Dialogue Day 3

Development Education & Education for Sustainable Development

February 12th 2009

10am to 4pm

Hosted by
National College of Art and Design,
100 Thomas St, Dublin 8

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Plenary session

Small group debate

Acknowledgements

The Ubuntu Network would like to acknowledge the participation and support from its Steering Committee members:

Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

Timetable

Time	Activity
10.00	Registration & Tea/coffee
10.45	Welcome to Dialogue Day 3- Mags Liddy, Ubuntu Network
11.00	Keynote Speaker- Daniella Tilbury, Director of Sustainability, University of Gloucestershire **Learning to Change: Are we up to the challenge?**
11.45	Short Response
12.00	Open discussion, Q&A
12:30	**Lunch buffet and opportunity for informal networking, with exhibition of DE/ESD artwork and NGO stalls** • Visual art pieces on theme of Human Rights by 3 yr Visual Communication students • Images from the Ubuntu project with the current post-graduate students • 15 short movies by the 4th year Digital Media students, with exemplars of lesson plans on the Ubuntu themes of similarity and difference, and environmental sustainability **NGO Stalls** • Camara, Irish Aid, Amnesty Ireland, CDVEC CDU and Trócaire
13:45	**Workshops- 4 options** • Problematicising the Impact of Development Education – Roisin Corcoran University of Limerick & Nancy L Serrano, RCE-Ireland • Artists work as an investigate, analytical and reflective tool to explore and engage with Development Education and ESD issues and concepts - Fiona King & Tony Murphy, National College of Art and Design • Film in Education- Audrey Bryan, University College Dublin & Mella Cusack; Citizenship Studies Project Manager. Trócaire/CDVEC Curriculum Development Unit • Innovative Pedagogies in Practice: Peer education, Elaine Nevin Director ECO-UNESCO & Using Drama in Development Education Tríona Stokes, Drama Lecturer at Froebel College of Education
15:00-	**Plenary**- Plans for Future-presentation of action points from workshop General feedback on Dialogue Day
15:45	Finish
16:00	Ubuntu Network e-book Editorial Team meeting till 5.15pm (Closed session)

Keynote Speaker

Daniela Tilbury

Learning to Change:
Are we up to the challenge?

Daniella Tilbury is Director of Sustainability at the University of Gloucestershire, where she was recently awarded a Marie Curie Fellowship. She also is Chair of the UNESCO Global Monitoring and Evaluation Expert Group (MEEG) for the UN Decade in Education for Sustainable Development, and was formerly of the Director of Australian Research Institute in Education for Sustainability (ARIES) based at Macquarie University, Sydney.

In her lively and challenging presentation, Daniela focused on 4 key questions:

> **What change - from what to what?** Essentially this question asks what do we want to change to. This is difficult as no country is sustainable or has come close to becoming sustainable. There is no roadmap to follow. In addition, the path to a sustainable world remains a contested one and the process of how to achieve sustainability remains to be negotiated.

> **Why do we have to change?** The necessary changes cannot come about through our current ways of thinking and living, but we need mental changes in our ways of thinking, viewing and analysing the world.

> **How is the change to come about?** Education is seen as the agent of transformation towards sustainable development, and education for sustainable development is '…education for a future…education programs seek to develop skills for understanding and anticipating change...learning how to think creatively and critically about the future, how to anticipate and make our own histories' (UNESCO, 2002 *From Rio to Jo'Burg* p.20)

> **Are we up to the challenge?** The areas we need to work on are Questioning and getting to the root of the issues; Reorienting Curriculum; Creating opportunities for reflection, negotiation and participation for change; Encouraging values clarification; Learning for change; Professional & institutional change**.**

In conclusion she said that education for sustainable development needs to address the core issues, not just superficial encounters with development and global justice concerns. She illustrated here point with a cartoon image of plastic container, stating that ESD practititioners need to address the underlying structural causes of this waste, such as consumer behaviour, product design and manufacturing production, recycling and waste reduction in order to truly engage with ESD. Are we up for this challenge?

NGO stall of education resources

Camara www.camara.ie

Camara accepts computer equipment from all organisations nationwide and sends them to shools and colleges in Africa. In addition, Camara sends volunteers to share their IT skills and interest with our partners and with local schools. The project is also designed to strengthen our partnerships in Africa and develop an interest and understanding of education through IT. Camara is a registered Irish Charity [16922], located in The Digital Hub and staffed primarily by volunteers.

Amnesty Ireland www.amnesty.ie

Amnesty International Irish Section has prioritised human rights education for over ten years. They believe that learning about human rights is the first step towards respecting, promoting and defending those rights. On the Amnesty website you will find information on
- programmes you can become involved in
- resources and ideas for use inside and outside the classroom how they carry out their work
- training and materials on human rights related issues

Irish Aid www.irishaid.gov.ie

Irish Aid is the Government of Ireland's programme of assistance to developing countries. Ireland's development cooperation policy is an integral part of Ireland's wider foreign policy and is rooted in objectives of peace and justice. It funds a considerable number of development education programmes in Ireland. In addition it has opened the Irish Aid Volunteering and Information Centre, designed to raise awareness of development issues and the role of Irish Aid in tackling global poverty.

Trócaire www.trocaire.org

Trócaire is the official overseas development agency of the Catholic Church in Ireland. Trócaire works in 127 programmes across 39 countries in Africa, Asia, Latin America and the Middle East.
On Trócaire's resource section of their website there is a wide range of school resources, for pre-school to secondary covering a broad range of development issues including climate change and the world food crisis.

CDVEC Curriculum Development Unit www.curriculum.ie

The Curriculum Development Unit was established in 1972. It is funded by the City of Dublin Vocational Education Committee (CDVEC), and is managed jointly by the CDVEC, Trinity College, Dublin and the Department of Education.

The Citizenship Studies Project is a partnership between Curriculum Development Unit and Trócaire in the area of Citizenship Education.

Afternoon Workshop Groups

A brief summary of the discussions from each Workshop Group follows.

Workshop Group 1 – 'Problematicising the Impact of Development Education' – Roisin Corcoran, University of Limerick & Nancy L. Serrano, RCE-Ireland.

This session began with presentations by both presenters discussing the various methods of assessing the Impact of DE/ESD, the apprenticeship model as well as the formal approach to assessment. The concept of portfolio based assessment was offered as an alternative. One specific approach to assessment was described i.e. the use of a scenario based questionnaire. The presentations highlighted the issue of 'why assess' as well as the areas of validity and reliability. Groups were asked to discuss some of the following questions: Why assess Development Education? Evaluate Portfolio Approach & its application to Development Education? Alternative approaches?

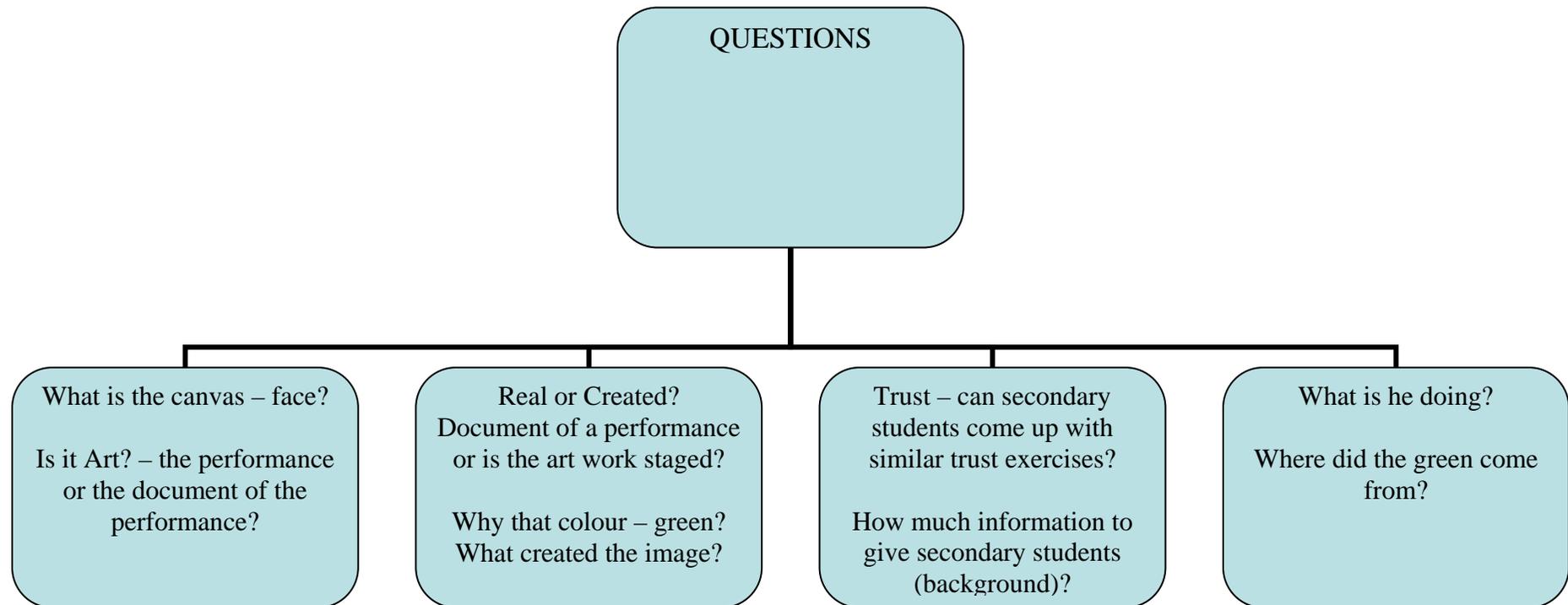The following offers some feedback to the above questions:

Question posed?	Group Response:
Why assess Development Education?	- Monitor progress - All education is monitored - To add value - Identify cases of best practice - To see what changes are taking place - Need to identify outcomes – then see if these have been achieved and if not – why? - To identify what learning has taken place - The system – values assessment / test – change system first e.g. TY.
Evaluate Portfolio Approach & its application to Development Education?	**Pros:** Addresses Multiple Intelligences; Criteria and Development Education; Facilitates Groupwork and Active Learning; Ability to self-reflect - can lead to action or change; learning outcomes; encourages peer education; facilitates deeper level learning; self-directed learning (research). **Cons:** Difficultly adapting to multifaceted approach; some students find the multi-faceted approach difficult.
Alternative approaches?	- Self directed work by students - Selected criteria by students - Indicators – negotiated by students - stakeholders

Workshop Group 2

Artists work as an investigative, analytical and reflective tool to explore and engage with Development Education and ESD issues and concepts at post-primary level

Fiona King & Tony Murphy, National College of Art and Design

This session introduced work from artists such as: Oliver Herring, Mark Edwards, Diana Cooper, Tara Donovan, Anthony Goldsworthy, Phoebe Washburn, Louise Burgoise, David Hockney, Kathy Kollwitz. These visuals were used as stimuli for discussion of DE and ESD issues and concepts. Visual representations were used and those in attendance were asked to engage with some of the following questions: What comes into your head when you see this image (one word)? Why? How do you think this image was created? Why do you think this image was created? Does it relate to your life?

QUESTIONS

What is the canvas – face? Is it Art? – the performance or the document of the performance?	Real or Created? Document of a performance or is the art work staged? Why that colour – green? What created the image?	Trust – can secondary students come up with similar trust exercises? How much information to give secondary students (background)?	What is he doing? Where did the green come from?

Workshop Group 3

The use of documentary film in teacher education

Audrey Bryan, University College Dublin & Mella Cusack, CDVEC CDU / Trócaire

> ### Darwin's Nightmare
> 2004, France/Austria/Belguim, 107 min, 35 mm
> www.darwinsnightmare.com
>
> Darwin's Nightmare is a documentary telling the story of the introduction of the Nile perch into Lake Victoria
>
> "I could make the same kind of movie in Sierra Leone, only the fish would be diamonds, in Honduras, bananas, and in Libya, Nigeria or Angola, crude oil." Hubert Sauper, Director

The session explored the use of documentary film as an entry point for Development Education in teacher education. Participants were asked to reflect upon and discuss how/why they use documentary film in their teaching, and what are the issues and challenges in doing so. Some of the resulting discussion centred on how documentary film can help the students feel the issues, develop empathy towards the characters. The use of documentary film as a stimulus for conversation and debate on topics was highlighted. Restrictions in the use of documentary film include the need for greater technical expertise in the area and easier availability of equipment.

Actions

- Mella has compiled a resource listing of films for use in Civic Social and Political Education which will be circulated to workshop participants

- This list will also be available to download from the Ubuntu website

Workshop Group 4

Innovative Pedagogy in Practice: Peer Education & Drama in Development Education

Elaine Nevin, ECO-UNESCO & Tríona Stokes, Froebel College

The session began with an introduction by Elaine Nevin on her work with ECO-UNESCO on the design, development and implementation of a Peer Education programme. This was followed by a description of various innovative pedagogies used in Drama to explore issues of DE and ESD.

Action List

- Resources – sharing insights, pedagogies and practices – email/send to the Ubuntu Network.
- Examine 'the plan' for potential open spaces (where DE/ESD can/could be integrated).
- Sharing information on a new problem-based learning approach (Tipperary Institute of Technology) - raising its profile. (Week long problem based learning initiative set for students of the college).
- Potential for Ubuntu blog for updating knowledge, ideas and methodologies.

Feedback in summary

When asked 'What was the most helpful part of the Dialogue Day?' the majority of respondents identified opportunities to meet and talk to other people present, 'networking opportunities', 'the opportunity to meet with other practitioners'. This was followed by the keynote speaker Daniella Tilbury and the workshops.

When asked 'What was the least helpful part of the Dialogue Day?' respondents noted that all was helpful. Some respondents noted 'the warm room' 'ESD artwork' 'the morning presentation' and 'the lack of power' as being least helpful.

	Yes
Presentations relevant to their work	86%
Made some contacts that will help them with their work	81%
Given the opportunity to ask questions	91%
Workshops demonstrated practical ways of integrating Development	76%
Had 'useful conversations' in workshops	86%
Workshops inspired them to make changes in their professional practice	52%
Would like to continue workshop discussions online or via email	68%
Useful to hear feedback from other workshop groups	71%
Interest in collaborating on Development Education projects in the future	71%

Further comments regarding the Dialogue were extremely positive in nature:

'Thank you for well organised day', 'Thanks all', 'Great work! Brilliant space – it's needed keep it up! Thanks', 'Very helpful all round' 'very useful – always pick up good ideas', 'excellent venue; excellent opportunity to share information'.

Other feedback comments included: 'would be useful to open it up to other professional groups', 'could possibly have different times for workshops, so one can attend more than one', 'hard to hear what people said as questions asked', 'more workshop / dialogue opportunities – less keynote addresses', 'would love more dialogue and debate in smaller groups and more intense use of time'.

Contact List

Surname	Forename	Organisation
Alacoque	Mary	Castleknock Community College
		NCAD Art for Africa
Boyle	Adrienne	IDEA
Bryan	Audrey	University College Dublin
Campbell	Maria	St. Angela's College
Clarke	Graham	ECO-UNESCO
Clowry	Joseph	NUI Maynooth
Conway	Paul	University College Cork
Corcoran	Roisin	University of Limerick
Cusack	Mella	CDVEC CDU / Trócaire
Duddy	Elaine	Amnesty International
Edel		Irish Aid
Fiedler	Matthias	DICE / IDEA
Finucane	Maria	LSAD
Fitzgibbon	Ann	Trinity College Dublin
Foley	Helen	Waterford Institute of Technology
Freeman	Shane	University of Limerick
Gallagher	Ruth	Amnesty Ireland
Gardiner	Senan	Cultivate
Gowran	Rosie	University of Limerick
Grandville	Gary	National College of Art and Design
Holland	Charlotte	Dublin City University
Jackman	Hester	Camara
King	Fiona	National College of Art and Design
Liddy	Mags	Ubuntu
Logue Collins	Patricia	
Loughlin	G	Grad Comm
MacMahon	Muireann	University of Limerick
Maguire	Helen	St. Angels's College
Martin	Meave	NUI Maynooth
McCormack	Orla	University of Limerick
McCue	Kevin	Sport against Racism
McHugh	Conor	Irish Aid
McLoughlin	Hilary	CRITE Trinity College Dublin
McNally	Eimear	DICE
Mitchell	Angus	University of Limerick

Monds	Lydia	
Mulvany	Clare	Irish Aid
Murphy	Tony	National College of Art and Design
Nevin	Elaine	ECO-UNESCO
O Flaherty	Joanne	Ubuntu
Raftery	Barbara	Dochas
Roche	Tom	Just Forests
Ryan	Michael	Tipperary Institute
Sampler	Miren	MSC Sust. Dec.
Savage	Tom	CRITE Trinity College Dublin
Serrano	Nancy L.	RCE Ireland
Smith	John	Trócaire
Stokes	Triona	Froebel
Thampson	Sian	Amnesty
Tilbury	Daniella	University of Gloucestershire
Toland	Patsy	Self Help Africa
Wilson	Barbara	Irish Aid
Zimba	Emmanuel	University College Dublin

Ubuntu (Zulu) is a Sub-Saharan philosophy and way of life that emphasises co-operation, compassion, community and concern for the interests of the collective, for others and respect for the dignity of personhood.
Members of the Network chose to use the name 'Ubuntu' to reflect its cooperative nature

The Ubuntu Network supports the integration of development education and education for sustainable development into initial teacher education in Ireland.

The Network is made up of representatives from 11 post-primary teacher education colleges and institutions, supported by NGOs such as Dóchas, Just Forests, ECO-UNESCO, and the primary teacher education sector

For further information, please visit our website www.ubunutu.ie