education activities are included for the purpose of discussion around the various sources of funding, which will reflect funding received by respondent groups/organisations between 1998 and 2000.

However, due to the various funding years and various timeframes within the same funding years quoted, it is necessary, in calculating total amounts of funding received for development education, to include sources and amounts of funding for one financial year only, i.e. 1999-2000. It has to be noted that although the majority of respondent groups/organisations refer to the financial year April 1999 to March 2000, not all groups/organisations work within this year. The financial year for some respondent groups/organisations runs from August to July, September to April, November to October or January to December.

The sources and amounts of funding received by respondent groups/organisations in relation to development education are summarised below. The figures relate to 1999-2000.

Respondent feedback confirmed NCDE and Irish Government departments as the most significant individual funder of development education in Ireland at £1,184,200. Respondents noted that they received £334,800 directly from the EU while a further £394,800 was accessed through EU supported education or local development programmes.

These programmes are focused on supporting community and local development. This level of funding can be interpreted as an understanding of the inter-connection between local development and global development.

Respondents to this survey noted a total receipt of £304,950 from non-governmental development organisations (NGDOs). Additional to this data the researchers requested published figures on development education spending from a number of NGDOs. The sum total of spending by five NGDOs on awareness, education, and communication was over £2.2 Million. However no definitive inference can be drawn from this figure as the interpretation of awareness and education is so broad and varies from organisation to organisation. However, from this budget these NGDOs allocated almost £299,000 to development education groups.

Respondents reported that the development education programmes received £169,000 from within their organisations. This is relevant to situations where the development education programme runs as part of a large organisation and is partly funded by the larger organisation. General public/fundraising contributed £129,330 to the development education turnover of respondent groups in 1999, earned income such as training courses & conference fees accounted for £99,275, and trust/foundation sources totaled £30,500. Each of the forgoing are important funding resources for respondent groups. The Combat Poverty Agency was noted by respondents as a funding source (£40,500, most of this going to City of Dublin VEC). Local Authority funding at £9,580 was noted by respondents as was £1,660 received through business sponsorship & funding.
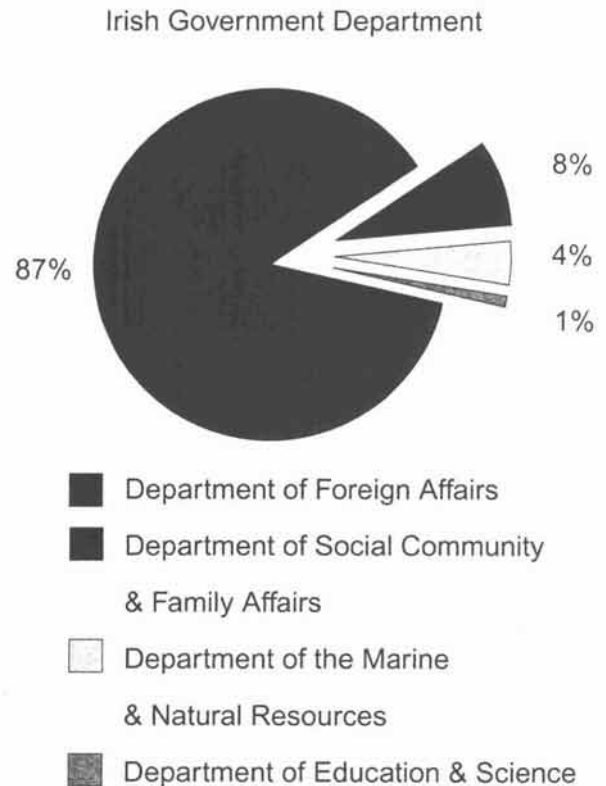
A more detailed discussion of these figures follows.

Irish Government Departments

Eight respondent groups/organisations were in receipt of funding for development education from Irish Government Departments over the past two years. Eighty seven percent (87%) of this funding came from the Department of Foreign Affairs and this was mainly for distribution through NCDE, though a small proportion of it (4%) was for a resource centre. Eight percent (8%) of this funding came from the Department of Social, Community and Family Affairs through two of the larger organisations. Other sources included Department of Education (Youth Affairs Section) and Department of the Marine and Natural Resources (Forest Service Section). Smaller amounts of funding were received by two organisations from the Department of the Environment and Department of Justice, Equality and Law Reform.

Proportion of Funding received by Respondents from Irish Government Depts.

Fig 3.8.

Irish Government Department

87%   8%
       4%
       1%

■ Department of Foreign Affairs

■ Department of Social Community
   & Family Affairs

□ Department of the Marine
   & Natural Resources

▨ Department of Education & Science

Two of the respondent organisations receiving funding from Irish Government Departments for 1999-2000 were themselves funding organisations, with 100% of their development education funding coming from Department of Foreign Affairs and Department of Social, Community and Family Affairs respectively. Of the total grants funding expended by NCDE in 1999-2000 (£ 801,584) 85.5% of it is
represented by respondent organisations grants in this survey. For the other organisation in receipt of funding for development education through the Department of Social, Community and Family Affairs in 1999-2000, the total funding is accounted for by respondent groups/organisations in this survey for that year. A further two groups/organisations receiving funding from Irish Government Departments were mainly involved in community development and training, while the remaining four groups/organisations were specifically involved in development education, anti-racism in the youth sector and sustainable environmental development.

National Committee for Development Education (NCDE)

Fifty six percent (56%) of respondent groups/organisations were in receipt of funding from NCDE over the past three years. The table below gives an indication of the types of respondent groups/organisations in receipt of NCDE funding and the approximate amounts received.

Table 3.6.

Respondent Groups/organisations in Receipt of Funding from NCDE

Type of Organisation	Range of Funding Allocated					
	£2,000 or less or less	£2,000-£4,000	£4,000-£10,000	£10,000-£20,000	Over £20,000	Total No.
NGDO/Aid Agencies		2		3		5
Groups promoting development education/awareness	1	1	4	1	5	12
Secondary Schools	4	-	-	-	-	4
Third Level Groups	2	1	1	1	-	5
Missionary/Religious Orgs.	1	1	-	-	-	2
Solidarity or Single Issue/Support Groups	3	2	3	-	-	8
Youth Organisations	1	-	1	-	1	3
Women's Group/ Networks	1	-	-	1	1	3
Community Development Orgs.	5	1	-	1	-	7
Environment/Sustainable Development Groups	1	-	-	1	-	2
Media/Theatre Orgs.	3	1	-	-	-	4
Cultural Programme Groups	-	-	-	1	1	2
Networks/Coalitions	1	1	1	1	2	6
Partnership Organisations	-	-	1	-	-	1
Curriculum Development Units	-	-	1	-	-	1
Total Number	23	10	12	10	10	65
Total %	35.4%	15.4 %	18.4%	15.4%	15.4%	100%

It is evident from the table above that the majority of funding being received from NCDE by respondent organisations were relatively small amounts. More than one in three respondent groups/organisations (35.4%) receiving funding from NCDE received £2,000 or less and more than half (50.8%) of NCDE funding recipients received amounts of £4,000 or less.

Groups/organisations promoting development education/awareness, which includes One World Groups, comprised 18% of those receiving funding from NCDE and they were the most likely to receive the larger grants of over £20,000. Networks and Coalitions were also in receipt of larger grants.

For fifty eight percent (58%) of respondent groups/organisations in receipt of funding from NCDE, this funding contributed to more than half of their overall development education income. NCDE funding contributed 100% of the overall development education income for almost one in three respondent groups/organisations.

Among respondent groups/organisations depending on NCDE funding for more than half of their overall income, twenty six percent (26%) were informal education provision, twenty one percent (21%) were involved in community development (i.e. community, women, Traveller, youth), thirteen percent (13%) were solidarity groups and thirteen percent (13%) were involved in promotion of development education/awareness.

Groups/organisations depending on NCDE for 100% of their overall development education income were more likely to be in educational institutions in the formal sector and community development groups/organisations in the non-formal sector. Among this group, sixty two percent (62%) received amounts of £2,000 or less, while just twenty percent (24%) of these groups/organisations were in receipt of amounts greater than £10,000. Of those in receipt of amounts of less than £2,000, thirty eight percent (38%) were community groups/organisations and thirty one percent (31%) were formal education institutions. Among this group, just three groups/organisations claimed to have applied for and received development education funding for up to four of the last five years, while six respondent groups/organisations claimed that they had received once off development education funding for the financial year in question only. Two of the four respondent groups/organisations receiving amounts of more than £10,000 from NCDE as their total development education funding were involved in community development and both of these groups/organisations had received funding for development education over a number of years.
Forty five percent (45%) of respondent groups/organisations in receipt of funding from

NCDE also received income from at least two other sources, with NGDO's accounting for one of these other sources for 90% of NCDE funding recipients.

European Union

Funding from the EU has been quoted in two main forms:

- EU Supported Programmes
- Direct from the EU

EU Supported Programmes

A small number of respondent groups/organisations (four) received funding from EU Supported Programmes for 1999-2000. The majority of this funding came from the Peace and Reconciliation Programme for curriculum development and training through Dublin based groups/organisations. A significant portion of this funding also came from International Fund for Ireland (IFI) and this was in relation to training. A smaller amount of funding was received by a One World Centre from Area Development Management (ADM) through the local area partnership.

Respondent groups/organisations receiving amounts of more than £90,000 from EU Supported Programmes were specifically involved in curriculum development and training, while amounts of less than £2,000 were received by groups specifically involved in development education and intercultural understanding.

Three of the four groups/organisations in this group have received development education funding for at least four of the last five years.

Direct from the EU

Funding received directly from the EU is generally from the DGVIII fund, though this was not specified by all respondents. A total of ten respondent groups/organisations were in receipt of funding directly from the EU over the past 3 years and 90% of these were also in receipt of funding from NCDE.

Seven of these groups/organisations (70%) received more than 40% of their funding for development education direct from the EU and all of these were also in receipt of funding from NCDE. Eight of the ten respondent groups/organisations in receipt of funding direct from the EU were Dublin based national organisations. They were mainly networks and coalitions, organisations specifically involved in development education and single-issue groups.

Non Governmental Development Organisations

Forty percent of respondent groups/organisations were in receipt of funding from Non Governmental Development Organisations (NGDO's) over the past three years.

The following table presents a breakdown of the types of groups/organisations in receipt of funding from NGDO's and approximate amounts received. It is not possible to categorise the NGDO's as many respondents did not specify the NGDO from whom they received funding. However, among those specified by respondent groups/organisations it is clear that Trocaire, Concern and DEFY are the most common funding sources within this category. Other sources of funding specified in this category are Christian Aid, Action Aid, Oxfam, Aidlink, Save The Children, Catholic Episcopal Conference, Sisters of Mercy, UNICEF and War on Want.

Table 3.7.

Respondent Groups/organisations in Receipt of Funding from NGDO'S

Type of Organisation	£2,000 or less	£2,000-£4,000	£4,000-£10,000	£10,000-£20,000	Over £20,00	Total Number
NGDO/Aid Agencies	1	-	-	1	-	2
Groups promoting development education/awareness	1	2	3	1	2	9
Missionary/Religious Orgs.	2	-	1	-	1	4
Solidarity or Single Issue/Support Groups	3	3	2	-	-	8
Youth Organisations	3	4	3	-	1	11
Women's Groups/ Networks	-	-	1	-	-	1
Environ/Sustainable Development Groups	-	1	-	-	-	1
Media/Theatre Orgs.	1	1	1	-	-	3
Networks/Coalitions	1	-	1	2	1	5
Partnership Organisations	1	-	-	-	-	1
Curriculum Development Units	-	-	-	-	1	1
Total Number	13	11	12	4	6	46
Total %	28%	24%	26%	9%	13%	100%

From the respondent feedback no funding was allocated by the NGDOs to the following categories of groups; Secondary Schools, Third Level Groups, Community Developm ent Organisations and Cultural Programme Groups. Similar to that relating to NCDE, it is evident from the table above that the majority of funding being received from NGDO's by respondent groups/organisations comprise small amounts. More than one in two respondent groups/organisations receiving funding from NGDO's received £4,000 or less.

Youth groups/organisations comprised almost one in four respondent groups/organisations receiving funding from NGDO's, with the majority of this being amounts of less than £4,000. Eighty two percent of this funding received by youth groups/organisations was specified as being from DEFY. Groups promoting development education/awareness comprised one in five respondent groups/organisations in receipt of funding from NGDO's and these were more likely to receive amounts of more than £4,000. Solidarity or single issue/support groups comprised 17% of NGDO funding recipients, the majority of these receiving amounts of less than £4,000.

It is interesting to note that none of the respondents from second or third level educational institutions or among community development groups/organisations specified that they received funding from NGDO's, while all respondents from second and third level and 88% from community development groups/organisations specified that they received funding from NCDE. On the other hand, only 19% of respondents from youth groups/organisations claimed to receive funding from NCDE, while 69% claimed to receive funding from NGDO's.

For 41% of respondent groups/organisations in receipt of funding from NGDO's, this funding contributed to more than half of their overall development education income, while NGDO funding contributed to 100% of the overall development education income for more than a quarter (25%) of respondents in receipt of NGDO funding.

Among respondent groups/organisations depending on NGDO funding for more than 50% of their overall income, 42% were youth groups/organisations, 26 % were country focus solidarity groups and 16% were One World Centres. Seventy four percent of respondent groups/organisations in receipt of NGDO funding had been in receipt of ongoing development education funding for at least three of the past five years, while 42% of these claimed to receive funding for staff and overheads only in the context of specific funded projects.

Two in every three respondent groups/organisations depending on NGDO's for 100% of their overall development education income were youth groups/organisations, with 88% of these being affiliated to DEFY. The remaining one third were religious groups/organisations, solidarity groups or One World Centres.

Among this group, two thirds received amounts of £5,000 or less, while just one of these organisations received amounts greater than £10,000. Most of these groups/organisations (83%) claimed to have received ongoing development education funding for at least two of the last five years, while the remainder (2 groups) had received funding for once off project or for this financial year only.

Fundraising

Almost one in five respondent groups/organisations were involved in fundraising activities or received donations from the general public. The majority of groups/organisations claiming to receive income through fundraising or through donations from the general public are not incorporated and only one third have received funding from NCDE.

Forty one percent of groups/organisations receiving income through fundraising or through donations from the general public are Solidarity or Single Issue Groups and one in three of these solidarity groups are totally dependent on fundraising and do not receive funding through any other source. In fact, 41% of all groups/organisations receiving funding through fundraising or donations from the general public received more than half of their total development education income by this means.

Among this group there is a high dependency on resources in kind, with 89% receiving considerable volunteer hours and more than half availing of facilities such as free office and meeting space, use of telephones, etc.

Earned Income

Twenty respondent groups/organisations (17%) received part of their funding from earned income, namely income from training course fees, sale of resources and publications, income from theatre in education and documentaries, conference fees and user fees.

Groups receiving funding through earned income ranged from Networks and Theatre Groups to NGDO's, groups promoting development education, and single issue or solidarity groups. Those receiving earned income tended to be more involved in awareness outreach, education outreach and provision of resources such as material and training. Eighty percent of these groups/organisations produced materials of some sort, with the majority being either written only or written and visual.

Groups/organisations receiving more than £5,000 in earned income over the last financial year tended to be training providers or media/theatre companies. Ninety percent of those receiving earned income also received income from two or more other sources and 60% had received funding from NCDE. For the majority of groups/organisations earned income did not comprise a significant portion of their total development education income. For almost two in three respondent groups/organisations in this group, it comprised less than 10% of their total development education income. For the remaining one third of respondent groups/organisations, earned income contributed to between 16% and 39% of their overall development education income. More than half of these respondents (57%) were either involved in media/theatre or training, while the remaining three groups/organisations included a One World Centre, an environmental group and a single issue group.

Funding from Within Organisation

Fourteen respondent groups/organisations received part of their funding from within their larger organisation. Seventy one percent of respondents receiving funding from within their larger organisation were either within educational institutions (4), non governmental development agencies (3) or youth groups/organisations (3). Within educational institutions, two were justice groups within secondary schools, one was attached to a VEC and another was within a third level institution.

Respondent groups/organisations receiving more than £10,000 from within the organisation tended to be non governmental development agencies, while those receiving under £1,000 were more likely to be school groups.

Eight of these groups/organisations had received income from only one other source, while two groups/organisations did not receive any other source of income. In fact, 71% of respondent groups/organisations receiving funding from within their organisation, depended on this source for more than half of their total development education income. Sixty four percent of these also received funding from NCDE.

Combat Poverty Agency

Just four respondent groups/organisations were in receipt funding from Combat Poverty Agency for development education. All of these groups/organisations were involved in provision of material or training and networking. Three of these groups/organisations were directly involved in training and three produced material, in written, visual and audio format.

All respondent groups/organisations in receipt of funding from CPA also received funding from at least three other sources, being EU or EU supported programmes for three of the groups/organisations. Three of the groups/organisations also received funding from NCDE. For the groups/organisations in question, funding from CPA constituted 10% or less of their overall development education funding.

Trusts and Foundations

A small number of respondent groups/organisations had received funding from Trusts or Foundations over the past two years, just four in total. Two of these were missionary groups/organisations, while the remaining two groups/organisations were in the environmental and youth sector. All of these had received income from at least one other source, with just one groups/organisations having received funding from NCDE.

Income from Trusts or Foundations represented 40% or more of the overall funding for two of these groups/organisations.

Business Sponsorship and Funding

Four respondent groups/organisations received funding through business sponsorship over the past three years. The types of organisations receiving funding from this source ranged from networks, to media groups to secondary school groups and environmental groups. They all received funding from two or more other sources, with NCDE being one of the other sources of funding for all groups in this category. Income from business sponsorship/funding contributed to less than 20% of their overall development education budget for all of these groups/organisations.

Local Authority

Just four respondent groups/organisations received funding from a Local Authority and these were mainly involved in theatre and media. They all received funding from at least three other sources in 1999-2000, NCDE being one of these sources for three of the groups/organisations. Funding from the Local Authority did not constitute a significant portion of the overall development education funding for any of these groups

Other Sources of Funding

Thirteen respondent groups/organisations received funding from other sources not already mentioned. These other sources include AMARC Europe, Arts Council, NODE, parishes, National Consultative Committee on Racism and Inter-culturalism (NCCRI), DFID (British Government Department) and UNICEF Geneva. Membership fees, student capitation fees and fees from participant exchange programme were also specified as other sources of funding.

Thirty eight percent (38%) of respondent groups/organisations receiving funding from other sources were groups promoting development education, 19% were media/theatre groups, 13% were solidarity groups and 13% were cultural programmes. Eighty one percent of these also received funding from two or more other sources, with NCDE being one of the other sources for 63% in this category.

Funding from other sources contributed to more than 60% of the overall development education funding for four groups/organisations, and these all related to amounts of more than £25,000.

Two of these were media/theatre groups/ organisations, while the remaining two were involved in promotion of development education and intercultural understanding. Other sources of funding for these groups/organisations included Arts Council, DFID and student capitation fees. Of the total funding coming from other sources, more than half (54%) came from the Arts Council for a theatre in education group.

Resources in Kind

Respondents were asked to give an estimation of resources in kind received by their groups/ organisations in terms of:

- FAS Sponsored Community Employment Scheme Workers

- Volunteer Hours

- Other Resources in Kind

FAS Community Employment Scheme

Access to part-time staff paid by FAS represents a valuable 'in-kind' contribution for many of the smaller groups/organisations involved in development education. One in five respondent groups/organisations have employed staff through the Community Employment Schemes. In addition to the workers salaries, each organisation receives a small materials grant from FAS to cover expenses associated with the work of the part-time staff member(s).

In kind contribution from FAS in the form of Community Employment Scheme workers and materials grant, has been difficult to quantify for many of the respondent groups/organisations involved. In fact, only half of respondent groups/organisations involved in a FAS sponsored Community Employment Scheme have put a figure on this contribution. However, for two of the groups that did quantify this in kind contribution, it emerged that FAS contributed 77% and 50% respectively, of their total development education income over the last financial year through the Community Employment Scheme (the two groups in question being a One World Centres and a theatre group respectively).

The total estimated by respondent groups/ organisations of FAS in kind contribution was £143,580 for 1999-2000. Among those who quantified for a FAS in kind contribution, 91% were Community Employment Scheme participants, while one organisation received direct funding from FAS for full time training.

This is under the Community Response funding programme and is a training programme for refugees to train Irish people in such things as cultural mediation and community leadership.

In total, more than one in five respondent groups/organisations claimed to have Community Employment Scheme Workers over the last three years, bringing the total number of Community Employment Scheme Workers to ninety three. When adjusted to the 1999-2000 financial year, however, the total Community Employment Scheme workers is eighty eight, since four respondent groups/ organisations did not claim to have a Community Employment Scheme for 1999-2000.

The number of Community Employment Scheme workers among respondent groups/organisations averaged between one and two, however three groups/organisations reported having between eleven and twenty three Community Employment Scheme workers over the last financial year (media, youth and development education groups/ organisations respectively).

Volunteer Hours

The following chart outlines the number of volunteer hours received by respondent groups/organisations.

Volunteer Hours Received by Respondent Groups/organisations

Fig 3.9.   **Volunteer Hours**

■	0 - 49	hrs
▨	500 - 999	hrs
□	1000 - 2999	hrs
▨	3000 - 4999	hrs
■	Over 5000	hrs
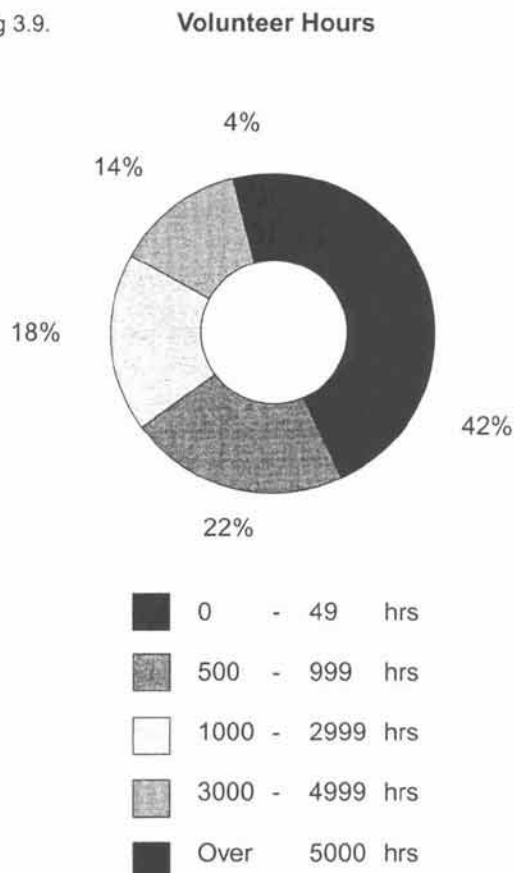
Sixty three percent of respondents gave estimations of volunteer hours received by their organisation over the past three years. Of those who responded, 65% estimated up to 1,000 hours. Just 14% of respondent groups/organisations estimated over 5,000 volunteer hours. Half of these were youth groups/organisations, although the highest amount of volunteer hour contributions were from two radio stations, dealing with development education as part of their brief.

Other resources in kind were cited by 28% of respondent groups/organisations. The breakdown is presented in the pie chart below.

Fig 3.10. **Other Resources in Kind**

The majority of those receiving resources in kind related to facilities, namely free venues for events, office and meeting space, heating, lighting, telephone, photocopying, computers and postal address facility.

Other resources in kind related to time of management committees and boards, networking time of other groups/organisations etc.

Outside expertise received in kind referred mainly to advice of experts in other agencies, consultants, and trainers doing outreach work. Materials in kind referred to magazines, campaigning materials, paper, printing, postage and photographs.

10%

19%

42%

29%

- Time
- Outside Expert
- Facilities
- Materials
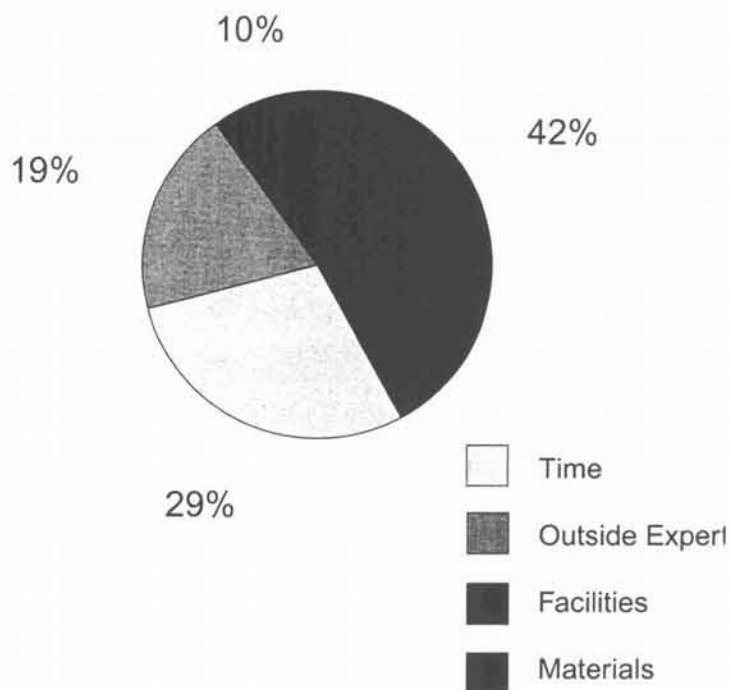
RESEARCH FINDINGS; QUALITATIVE DATA

Following a random selection of the entire study population 26 qualitative information questionnaires were completed by a range of groups (See list in Appendix 1). The outcomes are presented under the relevant question. The responses are listed below. The number beside the response in brackets ( ) numerates the number of times that point was made by the respondents.

What were respondent's views on the greatest strengths of their groups in the provision of development education?

Experience of people involved Volunteers and staff (9) and commitment (3)
Membership (5) and local connections (4)
Worked linked to and informed by first hand experience (5)
National profile (2) and work record (4)
Access to sources of information (2)
Can work in schools in a creative open and participative way (2)
Links with the South/Majority world (2) and connection with minority ethnic groups (1)
Targeted strategic approach (1)
Co-ordinated approach (1)
Relative security of funding (1)
Wide involvement of experienced people (1)
Network of linked groups (1), community links (1)
and cross community links and involvement (1)
Work based on research (1)
Education linked to campaigning (1)
Work with young people (1)

The experience of committed staff and volunteers, the on-the-ground–experience of the staff and volunteers combined with wide ranging connections through the groups membership are the most notable strengths in the provision of development education. The range of other points demonstrates a wide range of involvement seeking to impact in targeted initiatives and/or in a co-ordinated approach.

Respondents were asked to list the two greatest achievements or highlights of their group in the provision of Development Education?

Provision of resources (6)
Impacted on the education of the target group (5)
Effective at raising awareness (4)
Networking (3) and extensive range of networks developed (4)
Direct contact with South/Majority World (3)
Effective lobbying (3)
Empowered people to act (2)
Programme of courses (2)
Impact on commodity market (1)
Portray the South/Majority World as positive (1)
Strategic planning with resources available (1)
Sector wide evaluation (1)
Established One World network structure (1)
Analysis of refugees needs (1) and initiated a support service for refugees (1)
Integration of development education into activities (1)
Established activity programme (1)
Debate competition (1)
Training modules developed (1)
Developed projects (1) and film festival and resource pack (1)
Connecting children in Ireland with children overseas (1)
Writing drama (1)

The respondents particularly noted the impact of increased education and awareness plus the provision of resources as the greatest achievements. They also note the effectiveness of networks, linking with the South and lobbying as significant achievements.

Respondents were asked about the obstacles to the provision of development education. In their responses they divided the obstacles into the internal limitations (i.e. those within their organisation or group) and external obstacles (outside).

List the two greatest obstacles in then provision of development education within your organisation?

Retaining peoples (staff and volunteer) involvement (5)
Lack of personnel (5) and dependence on volunteers (4)
Lack of or delay in funding (4)
Time to maintain links (4)
Development education is not a priority (2)
Poor institutional memory and learning (1)
Diversity of membership (1)
Limited capacity of target group (1)
Development education a small part of a bigger programme (1)

List the two greatest obstacles in the provision of development education outside your organisation?

Lack of or delay in funding and cost (20)
Lack of development education co-ordination (2)
and no national development education strategy (4)
How to get people involved and lack of volunteers (3)
Maintaining an ongoing interest (2)
Lack of public interest in development education (2)
and lack of understanding of development education (1)
Time with school time table for involvement (1)
Lack of appropriate resources (1)
Inadequate support from relevant government department (1)
Development education not politically important - not a vote winner (1)
Lack of funding to support independent work (1)
Linking with other groups (1)

In relation to the greatest obstacles to the provision of development education internally, respondents noted the lack of staff, the lack of volunteers and the difficulty of retaining people as the greatest constraint. Therefore, they identify the human resources as the greatest limitation to the provision of development education. They link this to the inadequate efficient provision of funding and therefore the deficit of time to maintain projects, programmes and linkages. There is a sense from respondents where development education is part of bigger programme, that development education is less favored. For respondents involved in groups or organisations primarily concerned with development education the absence of resources is the most significant limitation.

Externally, they noted the human resource limitation but most especially the difficulty is accessing funding. Added to this is the bureaucracy in relation to funding. They also note the absence of a strategy and co-ordination as a significant external limitation.

What are the greatest skills available to respondent groups in the provision of development education?

Institutional development education knowledge and experience (3)
level of knowledge accumulated (5) and experienced personnel (4)
Can use the experience of people who have worked overseas (4)
Access to multi skilled people (3) and a county wide coverage (3)
Facilitation skills (3) Presentation skills (1) and co-ordination Skills (1)
Effective resource production (3)
Presentation and production creativity (3)
Skills to work in schools (1), training skills (3) and resource development skills (1)
Empathy & inter-personal skills (2)
Commitment of volunteers (2)
Participation of asylum seekers (1)
International links (1)

Respondents noted that the greatest skills were the individual, group and institutional experience and knowledge accumulated, and the skills of the people active in the development education sector. They also cite the access to overseas people as a great skill available to them.

In relation to skills needed respondents noted resources to increase capacity through training, education and resource materials were the greatest skill needs. They further identified the type of communication, research and resource development work that required a higher level of skill than currently available.

What are the greatest skills needed by respondent groups in the provision of development education?

More training; general and specific (7)
Time to produce/access better resource materials (3) and more knowledge (3)
Funding and resources for capacity building (3) and more creative people (1)
Research Skills (3)
Media & Presentation skills (4) and policy analysis skills (2)
Greater in-service training skills (1)
Skills of working with adults (1)
Time management, co-ordination and administration & networking skills (1)
Analysis of development education impact on public opinion (1)
How to focus on issues (1) and knowledge of funding (1)

Respondents then replied to a question on the greatest obstacles to the provision of development education in Ireland?

Lack of generally understood definition of development education (8)
Development education still new and not accepted (5)
Inadequate funding (5)
Lack of a forum to discuss development education in society (4)
Inadequate co-ordination and fragmentation of national development education groupings (3)
Lack of security for development education professionals (2)
Lack of a clear vision among development education stake-holders (2)
No policy support framework for development education (2)
Perception of development education and aid/charity (2)
Lack of full time professional staff (2)
School curriculum too Euro-centred (2)
No national development education strategy (2)
Making development education relevant to people locally – linking local and global (2)
Apathy (2) Popular access to information and the media (2)
Schools have very little discretionary space in their curriculum (2)
Lack of an open discussion forum with decision-makers (1)
Inadequate funding of cultural exchanges (1)
Dependence on volunteers (1)
Lack of emphasis on building organisational capacity (1)
Development education is stuck in an "old way" of thinking (1)

Respondents suggest that development education is still a relatively new term and is relatively unaccepted. However they note that there are still problems with the definition, the understanding, the co-ordination and absence of a coherent development education strategy. They also note the inadequate funding, the dependence on volunteers and the sense that development education is not on an equal level with conventional education. Interestingly the respondents note the absence of "place" for discussion on development education and issues relating to development education and they link this to the development of civic society, see over.

Gaps in development education provision?

Respondents addressed the gaps in provision in relation to a number of societal areas. It is important to note the emphasis of the respondents on community based groups, on the business sector and on consumers. In relation to education they identify the third level sector in particular plus further development of teacher in-service training. It is interesting to note the concern of respondents in relation to the development of civil society with emphasis on targeting policy makers and the civil servants.

Gaps in provision domestically and North/South Links?

Links with domestic groups & community based groups i.e. women's groups, community-based groups, area partnerships, etc. More focus on links and interdependence.

Gaps in targeting?

Community based groups/youth & environment groups (11)
Business/financial/tourism sector (8)
Consumers (4)
General public (3)
Youth groups (2)
Unions (1)

Gaps in provision formal and non-formal education?

Cross-curricular approach in schools and increased service to schools, adult & continuing education groups. Education for the third level education sector and education for professional in training i.e. nurses doctors, etc.

Gaps in targeting?

Third level education sector (10)
In service teacher training/schools (7)

Gaps in provision relating to the development of civil society?

Lack of a civil society forum

Gaps in targeting?

Public sector employees/Government departments (4)
Politicians/policy makers (3)
Funding agencies (2)

Respondents identified a range of miscellaneous, but important, gaps in provision of development education, which reflect issues identified earlier in their responses. Arising from these gaps respondents identified a range of areas of action that they would wish to be involved in but cannot presently resource.

Gaps in provision, miscellaneous?

- Inadequate indicators to measure impact
- Lack of participation of non- Irish people in development education process
- Lack of capacity building in the development education sector
- No co-ordinated approach to development education
- More focus on environmentalism, human rights, and impact of investment
- Weak integration of development education tin the school curriculum

Activities that groups would wish to develop but cannot at present

- Linking global and local e.g. aid and trade

- Improved standard of resource materials

- In service training to targeted groups e.g. teachers

- More networking

- More work with business, community, third level, environmental, youth, etc., sectors

- Systematic policy research

- Lobbying on specific issues

- Anti-racism work

- Closer links with solidarity groups

- More exchange programmes

- Publishing materials including Internet publishing and broadcasting

- More links with third level colleges and schools including interactive awareness and education programmes

- More training form capacity building within the development education sector

- More interaction with government departments

Introduction

The first part of this discussion document seeks to provide an overview of the current level of development education, the actions and the organisations and groups. This discussion is based on the outputs of the qualitative and quantitative data collected and presented. From this overview the discussion will seek to identify the needs, the gaps and the opportunities for the development education sector in Ireland. Lastly the discussion will make outline recommendations as an input into strategic planning for the development education sector.

Present An Overview of the Extent of Development Education

Ireland has a distinct social education advantage due to it's extensive network of social and community organisations. These organisations form the "Third Sector" of Irish society and are now recognised at all levels as making very significant contributions to social innovation and quality of life. The ethos of volunteerism and open mindedness presents those with a mission to develop a greater understanding of global issues with an ideal unformalised infrastructure. The level of Development Education activity is Ireland is significant relative to the level of resources available. This research work has identified 253 organisations and groups claiming or being proposed as active in development education. The fact that this research narrowed the number of organisations or groups active in development education to 116 should not in any way undermine the contribution of the 253 groups for the following reasons;

- In the absence of a dedicated register of organisations and groups active in development education, it can be assumed that there are other groups not identified in this research but active.

- That all community and voluntary activity with a lifelong educational content is making a contribution to development education.

- That some organisations and groups are totally dependent on volunteer resources and may not, at the time of this research, be in a position to respond to a questionnaire.

- That the term development education is a very broad term that lends itself to many definitions. While this research work is grounded in one definition, in the absence of an acceptance of one definition cross the development education sector, those individuals, groups and organisations who see themselves as contributing to a definition of development education with which they identify, should not be excluded.

The 116 respondents included for analysis are indicative of the diversity and range within the development education sector. They range from government supported funding agencies to broad network groups, from groups attached to non governmental development & aid organisations to groups involved with local community based groups. These research shows that the groups primarily involved in development education are:

Non Governmental Development Organisations/Aid Agencies, Groups Promoting Development Education/Awareness, Solidarity or Single Issue/Support Groups, and Missionary/Religious Organisations. There are a wide range of others involved including media & culture groups, activists in formal education structures and sectoral groups. These groups work with more than eleven (11) target groups in both the formal and non-formal sector to enhance global understanding (Table 3.3).

It is noticeable that the range of functions provided by these organisations and groups is very wide but is primarily focused on providing materials and training, awareness and educational outreach and advocacy (Table 3.2). It is also notable that the respondent groups and organisations seek to achieve their aims through a range of themes but most significantly through increasing awareness, social justice and peace, human rights and inter-cultural understanding (Table 3.4).

It is also notable in this study that the respondent groups and organisations active in development education are sourcing funds from a wide range of sources. The insecurity of groups to divulge their funding sources is acknowledged and appreciated. We can see from Table 3.5., that there is a wide range of sources and that the Irish Government contribution through NCDE is multiplied significantly through a range of other funding mechanisms. This demonstrates a high level of networking between groups and funding providers, of a high level of support for the work of development education groups outside of Government and, of a high level of commitment by groups. It also demonstrates an un-met demand for the further expansion of development education that is hindered by a lack of funding. This report must recognize that much of what is achieved in development education reported here is minimally and marginally supported. This report also demonstrates the "less visible" funding of development education by NGDOs, trusts and foundations, local authorities, fundraising and earned income. It also highlights the critical importance of resources in kind and volunteerism to sustain development education.

The feedback from the qualitative questionnaires notes that the greatest strength of the development education sector is the on-the-ground–experience of the staff and volunteers combined with wide ranging connections through the groups membership are the most notable strengths in the provision of development education. The greatest impact is the provision of resources for wider world education and the consequent impact on education and awareness. However there are still difficulties with the definition, the understanding of development education and the co-ordination of a coherent development education strategy. They also note that the inadequate funding, the dependence on volunteers and the relative "newness" of development education weakens the sector. Respondents note the opportunity that is arising for further discussion of development education in the context of the debate on civil society.

What does this tell us in relation to the position of development education in Ireland? That is the critical question in this work. To audit is useful and to draw on that audit, to inform all concerned of the extent, the effectiveness and the range of development education, is vital. Arising from this, to identify the gaps, needs and opportunities in development education as a basis for strategic planning is critical. Lastly to explore the capacity, strategy and options for the future is essential.

2. Identify gaps, needs and opportunities from within the Development Education sector

What is development education? This question has dogged the development education sector over all its existence because the term remains broad, diffuse and ill defined. While there are strong arguments that a broad definition leaves room for individuality, diversity and evolution of the development education programmes, but feedback would show that it confuses people and that development education groups still see it as an obstacle. People are unsure what development education is. In this report groups have responded that they are involved in development education because they used development education methodology, i.e., group work. Others feel they are active in development education because they do personal development while others feel they are active in development education though they address local issues only. There is also an ongoing lack of clarity of the separation of advocacy, promotion and indeed lobbying from the process of education. The qualitative feedback notes the lack of clarity and the lack of coherence within the sector.

This report shows that there is wide sectoral, geographic and interest involvement in development education so the task of working towards one definition of development education will be difficult. Indeed, from dialogue that we as researchers have had with development education activists, it would probably result in a splitting of the broad development education sector into interest or process groups. However, to leave the definition diffuse as it is at present is unhelpful in seeking to strategically develop the sector further.

It is noticeable also in this work that there is a strong linkage between broadly defined community development activity and development education. Many of the groups involved in development education seek change, as do those involved in community development. Most of the groups active in development education, including groups working in the formal sector and cultural groups, use a community development process of group work, participation and empowerment. There appears to be a synergy between community development and development education, especially when the community development group have a wider world perspective and a "life long learning" aspect to their community development activity. Yet both are separate and do not adequately overlap or learn from each other. Indeed the respondents to the qualitiative questionnaire noted the need to work further with community based groups.

2001 was the UN International Year of Volunteers. The researchers noted in that year, as this study was on going, that the number of people who volunteer their time continues to drop. Equally, the amount of time individuals can volunteer is dropping. The development education groups benefit very significantly from volunteers as a resource in kind. It is vital that development education groups benefit from local networks, resource base (financial and non-financial) of community development organisations, and the high level of volunteer commitment to community development in Ireland. Equally, it is vital that community development is enhanced by encouraging participative critical reflection among community based volunteers. This is an established model of good practice in development education. To achieve this there must be dialogue between the leaders of the development education sector at all levels and the groups, forums, and platforms of the community development sector. There is a tremendous synergy that remains relatively untapped. There is a concern that should this happen there will be loss of identity. I suggest that this relates to the points made above regarding a definition of development education.

It is interesting to note that we are discussing development education. Education is a critical component of the development of society and democracy. Education is judged to underpin healthy economic and social development. Respondents noted the need for a forum to discuss issues of development with policy makers and social partners to enhance the development of the civil society. In Ireland the Minister and Department of Education & Science is mandated to guide educational development. Yet, development education has only a tenuous link with mainstream education at primary, second and third level. Though some activists are knocking at the door of formal education, and while recognising that progress is ongoing, there is little evidence of recognition of development education as being an integral part of integrated education. Again, perhaps this relates to a lack of definition clarity but it is also a structural issue. The Department of Foreign Affairs through Ireland Aid funds development education particularly through NCDE. The Department of Education & Science is not directly involved. All approaches to the formal sector by those involved in development education come from activists and come as a pressure to include extra modules into formal/non-formal curriculum based education programmes. The Department of Education & Science is very resource limited and its curriculum reviews cannot adequately explore options for including development education from within its own structures.

If development education is to be defined as essentially an educational paradigm then it must have a stronger, indeed central, input from the mainstream education bodies. Therefore, the allocation of funding to development education should not come from Ireland Aid, but from the Department responsible integrated education, the Department of Education & Science. This shift requires a political and administrative adjustment based on a focussed policy input. Otherwise those involved in development education will remain tinkering at the edges of "real" education.

This argument also brings to the fore the differing educational methodology of development education and the mainstream formal education. Those active in development education would argue for an educational methodology that puts participation, group work and active learning at the center. But to argue that development education only happens if these techniques are used is mixing a method or process argument with a curriculum argument.

There are a number of groups actively working with the formal sector and indeed they are having an impact. There are some excellent materials being produced for use in the classroom, and for specific target groups that bring a wider world perspective. But the efforts of these committed, informed and professional groups are being under-utilised in the absence of a policy that places development education within the continuum of integrated and "whole of life" education. It also ignores the methodological argument of the best practice educational methods.

The data in this report shows a wide variety of groups using a variety of methods, addressing a variety of target groups on a variety of themes. There are two central issues arising from this evidence.

Firstly is the diversity of groups, themes and target groups. While one may argue the benefit of such diversity, one can also argue that there is a lack of focus in all this activity. Who is the primary target group for development education? Where is the best place to educate that target group? What are the most appropriate themes to use? And what are the most appropriate methodologies? The discussions with the groups in the process of collecting this data show a number of very committed and talented individuals, who, though in most cases working co-operatively, also work in various levels of isolation. These people appear, generally, overworked, stressed and pressured. They are working as hard and best they can on the informal edge of various sectors. They do not know whether they are doing well or not so well. They are doing their best and they hope this is enough. They are seeking to do their work while managing local/ national organisations that are constantly feeding the demands of short-term funders. They deliver activities or produce materials without significant feedback on the impact of those inputs or materials in the end-game of influencing attitudes and actions.

This was evident in the difficulty the researchers had in making contact with some organisations, in getting feedback from some organisations and in the levels of stress and frustration some people referred to.

It also raises issues about a small number of groups who appear to be primarily concerned with advocacy and promotion rather than education. It raises issues about groups and organisations listed but who could not be contacted. It raises issues regarding the registration of groups as active in development education and in receipt of funds. It raises issues in relation to the legal incorporation of some of the groups and the transparency of funding and actions. The sector needs to address these issues.

The data collected gives an overview of the target groups of development education. Seventy three (73) of the 116 respondents targeted the formal and non-formal sector primarily. In these situations it is possible to find and work with target audiences who are already meeting in-groups regularly. Eleven (11) more respondents reported that they target the general public with a further six targeting church congregations. This leaves 16 respondents who seek to influence specific groupings. These groupings vary from refugees and asylum seekers to politicians and decision-makers. Three (3) respondent groups target consumers. From the data and from consultation with respondents the most obvious omission from the target groups is the commercial/business sector and the consumer. This is a gap that is not being addressed, and when one considers their potential role in influencing wider world issues, it needs to be addressed.

The collection of the data for the report also raises concerns about the capacity of people delivering development education. While this report does not argue for a required qualification in development education it does argue that we cannot assume because a person has a deep commitment to an issue that this is adequate to be effective in development education. While the report did not collect data on the capacities of the people active in development education, it is fair to highlight the lack of minimum standards for development education, the lack of in-service training and the lack of models of excellence that could assist others to build their capacities. This report contains, in appendix 2, a list of materials produced but there is little evidence of the impact of the vast range of materials. The fact that the report cannot make concise statements about the impact of development education on the target groups is evidence that a process of monitoring, evaluation and impact assessment is not systematically available other than reports for funders and occasional studies.

The data in this report identifies a small number (6) of networks/coalitions that provide a support to groups active in development education. The emergence of and development of these networks however does not receive unqualified support. However it is only through some form of convergence and coherence within the sector that those working in development education (paid and un-paid) can benefit from mentoring, support, in-service training, monitoring, evaluation and improved learning leading to greater effectiveness that they seek. Indeed, it is evident from the data that because of the spread of groups, target groups and functions, there is a very significant need for capacity building of staff, volunteers, boards and committees to improve development education effectiveness. The structures, resources and processes to do this are not there at this time.

When asked, the majority of groups and organisations noted that they had plans for further development (See p.36). In consultation with a small number of these groups it is evident that the detail and completeness of these plans varies greatly. Most groups report that most of their energy goes on existing, providing services and putting in place resources for the coming year. There is little time for strategic planning and most groups look to their management committees for direction. In reality, the strategic plan for many development education groups and organisations is in the head of the leader of that group and may be written briefly to meet a need or request. As a result the creative process, methods and innovation is restricted by the lack of clarity for the future.

This outcome is very important and very notable. This outcome reflects the single most important outcome of this work, which is an indirect outcome. There is no definitive clearly stated strategic plan for development education in Ireland. From Governmental level to local level there is a lack of strategic clarity, there is a lack of consensus and a lack of one clear vision. While funding for development education is increasing there is equally, if not a greater need for decisive decisions that give clear direction to all active in the sector. There is a great treasure of experience in the development education sector and the wide variety of opinions. There is a willingness and indeed a recognition of the need to educate the wider community about the global issues. But there is no group willing, at present, to champion the development education sector by putting forward a strategic plan. There is a fear that such a plan would cause division in the sector, would exclude some of those presently active and would render some of the present structures and organisations less useful. But perhaps that is needed.

This report can describe what is happening and can make an estimation of the resources, functions and the actions within the development education sector in Ireland. However, it is not possible to be definitive about needs, gaps and opportunities in the absence of a national direction and a strategic framework. The current review of Ireland Aid may force such an outcome. The danger is that the development education sector may see such changes as negative and contrary to the much-needed function of development education. This would be unfortunate but would be partly due to the inaction of leaders to fill the vacuum that has developed.

5. Conclusions & Recommendations

As Ireland moves swiftly to the Irish Government's official commitment to 0.7% of GNP as a contribution to Development Co-operation by 2007, the strategic positioning of the development education sector is vital for the maintenance and development of the sector. Development education has emerged as an integral part of the development co-operation programme to maintain public awareness, education and support the commitment to Ireland's contribution to the development of less well off countries. Over the years development education has matured, diversified and expanded to become a force of social justice and a foundation for the development of civic society.

There is a broad and significant network of groups active in promoting development education in Ireland. This study has identified 253 groups and organisations of which 116 participated in this research project. These groups and organisations are active with a broad range of target groups and are supported from a range of sources. That noted, it is evident that there is an absence of a common strategic sectoral direction for development education. Group members are dedicated and active but are not confident of their impact, their sustainability and their place in the "bigger" development education picture. Some groups have found mutual support through networks whereas other groups have become issue focused as a compensation for this vacuum.

Arising from these conclusions the following recommendations arise:

who are we?

1.   That the development education sector should take a leading role in the development of a strategic plan for development education in Ireland.

The strategic plan will:

a.   address the mainstreaming of development education in the formal sector

b.   propose capacity building programmes and standards within the non-formal sector

c.   increase the emphasis on targeting the business and third level sector

d.   propose a vision that will unify and or sectionalise the development education sector

2.   That development education stakeholders promote a national and trans-national inclusive dialogue on the nature and context of development education.

3.   That the development education sector take a leading role in instituting a model of "best practice" that promotes the highest standards in all aspects of development education work

Development education groups are active in most facets of community, social and sectoral development through their work to increase awareness of social justice, human rights and inter-cultural understanding. However, there is still inadequate reflection within the sector to determine the strategic impact of development education in Ireland. There is a challenge to Dochas, and the development education sector, to continue the work that will quantify the level of spending, quantify the impact of the spending and insert this outcome into a strategic plan for the further development of development education in Ireland.

This work is vital to prepare society and the development education sector to make a continued and increased impact. Equally it is vital for Dochas to use their collective influence to secure adequate funding, particularly state and EU funding, for the development of the development education sector. In doing this Dochas will ensure Ireland's sustained contribution to the Third World but, very importantly, will educate the people of Ireland on the local and global issues that impact on justice issues at home and abroad.

6.Appendices

Appendix 1: List of Respondents Included in Analysis

		Included In Sample For Qualitative Questionaire
1.	80/20	
2.	WORLD EDUCATION PROJECT	
3.	DEBT AND DEVELOPMENT COALITION	•
4.	TELL TALE THEATRE COMPANY	•
5.	DEPT OF APPLIED SOCIAL STUDIES	
6.	KMF PRODUCTIONS	
7.	AFRICAN EDUCATION DEVELOPMENT & EQUALITY GROUP	
8.	WORLD DEVELOPMENT CENTRE, WATERFORD	
9.	MATER DEI INSTITUTE	
10.	VOLUNTEER MISSIONARY MOVEMENT	•
11.	NCDE	•
12.	VOLUNTARY SERVICE INTERNATIONAL	
13.	NODE	•
14.	INTERCULTURE IRELAND	
15.	BANULACHT	
16.	GALWAY ONE WORLD CENTRE	
17.	IRISH FAIR TRADE NETWORK	•
18.	MISE EIRE	•
19.	CENTRE FOR DEVELOPMENT STUDIES UCD	
20.	KADE	•
21.	IRELAND ALGERIA SOLIDARITY GROUP	
22.	PARTNERSHIPS IRELAND AFRICA	•
23.	DEVELOPMENT STUDIES LIBRARY UCD	
24.	AIDLINK	
25.	AFRICAN REFUGEE NETWORK	•
26.	COMHLAMH	•
27.	CONCERN	•
28.	OXFAM IRELAND	
29.	PAVEE POINT	
30.	AMNESTY INTERNATIONAL	
31.	DEVELOPMENT STUDIES CENTRE, KIMMAGE MANOR	•
32.	COMBAT POVERTY AGENCY	
33.	IRISH SUDANESE SOLIDARITY GROUP	•
34.	ONE WORLD CENTRE NORTHERN IIRELAND	•
35.	CULTURAL LINKS	
36.	DEFY	•
37.	ST MICHAELS JUSTICE AND PEACE GROUP	
38.	WEST PAPUA ACTION	
39.	TOOLS FOR SOLIDARITY	
40.	IRISH GIRL GUIDES	•
41.	CATHOLIC GUIDES OF IRELAND	
42.	NEAR FM	
43.	OGRA CHORCAI	•
44.	LASC	
45.	SUDAN SUPPORT GROUP	
46.	SHANTY EDUCATION PROJECT	
47.	BHUTANESE REFUGEE SUPPORT GROUP	
48.	SCOIL MHUIRE	
49.	MIDLAND DEVELOPMENT EDUCATION PROJECT	
50.	WAR ON WANT NORTHERN IRELAND	
51.	AFRI	
52.	ACCESS IRELAND REFUGEE SOCIAL INTEGRATION PROJECT	
53.	BURMA ACTION IRELAND	
54.	CLARE READING AND WRITING SCHEME	
55.	CDVEC CURRICULUM DEVELOPMENT UNIT	
56.	LOURDES YOUTH AND COMMUNITY SERVICES	
57.	ONE WORLD AWARENESS SOCIETY, MARY IMMACULATE COLLEGE, LIMERICK	
58.	YARD	
59.	ICTU DEVELOPMENT EDUCATION PROJECT	
60.	KURDISTAN EDUCATION NETWORK	

61. OGONI SOLIDARITY IRELAND
62. ROMANIAN COMMUNITY
63. FOYLE BASIN COUNCIL
64. SIERRA LEONE IRELAND PARTNERSHIP
65. FAMILY RESOURCE CENTRE INCHICORE
66. UNICEF IRELAND
67. ACTIONAID IRELAND
68. AN TIONAD GLAS ORGANIC COLLEGE, LIMERICK
69. ST HELENS EDUCATION OFFICE
70. BABY MILK ACTION
71. PARTNERS - TRAINING FOR TRANSFORMATION
72. VIATORES CHRISTI
73. LITTLE SISTERS OF THE ASSUMPTION JUSTICE DESK
74. KERRY DIOCESAN YOUTH SERVICE
75. DONEGAL WOMENS NETWORK
76. COLUMBAN MISSION EDUCATION
77. COMMUNITY RADIO CRC FM, CASTLEBAR, CO. MAYO
78. KOSOVAR IRELAND SOLIDARITY GROUP
79. CHURCH REFUGEE PROJECT, BLACKROCK, CO. DUBLIN
80. MERCY JUSTICE CONGREGATIONAL OFFICE
81. CHURCH OF IRELAND BISHOPS APPEAL
82. A PART OF IRELAND NOW PROJECT
83. TIBET SUPPORT GROUP IRELAND
84. IRISH EL SALVADOR SUPPORT COMMITTEE
85. ANTI RACISM CAMPAIGN
86. KERRY DIOCESAN JUSTICE COMMITTEE
87. ENVIRONMENTAL CONSERVATION ORGANISATION
88. FOROIGE
89. GIRLS FRIENDLY SOCIETY
90. CATHOLIC YOUTH CARE (COUNCIL)
91. SAVE THE CHILDREN
92. FEACHTAS
93. MACRA NA FEIRME
94. NATIONAL YOUTH FEDERATION
95. PEACE CORPS
96. TEAM EDUCATIONAL THEATRE COMPANY
97. COLUMBAN SISTERS JUSTICE DESK
98. MAYFIELD INTEGRATED COMMUNITY DEVELOPMENT PROJECT
99. ST ANGELAS PEACE AND JUSTICE GROUP
100. ST VINCENT DE PAUL YOUTH CLUBS COUNCIL
101. ESPERANZA PRODUCTIONS
102. WIRED FM
103. DONEGAL COMMUNITY WORKERS CO-OP
104. OAK PARTNERSHIP
105. KWCD PARTNERSHIP
106. PERU SUPPORT GROUP
107. APSO
108. NORTH WEST INNER CITY WOMENS NETWORK
109. PONTIFICAL MISSION SOCIETIES
110. GORTA
111. THREE ROCK INSTITUTE
112. JUST FORESTS
113. FEASTA
114. MILL HILL MISSIONARIES
115. SCOUTING IRELAND (CSI)
116. TROCAIRE

List of Materials Produced (Where Specified) by Respondents Over the Past 3 Years

1.   Fair Shares (written). Combat Poverty Agency, Dublin. Published 1999

2.   Contemporary Social Issues : Guidelines with CDU and Leaving Cert Applied Support Service (written). Combat Poverty Agency, Dublin. Published 1998.

3.   Womens Networks and the Wider World: From Issues to Action (resource book). Banulacht, Dublin. Published October 2000.

4.   Putting the Action into Beijing (research paper). Banulacht, Dublin. Published May 2000.

5.   Trends in Irish Youth Opinion on Development and Justice Issues. A Comparative Analysis of National Samples 1995-1999 (research report). DEFY, Dublin. Published June 2000.

6.   Development and Justice Issues: Irish Attitudes (research report). DEFY, Dublin. Update of 1994 Survey. Published June 2000.

7.   The World Has Got Enough (from 1999 One World Week). DEFY, Dublin, 1999.

8.   The Rights Stuff (written education resource). DEFY/Trocaire/Amnesty International. Published 1998. Also Video, complementary to education resource.

9.   Slavery Pack (for Youth). Trocaire, Dublin. Published October 2000.

10. Land for All (for Youth). Trocaire, Dublin. Published October 1999.

11. Options in Development Handbook (written). Comhlamh, Dublin. Published February 1999.

12. Focus Magazine. Comhlamh, Dublin. Produced two to three times per year.

13. World At Work (written). 80/20, Bray. Published 1999.

14. World We're In (written). 80/20, Bray. Published 1998

15. Development Today (CD Rom). 80/20, Bray. 2000.

16. Truth About Bananas (written). Irish Fair Trade Network, Dublin. Published 1999.

17. Development Education Centre Resource Pack (website). NODE, Dublin. October 2000.

18. NODE Newsletter/Calendar (Written and Website). NODE. Produced five times per year.

19. Intercultural Learning in the Classroom (written). Interculture Ireland, Dublin. Published 1998.

20. Schools and Clubs Against Racism (education pack). YARD, Dublin. Published 1999.

21. Resources Catalogue (written). One World Centre Northern Ireland. Published September 2000.

22. Information Pack (written). One World Centre Northern Ireland. Published May 1999.

23. Global Solidarity; an education resource for trade union tutors (written modules). ICTU Development Education Project, Dublin. Published 1998.

24. Solidarity/Common Thread (newsletters and website). ICTU Development Education Project, Dublin. Produced three times per year.

25. Toy Campaign Briefings (website). ICTU Development Education Project, Dublin. Produced every November.

26. Small Change, Big Difference, Fair Trade (visual;written). Oxfam Ireland, Dublin. Published October 2000.

27. Ushirika (newsletter). Oxfam Ireland, Dublin. Triannual Campaigns newsletter.

28. One World/One Balance (audio). Near FM 101;06, Dublin. Broadcast 1998.

29. Common Themes/Common Aims (audio). Near FM 101;06, Dublin. Ongoing.

30. Latin America Week Schools Pack (written). LASC and Latin American Week organisations. Published May 2000.

31. Sudan Information Pack for Secondary Schools (written/visual). Sudan Support Group, Dublin. Published 1998.

32. Sudan Information Pack for Primary Schools (written/visual). Sudan Support Group, Dublin. Published 2000.

33. Sudan News (written). Sudan Support Group, Dublin. Produced five to six times per year.

34. Breaking The Chains (film). KMF Productions, Cork. Broadcast December 2000, RTE 1.

35. Development Education in the Classroom: A Teachers Guide with Sample Lesson Plans (written and website). Mater Dei Institute, Dublin. Published June 1999 and website published early 2000.

36. Wider World (resource pack). Voluntary Service International, Dublin. Published Summer 1999.

37. Needs Analysis of African Refugees in Ireland (research report). African Refugee Network, Dublin. Published 1999.

38. People on the Move 1 & 2 (resource pack). Concern, Dublin. Published 1999.

39. The World Has Got Enough (resource pack). Concern, Dublin. Publishsed 1999.

40. Reality of Aid (book). Concern, Dublin. Published 1999.

41. Development Issues (fact sheet). Concern, Dublin. Published 2000.

42. Building World Citizenship (written). Irish Girl Guides, Dublin. Published 1999.

43. Guide to Fair Trade Organisations in Ireland (written). Midland Development Education Project, Portlaoise. Published 1999.

44. Towards an Integrated Approach to HRE (written). Curriculum Development Unit (CDU), Dublin. Published 2000.

45. Education for Reconciliation (written). Curriculum Development Unit (CDU), Dublin. Published 1999.

46. Infomercial (film-45 seconds). Foyle Basin Council, Derry. Produced Novmber 2000.

47. Dropping the Number 10 for Dili (TV Documentary). Esperanza Productions, Dublin. Produced May 1999.

48. Are We so Different (TV Documentary). Esperanza Productions, Dublin. Produced September 1999.

49. We Still Want You But...(TV Documentary). Esperanza Productions, Dublin. Produced 1998.

50. Grounding a Hawk with a Hammer (TV Documentary). Esperanza Productions, Dublin. Produced 1998.

51. Human Rights and Refugees: A Leaving Cert Applied module (written).
A Part of Ireland Now Project and Trocaire, Dublin. Published Autumn 1999 .

52. Partners in Rights (written). Save the Children, London. Published 2000.

53. Rights and Responsibilities (written). Save the Children, London. Published 1998.

54. Global Environment and Development (resource pack). Environmental Conservation Organisation, Dublin. To be published March 2001.

55. Our World, Our Challenge (written). Foroige, Dublin. Published 1998.

56. Human Rights Bible Pack (written). Girls Friendly Society, Carlow. To be published 2001.

57. Ar an Imeall (written). Feachtas, Dublin. Published January 1998.

58. Asylum Seeker/Refugee Information Pack (written). Church Refugee Project, Dublin. Circulated by email and photocopy June 2000.

59. Just a Second (written). AFRI, Dublin. Published 1999.

60. State of the Worlds Children (written). UNICEF Ireland, Dublin. Published December 2000.

61. Mercy Development Education Programme for Schools (written and video). Mercy Justice Congregational Office, Dublin. Produced 1998 for use within Mercy Schools in Western Province.

Other Materials which were produced by respondent organisations:

Newsletters produced monthly, bi-monthly and quarterly, leaflets, briefing documents, leaflets and conference materials on political and economic situations in certain countries, reports, calendars, reports and booklets from One World Weeks events, education pack for schools in written and video form, campaign materials, creative development education materials for young people, posters and charts for schools, magazines, and organisation websites with information on development education.

APPENDIX 3:
Key to functions listed in quantitative questionnaire

* **Drop-in/Resource Centre** - does your organisation provide a facility where members of the public can drop in for information, advice, support etc.

* **Provide Funding** - ie are you a recognised funding body?

* **Provide Resources** - does your organisation provide resources such as material or training to groups or the general public?

* **Networking** - does your organisation network regularly with a range of other groups/organisations and individuals?

* **Advocacy** - does your organisation advocate for others through activities such as lobbying etc.

* **Education Outreach** - is your organisation involved in provision of educational outreach services?

* **Awareness Outreach** - is your organisation involved in raising awareness regarding issues you are dealing with?

* **Raise Funds or Material Assistance** - does your organisation engage in any fundraising activities or provide material assistance to people, eg. food, clothes etc.?

* **Partnerships/Twinning** - does your organisation have any formal linkages or twinning arrangements?