Education, Action Solidarity Now!

An Audit of Development Education and Global Citizenship Education Resources in Ireland 2017-2020

Development Education.ie

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Education, Action, Solidarity, Now!

An Audit of Development Education and Global Citizenship Education Resources in Ireland 2017-2020

Tony Daly and Ciara Regan

About the Resources Audit project

This study is part of the ongoing research agenda to monitor, evaluate and take stock of development education (DE) / global citizenship education (GCE) learning resources production in Ireland, as summarised below:

- 2012-13 Phase 1: research and publication of the audit of development education resources published between 2000–2012 and 2013-14 circulation and active engagement of the audit across education sectors, including publication of Guidelines for Producing Development Education Resources (2014) by developmenteducation.ie, Dóchas and the Irish Development Education Association.

- 2013-16 Phase 2: updating of the audit and taking stock of audit exercise in intervening four-year period of 2013–2016 inclusive.

- 2017-20 Phase 3: circulation, promotion and active engagement of the Phase 2 audit across education sectors, updating of the audit and taking stock of audit exercise in intervening four-year period of 2017–2020 inclusive.

As before, it is important to note that the project has considerable potential to become quite extensive and complex – indeed Phase 3 has been larger than Phases 1 and 2.

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Executive Summary

The third Audit of Development Education Resources in Ireland draws on resources identified during the four-year period 2017 – 2020. A number of key events, updates and contexts in development and education have impacted on the style, content and focus areas of resource developments. Taken together, these events paint a picture of huge change, incremental progress and hostility towards the 2030 agenda for sustainable development. It has also been an era of pushback and resistance underwritten by regular access to and engagement from development education (DE) practitioners and programmes.

In the continuously changing landscape of education and international development, there is a need to: support evidence-based resource production that builds on practitioner skills and knowledge, invest in innovation and collaboration, widen opportunities throughout the resource lifecycle (from piloting to impact) and foster a balance of education, development issues and realities that critically engage with Agenda 2030, human rights-based approaches and beyond.

A summary of the main points in this Phase 3 study include:

- The methodology for Phase 3 was a three step approach: 1) build a customised database with 28 different data points per resource 2) conducting of key informant interviews and 3) a content framework matrix based on the database and related statistical analysis materials.

- For the purposes of the audit, we continue to use the 'working definition' of development education adopted for Phase 1 and 2, recognising that definitions as such are routinely contested, the definition below is not offered as a 'considered' definition – it is simply a shorthand one for the purposes of the audit.

- Phase 3 offers, we believe, an enhanced approach to the cataloguing and annotating of DE resources following the experiences of undertaking Phases 1 and 2. We hope that this initial work will continue to be expanded and supplemented in coming years with the overall objective of investing in a national database of annotated resources which can be freely accessed and used by a growing range of educators.

General Findings

- **A total of 30 resource** themes were identified during the Phase 3 period across the 202 resources.

- The **three dominant themes** emerging are development education practice, development education methods and the Sustainable Development Goals (SDGs) and sustainable development, followed by climate change and human development.

- The **least covered themes** are debt and trade, decent work and economic growth, affordable and clean energy and humanitarian emergencies.

- **The main format of each resource project, was dominated by 'activity pack' formats.** The findings, however, are more diverse than just that. Digital productions have shifted the number of resources that accompany a resource project. Microsites and multimedia, representing 6% of resources, were produced exclusively in those formats.

- Mirroring the previous two audits (2000-2012 and 2013-2016), **Irish Aid, their post primary GCE/DE grant scheme via Worldwise Global Schools and a small number of development agencies account for a significant proportion of resources produced overall in Ireland.** Together, these bodies are making the most important investments towards resourcing the sector (more specifically, resources that account for Goal 4.7 in the SDGs).

- Phase 2 of the Audit has been integrated into the Irish Aid Development Education Annual Grant Guidelines documents from 2018-2021, the Worldwise Global Schools grantee reports and was included in the development phase of the Code for Good Practice for Development Education (alongside the Guidelines for Producing Development Education Resources), to name but a few.

- **65% of all resources audited were developed for the formal education sector**, and 26% for the non-formal sector (the remaining 6% and 3% for the general public and for DE practitioners respectively).

- While the SDGs were one of the most common themes throughout Phase 3, the coverage of specific/individual SDGs is lacking, whereas general overviews of the SDGs are well covered. Looking at the majority of activity, 92% of resources produced concentrated on 58% of the SDGs. Of the remaining 8% of resources, these covered the remaining 42% of SDGs. To illustrate how thinly spread this coverage is, 5 resources or less accounted for 7 SDGs out of 17.

- While planning for thematic work over time is crucial, resource producers should consider diversifying thematic approaches in order to energise the connections between different SDGs and to move beyond introductory materials alone. Again, however, it remains unclear as to whether this reflects the demand for resources on the SDGs or not.

- Areas which continue to remain to be the least serviced are children's rights and justice, among others such as women's rights and development itself. Tracking the 'solidarity' and development perspectives in resource projects need to be considered and included proactively, where appropriate.

- From the beginning of this entire audit process, many resources were excluded as a result of being presented as educational resources when their focus was more on organisational branding with suggested actions of fundraising etc. While the practice has not entirely gone away, particularly with some international NGOs operating in Ireland, it has decreased. The proliferation of good practice codes in the sector has played an important role – and continues to.

The Audit concludes with 9 recommendations, in summary:

1. Convene a forum as an appropriate, partnership-based space on the need and relevance for resources on particular themes, curriculum areas and potential lessons based on practice.

2. Continue to invest in the maintenance, database upgrades and usability / marketing opportunities that the DE sector-wide developmenteducation.ie resources library has established.

3. Support for innovation and testing new methods, formats and practices in education, training, resource production and action projects should be expanded.

4. Research matters, and should be reintroduced as part of building a consistent and visible evidence-based GCE agenda in Ireland.

5. Funding modalities should continue to grow and support flexible production cycles.

6. Update the Guidelines for Producing Development Education Resources.

7. Professional development opportunities should be expanded and acknowledged by supporting organisations and funders so that resource writers, producers and teams have structured opportunities to update their practice in terms of access to curriculum updates and innovations as well as current issues on the international development landscape.

8. Planning to secure, distribute and safeguard resources – in various formats – should be considered early on in resource project developments.

9. Opportunities to support good practice in the development of DE/GCE resources should be pursued in policy work, in informing and building critical awareness through sector events, forums, public consultations and initiatives supporting institutional cooperation in Ireland and elsewhere.

Foreword to the third edition

The third *Audit of Development Education Resources* in Ireland provides a detailed, rich and insightful analysis of DE/GCE resources produced between 2017 and 2020. Focusing on five sectors: Adult and Community Education, Youth, Higher Education, Primary and Post-primary, the audit reports on the progress (or not) of the recommendations contained in the second audit (2016), as well as lays out some key challenges for the sector in delivering quality Development Education (DE) in the increasingly turbulent and uncertain times in which we live.

While the term 'audit' often denotes a sense of compliance, verification and judgement, the authors make it clear, that like its two predecessors, this audit is to be seen more as a learning aid and baseline for organisations, researchers, funders and individuals and should be used along with other guides such as the IDEA Code of Good Practice, in the creation of new Development Education/Global Citizenship Education (GCE) resources.

On a very positive note the authors state that the range of 'audited' resources reflects enterprise and innovation by producers, initiating new trends and piloting approaches along the way. The introduction of games (digital and physical), the production of self-help guides and apps reflect these changes.

Somewhat unsurprisingly the formal education sector remains by far and away the most 'resourced' GCE sector with 65% of 'market share' and in a sign of the 'online' world in which we live, microsites and multimedia materials represent 14% of resources produced.

The audit welcomes as a 'breath of fresh air' the 82% increase in resources that encourage users to take action on global development issues as well as welcoming the improvement in the representation of 'developing world' perspectives, viewpoints and case studies since the last audit. However, using a graded scale from 'light' to 'intermediate' to 'advanced' it challenges those producing resources to increase the quality of the representations from the global south.

Highlighting the fact that complexity is a 'core characteristic' in development issues, the audit laments the 50% reduction of resources dealing with more than one interconnected theme and wonders out loud about the reason for a shift away from multiple themes as was 'normal practice'.

In relation to the Sustainable Development Goals (SDGs) and Agenda 2030, the audit highlights the need to go beyond a 'birds eye' view by 'drilling into' key issues and debates as well as 'energising' the connections between different SDGs. On the digital front the audit recognises the volumes of videos and graphics being produced and wisely cautions about the need to provide DE 'anchor' pieces, without which, materials can remain 'isolated and untethered' from structured engagement opportunities and where our impact is measured in 'clicks, likes and views'.

It is the mark of a mature, professional and confident sector that will make the time to read and ruminate on the findings of this audit, as well as discuss and debate them, both within our organisations and with colleagues in the networks, groups and associations to which we all belong.

The DE and Global Citizenship Education (GCE) resources we produce are ultimately about the world we hope to build, the people we need to persuade and the behaviours we need to change. For helping to build such a rich library of materials, we owe all those who produced resources whether digital, hard or softcopy, a debt of gratitude.

On behalf of the DevelopmentEducation.ie consortium I would also like thank the authors of the report, Tony Daly and Ciara Regan, for 'auditing' our progress and the care, detail and attention they have once again gone about their work.

Michael Doorly

Chair of DevelopmentEducation.ie
June 2022

1 / Introduction

When history is written on the Sustainable Development Goals (SDGs) upon their conclusion in 2030, the first trimester years from 2015 - 20 could potentially be seen as some of the more turbulent and challenging years in the march to a low carbon, more sustainable world. Resistance to these potential pathways was in full flight, both within Ireland and internationally. Engaging with these stories and contexts to make them immediate, accessible and interesting as spaces for learning and engaging the public (not just policy), continues to be essential.

The third Audit of Development Education Resources in Ireland draws on resources identified during the four-year period 2017 – 2020. A number of key events, updates and changes in development and education have impacted on the style, content and focus areas of resource developments.

In education contexts, this has included:

- A busy period in curriculum reviews, led by the NCCA, such as at Junior Cycle level (History, Mathematics, Home Economics, English, technology subjects etc. as part of an updated specification), Senior Cycle Economics, introducing a Primary curriculum for Education about Religions and Beliefs (2017) and reviewing the entire primary school curriculum (2020)

- The introduction of Agricultural Science and of Politics and Society and at Senior Cycle level as a follow on from Civic, Social and Political Education at Junior Cycle progress on the Cosán Development Process (2016-2020)

- The introduction and activities of the Education for Sustainable Development Forum (ESD Forum)

- The introduction of the practitioner-led Code of Good Practice for Development Education

In global affairs and sustainable development issues, this has included:

- Popular campaigns and actions internationally, such as youth-led climate strikes and Black Lives Matters movements

- Moving from Millennium Development Goals to Sustainable Development Goals, and energy, platforms and related progress in the early years of the SDGs

- Ireland's new overseas aid policy, A Better World: Ireland's Policy for International Development (2019)

- The COVID-19 pandemic impacting and disrupting working and learning contexts everywhere on the planet

- The explosion of hate speech, misinformation, disinformation campaigns and anti-racism activities

- Ireland's overseas aid programme peer view led by the OECD in 2020

- A rise in populism, nationalism and racism on a global stage (as practiced openly by many world leaders, including the proliferation of anti-internationalist/multilateral politics and actions led by the US, Brazil, Hungary and others.)

- Popular culture driving public discussions - an important example being the launch of the Blue Planet II series produced by the BBC with a focus on plastic waste (led by David Attenborough).

Taken together, these events paint stories of huge change, incremental progress and hostility towards Agenda 2030. It has also been an era of pushback and resistance underwritten by regular access to and engagement from development education (DE) practitioners and programmes.

DE has largely (but not exclusively) been directed through the SDGs process initiated in 2015 and set to expire by 2030. In this context, this audit represents the first trimester of the SDGs, and reflects related constraints, successes and struggles.

In the continuously changing landscape of education and international development, there is a need to **support** evidence-based resource production that builds on practitioner skills and knowledge, **invest** in innovation and collaboration, **widen** opportunities throughout the resource lifecycle (from piloting to impact) and **foster** a balance of education, development issues and realities that critically engage with Agenda 2030, rights-based approaches and beyond.

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2 / Aims and Scope of An Audit of Development Education Resources in Ireland 2017-20

Phase 3 of the Audit is based on a number of key objectives:

- To gather, list, describe and categorise (by sector and issue) DE resources produced in Ireland (from a variety of sources) published since January 2017 and produce an audit of development education resources in Ireland, covering the period 2017 – 2020.

- To publish and promote the work of the audit as a 'learning aid' and baseline for organisations, researchers, funders and individuals to make use of.

- To deliver workshops promoting the findings and recommendations across the DE sector with key stakeholders.

- To support and facilitate active engagement of the audit by resource producers, writers and users.

- To review and update the *Guidelines for Producing Development Education Resources* in light of the audit's findings and recommendations.

Scope

- Resources produced specifically for the web, including interactive whiteboard resources, will be included in the audit and sourced from the developmenteducation.ie resources library, IDEA, Dóchas and Coalition 2030 member websites as well as an open call for submissions.

- The audit will focus on 5 sectors – Adult and Community Education (including Further Education), Youth, Higher Education, Primary (including Early Childhood) and Post-Primary educational resources. Within the formal sector, the junior cycle and the senior cycles will be pursued in line with the 2016 audit.

- There has been some discussion on the fact that many DE practitioners in Ireland use resources from international sources but to identify and categorise such resources would be a much larger and complex exercise. This fact will, as in previous phases, limit the scope of the audit.

- *The Guidelines for Producing Development Education Resources* will engage the previous partners that developed it, IDEA and the Dóchas Development Education Working Group, and associated members in the consultation process.

3 / Methodology and Caveats

3.1 / Data Collection

The **collection of data** extended methods similar to Phase 2. The body of resource projects included came from 6 sources:

1. A 10-week open call for resource submissions, promoted and open from December 2020 – February 2021.

2. Resource library catalogue of developmenteducation.ie

3. Websites drawn from member-led network websites including Dóchas member websites (46 full members and 11 associate members) Irish Development Education Association (IDEA) member websites and Irish Coalition 2030 for Sustainable Development members.[1]

4. Voluntary submissions made by WorldWise Global Schools grantees.

5. Voluntary submissions made by IDEA members via the annual survey instrument.

6. The Internet Archives WayBackMachine.

A **standardised template** was adapted from the annotation template already in use on the developmenteducation.ie resources library. A **statistical matrix** was designed to capture qualitative characteristics, organised by sector.

Based on annotations, the Content Framework Matrix sought to extract specific information from resources (see sample template document) and was designed to preserve anonymity and establish an overall sense of the general landscape of DE resources in Ireland.

5,656 data points were tracked and reviewed across resource projects as part of this Audit. A 3-step approach to process data and inform findings was used:

1. Build a **customised database** with 28 data points / entries per resource capturing qualitative and quantitative data

2. Conduct **key informant interviews** to inform findings and recommendations (the interviewees included: a member of the Global Citizenship Education and Development Education Unit, Irish Aid, manager of the Code of Good Practice for Development Education, a curriculum development specialist and the director of Worldwise Global Schools).

3. Construct a **Content Framework Matrix** based on the database and related statistical analysis materials.

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[1] For member lists, see:
- Dóchas: https://dochas.ie/membership/current-members/
- IDEA: https://members.ideaonline.ie/members-ext-list
- Coalition 2030 members: https://ireland2030.org/coalition-2030-members

3.2 / Data Collection and classification of resources by project or 'resource projects'

> *'An important development in the production of resources has been the increasing use of digital assets in order to produce a suite of resources as part of a single 'resource project'.*

This finding from Phase 2 has deepened and extended into Phase 3. The proliferation of digital publishing tools is more commonplace, easier and cheaper to access and as the world was plunged into the global Covid-19 pandemic, digital productions have ramped up.

The number of actual resources covered in this audit is larger than the reported unit figures. Resources have been assigned as single units to represent either a standalone resource or the central anchor piece of a 'resource project' (we refer to it as a 'pick and mix' approach). As resource production practices have evolved in recent years to often include an array of stimulus items / materials as accompaniments, this approach was applied by the resource auditors as part of sorting and cataloging resources. For example, a video documentary, a teaching pack and a slideshow can be annotated as one resource rather than 3 separate resources if published as a set. In lieu of this approach, the number of actual resources published would have at least doubled, if not tripled (at least 750 items such as PDFs, websites, downloadables and so on).

Classifying multiple items as 'resources projects' rather than individual resources also allowed for a more reliable measure of comparison by weighting them as common units.

3.3 / Working Definition of 'development education'

Since 2015, Goal 4.7 of the Sustainable Development Goals has ushered in the term 'global citizenship' as a central concept for which is also inclusive of development education:

> *"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."*

For the purposes of the audit, we continue to use the 'working definition' of development education adopted for Phase 1 and 2, recognising that definitions as such are routinely contested.

3.4 / The Code of Good Practice for Development Education

The Code of Good Practice for Development Education in Ireland[2] was developed during the 2017 – 2019 period, is the first of its kind in Ireland and seen as a trailblazer internationally. Developed by IDEA members as a peer-review mechanism, it is a quality framework that articulates how to strengthen good practice across all Development Education work.

The audits and the *Guidelines for Producing Development Education Resources* projects were included in the development phase of the Code of Good Practice for Development Education, the pilot and the follow up processes. This was established through Principle 6 in particular, to 'Produce and use Quality Resources and Materials, based on continuous learning', and its 4 indicators:

- 6.1 - When producing resources, ensure high quality standards by testing and piloting during resource development.

- 6.2 - Monitor and evaluate use of resources to understand engagement and associated learning.

- 6.3 - Use resources which are up-to-date, accurate and balanced from varied, reliable sources, including from places/communities under discussion where possible.

- 6.4 - Address potential bias in materials we use in order to prevent and challenge stereotyping, sensationalism and discrimination against people, situations or places.

Four new data points were introduced as part of *Phase 3* in order to develop an overview picture 'piloting' the resource, 'tracking impact', 'purpose' and suggestions for 'follow on actions'. These may be relevant, or not, depending on the type of resource and its context (produced as part of a one-day event, for example).

Potential challenges noted in advance of undertaking the audit

Undertaking an audit of resources of this size is bound to contain difficulties and challenges – both of which can constrain and limit the research. The potential challenges identified include:

- **Defining what is (and what is not!) a DE resource** – the criteria adopted in previous audits will be used for this.

- **Funding context for resource production** – the new development education strategic plan by Irish Aid, as a leader in supporting DE resources and its impact on funding for new resources in subsequent funding rounds had implications for resource production in Ireland.

- **Resources in the Higher Education (HE)** – category will need to (carefully) distinguish between development studies and development education.

- **Identifying 'gaps'** – this is a mammoth task and remains challenging, as in previous phases.

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[2] Code of Good Practice for Development Education.
Link: https://www.ideaonline.ie/Code-of-good-practice-development-education

3.5 / A Note on limitations to the Audit

Phase 3 offers, we believe, an enhanced approach to the cataloguing and annotating of DE resources following the experiences of undertaking Phases 1 and 2.

- As in Phase 2, there are limitations related to the cataloguing of resources by both theme and sector. While it is necessary and useful to identify the dominant theme in a resource, many resources cover more than one or two such themes in undertaking the audit, we have allocated a key theme to each resource (based on the degree of emphasis) but, in most cases this is not an exclusive focus.

- It is important to interpret some aspects of the audit findings flexibly. We have allocated certain aspects to resources, such as target groups, based on the self declared intent of producers, however in many cases the resource has identified multiple users, or none at all.

- In terms of resource formats, resources counted as a series were counted as one resource per series. This follows the same approach taken in the audit in Phases 1 and 2.

4 / Main Findings

This section is divided into three parts. **Part 1** presents the general findings, based on the audit itself. **Part 2** takes stock of the impact of the Phase 2 Audit Of Development Education Resources, and **Part 3** assesses the findings against the recommendations from Phase 2 that covered the intervening years.

Part 1 / General Findings

Based on the mixed data collection strategy adopted (see section 2), Phase 3 sought to collect both quantitative and qualitative information from the 202 resources audited and as part of this research, which are recorded in the database and content framework matrix (see appendices), and are summarised in this section.

4.1 / Resource Themes

A total of 30 themes were identified during the *Phase 3* period across the 202 resources.

- The three dominant themes emerging are development education/global citizenship education practice, development education/global citizenship education methods, followed by the climate crisis, the SDGs and sustainable development.
- The least covered main themes were energy, enterprise, international development, media literacy, oceans, natural resources and partnerships.

Chart 4.1 / Main theme identified per resource 2017 - 2020

DE/GCE Methods (25)	DE/GCE Practice (24)	Climate crisis (17)

SDGs (15)	Sustainable Development (13)	Consumption (8)	Health (9)	Human rights (8)

Activism (6)	Migration and refugees (5)	Women's Rights (5)	Financial justice (4)	Hunger (3)	Inequality (4)

Debt, Trade and Tax Justice (5)	Peace and Conflict (6)				
Education (5)	Poverty (6)	Justice (4)	Children's Rights (2)	Energy (1)	Enterprise (1)	Food Security (2)

		Land rights (3)	International development (2)		
Inclusion & anti-racism (6)	Water (5)		Media literacy (1)	Oceans (1)	Partnerships (1)
		Business & human rights (2)	Natural resources (1)		Sustainable Communities (2)

20

No Poverty
10 resources (5%)

Zero Hunger
3 resources (1.5%)

Good Health & Well-being
7 resources (3.5%)

Quality Education
39 resources (19.3%)

Gender Equality
6 resources (2.9%)

Clean Water & Sanitation
7 resources (3.5%)

Affordable & Clean Energy
1 resource (0.5%)

Decent Work & Economic Growth
3 resources (1.5%)

Industry, Innovation & Infrastructure
3 resources (1.5%)

Reduced Inequalities
13 resources (6.4%)

Sustainable Cities & Communities
6 resources (2.9%)

Responsible Consumption & Production
9 resources (4.5%)

Climate Action
16 resources (7.9%)

Life Below Water
1 resource (0.5%)

Life On Land
1 resources (0.5%)

Peace, Justice & Strong Institutions
18 resources (8.9%)

Partnerships for the Goals
5 resources (2.5%)

General Primers Introducing the Goals
54 resources (26.7%)

4.2 / Resource Project Formats

- *Phase 3* identified 17 main formats that resources appeared during the period. The range on display reflects enterprise and innovation by producers, initiating new trends and piloting approaches along the way. The introduction of games (digital and physical), the production of self-help guides and apps reflect these changes.

- Table 4.2 summarises the main format of each resource project, which on the first instance displays the dominance of the 'activity pack' format. The findings, however, are more diverse than just that. Digital productions have shifted the number of resources that accompany a resource project. Microsites and multimedia, representing 6% of resources, were produced exclusively in those formats.

- Taken as a secondary characteristic, microsites and multimedia materials represented 16 resource projects. As a total figure, multimedia materials and microsites accounted for 14% of resources produced during the period.

- Taken as a secondary characteristic, videos accounted for 5%.

- Taken as a secondary characteristic, the use of games, mobile phone apps, podcasts and social media materials have grown as 'stimulus' materials, representing 3% of the total. Adding this to the video production, microsites and multimedia materials suggests that at least 23% of resources produced have engaged in digital tools.

Action Report	1	**Infographic**	1
Activity pack	109	**Magazine**	4
Book	5	**Video**	2
Booklet	21	**Microsite**	9
Briefing paper	3	**Multimedia**	4
Factsheet	4	**Reports**	8
Games	7	**Poster set**	1
Handbook / Guide / Toolkit	20	**Online course**	2

4.3 / Frequency and Funding of Resource Production

⊞ **Chart 4.3 / Frequency of resources produced 2017–2020**
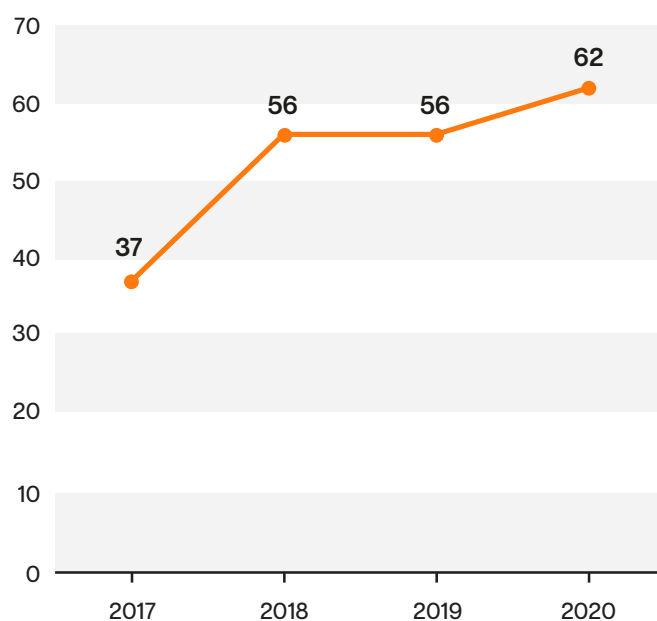
Note: 3 resources produced as part of an on-going series, such as journal issues, magazines and so on, have been added to annual totals.

• Funding sources are not exclusive to one funder per resource. Partnerships and co-funding arrangements are on display, reflected by the wide range of sources and volume of investments in the production cycle, where declared.

• Mirroring the previous two audits (2000-2012 and 2013-2016), Irish Aid (and their post primary GCE/DE grant scheme via Worldwise Global Schools) and a small number of development agencies account for a significant proportion of resources produced overall in Ireland, making the most important investments towards resourcing the sector and, more specifically, resources that contribute towards Goal 4.7 in the SDGs.

⊞ **Chart 4.4 / Number of Resources Supported Based on Funding Sources**
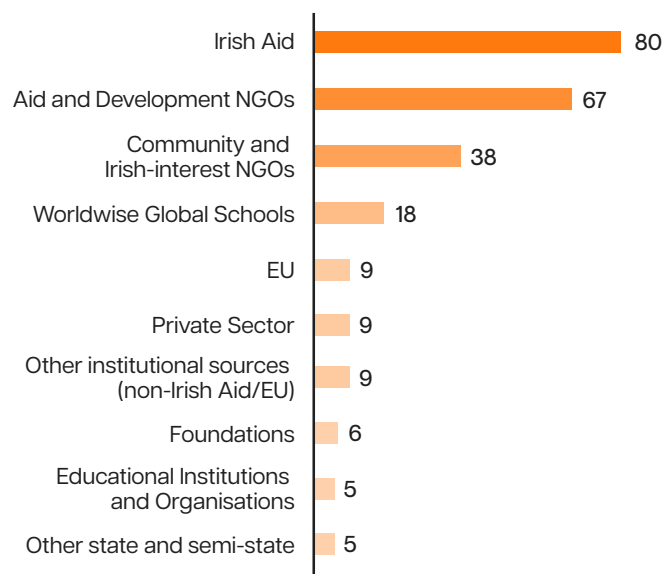
Table 4.2 / No. of Producers Active in Supporting Resource Production 2017 - 2020

Producer Sector	Number of Producers	Percentage
Aid and Development NGOs	12	26%
Community and Irish-interest NGOs	12	26%
Philanthropy	6	13%
Educational institutions and organisations	5	11%
State, Semi-State and International	9	19%
Private Sector	3	6%
Total	**47**	**100%**

4.4 / Distribution by education sector and target group users

Chart 4.5 / Distribution of Resources based on Key Users
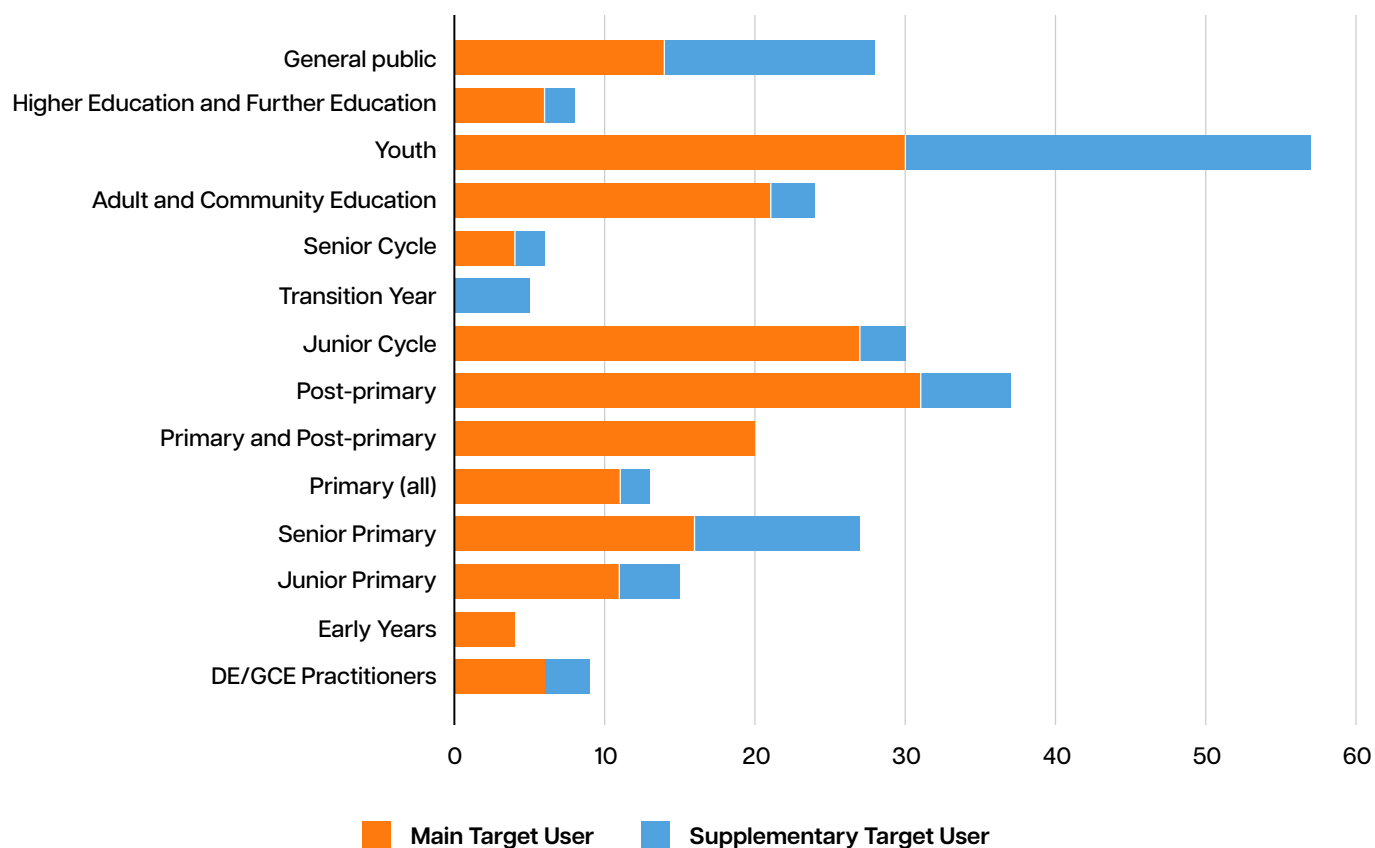
There were some distinctive features of the resources included in *Phase 3* that require brief explanation. Just as DE resources are quite often prepared with an expectation that educators/end users adapt and reuse materials, the target user is not always as straightforward as a single user group.

Resources may be produced to cover all of primary education, all of post primary education, across both primary and post primary as well as specific subject and education level (for example, Civic Social and Political Education at Junior Cycle level). Bearing this mind, **14 separate sector groups were identified:**

1. early years education
2. junior primary
3. senior primary
4. primary
5. primary and post primary
6. post primary
7. junior cycle
8. transition year
9. senior cycle
10. adult and community
11. youth
12. higher education
13. general public
14. development education / global citizenship education practitioners

The findings in this section illustrate the cross-sectoral approach adopted in most resources.

⊞ **Chart 4.6 /** **Summary of Target Users based on Formal / Non-Formal Education**

3%
DE/GCE Practitioners
6 of 202

7%
General Public
14 of 202

25%
Non-Formal Education
51 of 202

65%
Formal Education
131 of 202
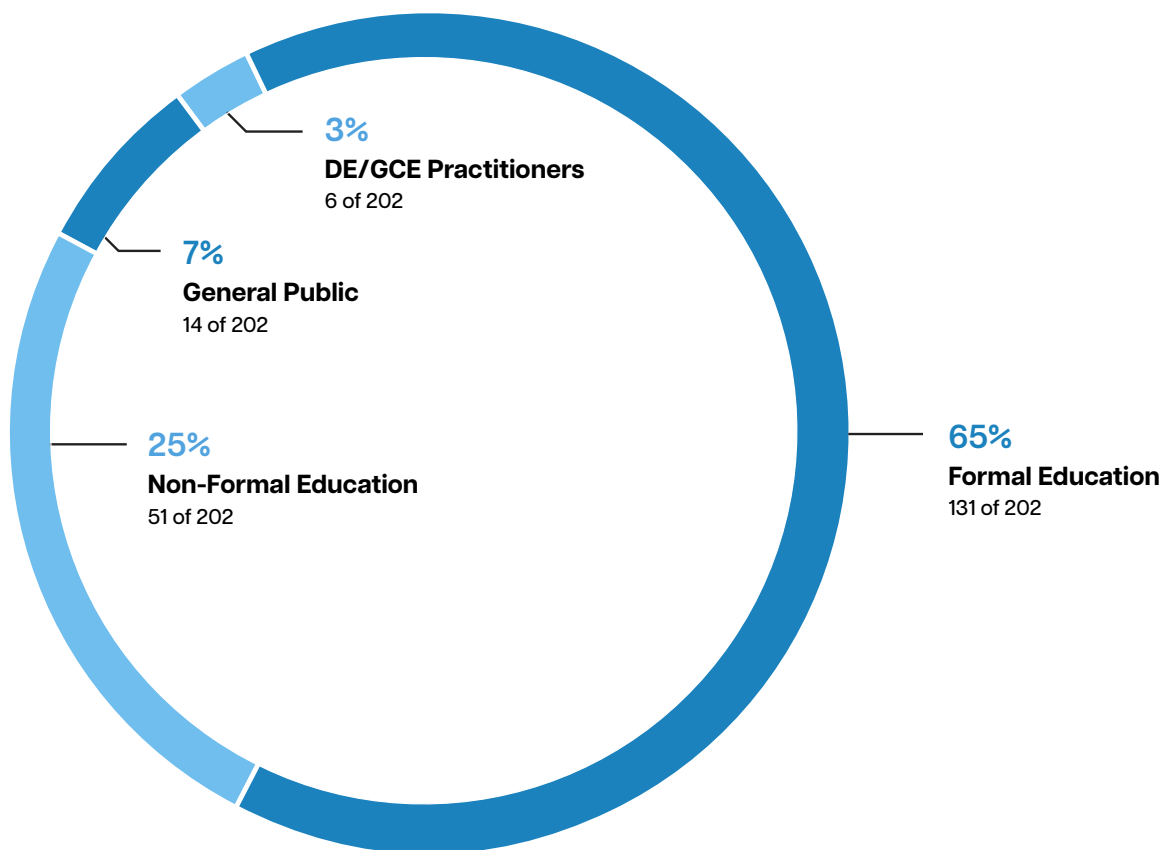
4.5 / Formal Education Findings

Chart 4.7 / Resource Projects Distribution Across Formal Education 2017 - 2020
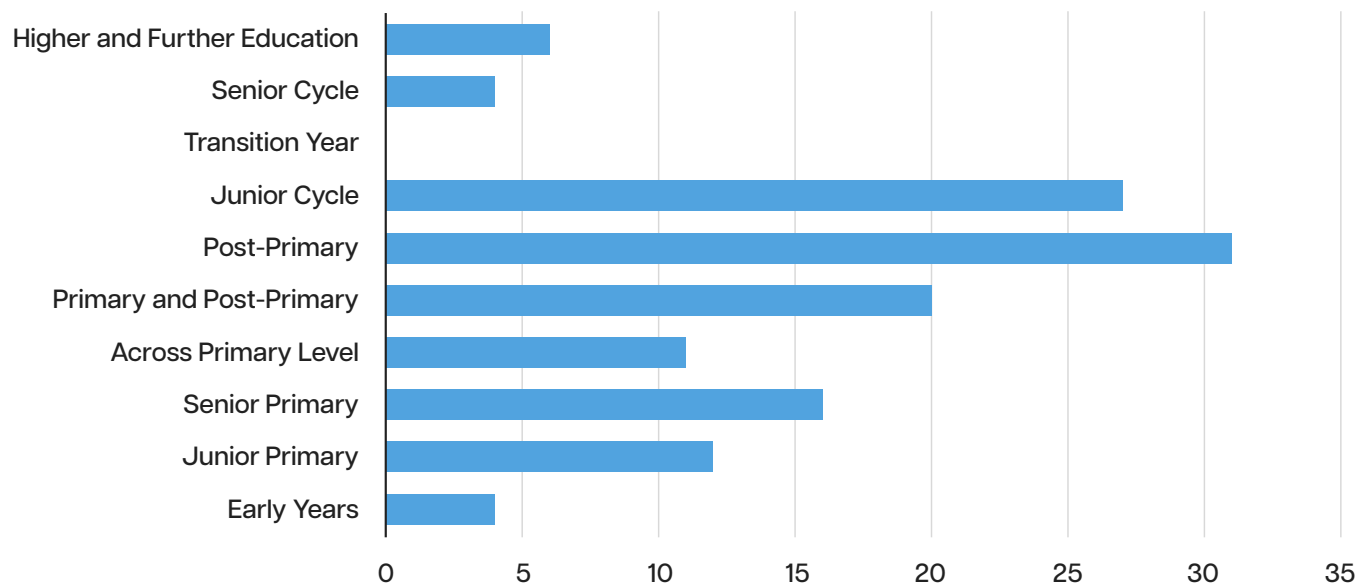
Table 4.3 / Sector: Early Years

Sector: Early Years

Number of resources	4 (2% of total)
Main Themes	Climate Change, Water, Inequality, Inclusion
Quality and Impact Characteristics	**Purpose:** • Programme support: 100% • Resource piloted: 75% • Real-world issues and analyses: 100% • Educational activities: 100% • Development content / perspectives: 75% • Tracking impact: 50% • Explores action ideas / suggestions: 75%
Most popular links to SDGs	1. No Poverty 4. Quality Education 6. Clean Water and Sanitation 10. Reduced Inequalities

Sector: Junior Primary

Number of resources	12 (6% of total)
Main Themes	• Human Development and Sustainable Development as part of general introduction to the SDGs • Education, inequality and DE/GCE Practice ideas, inequality, inclusion and racism
Quality and Impact Characteristics	**Purpose:** • Programme support: 100% • Resource piloted: 75% • Real-world issues and analyses: 100% • Educational activities: 100% • Development content / perspectives: 92% • Tracking impact: 83% • Explores action ideas / suggestions: 75%
Most popular links to SDGs	4. Quality Education: 4 6. Clean Water and Sanitation 1 10. Reduced Inequality: 2 16. Partnership for the Goals: 1 General Introduction to the SDGs: 4 **Secondary SDG findings:** • 75% of resources included an additional SDG. • 58% of these referenced SDG 17. Partnership for the Goals and 17% referenced goal 13. Climate Action.

Sector: Senior Primary

Number of resources	16 (8% of total)

Main Themes	• The climate crisis, drought and migration • Hunger, food and agriculture; Sustainable Development

Quality and Impact Characteristics	• **Purpose:**
	    • Programme support: 82%
	    • Supporting events: 6%
	    • Research: 6%
	    • Self-directed learning: 6%
	
	• Resource piloted: 38%
	• Real-world issues and analyses: 75%
	• Educational activities: 100%
	• Development content / perspectives: 75%
	• Tracking impact: 50%
	• Explores action ideas / suggestions: 81%

Most popular links to SDGs	• General introduction to the SDGs: 5 • 11. Sustainable Cities and Communities: 2 • 12. Responsible Consumption and Production: 2 • 13. Climate Action: 2 • 1. No poverty: 1 • 2. Zero Hunger: 1 • 4. Quality education 1 • 8. Decent Work & Economic Growth: 1 • 16. Peace, Justice and Strong Institutions: 1 **Secondary SDG findings:** 25% of resources included SDG 4. Quality Education as an additional SDG.

Sector: Primary (across junior and senior)

Number of resources	11 (6% of total)	
Main Themes	Climate Crisis:	2
	DE/GCE Methods:	2
	Migration and Refugees:	2
	Sustainable Development:	1
	Child Labour:	1
	Gender Equality:	1
	Ethical Consumption:	1
	Inequality:	1
Quality and Impact Characteristics	• **Purpose:**	
	• Programme support:	91%
	• Research:	9%
	• Resource piloted:	36%
	• Real-world issues and analyses:	91%
	• Educational activities:	100%
	• Development content / perspectives:	72%
	• Tracking impact:	72%
	• Explores action ideas / suggestions:	82%
Most popular links to SDGs	• 13. Climate Action:	3
	• 10. Reduced Inequalities:	2
	• General introduction to the SDGs:	1
	• 4. Quality Education:	1
	• 5. Gender Equality:	1
	• 8. Decent Work & Economic Growth:	1
	• 12. Responsible Consumption and Production:	1
	• 16. Peace, Justice and Strong Institutions:	1
	Secondary SDG findings:	
	An additional 27% of resources included Goal 11. Sustainable Cities and Communities as an additional SDG, as well as 13. Climate Action and 10. Reduced Inequalities.	

Sector: Primary & Post Primary

Number of resources	20 (10% of total)	
Main Themes	Clean water & sanitation:	1
	Climate Crisis:	1
	DE/GCE Practice:	4
	Education:	1
	Energy:	1
	Enterprise:	1
	Financial Justice:	1
	Gender Equality:	1
	General introduction to the SDGs:	1
	Health:	1
	Hunger:	1
	Inequality:	1
	Land Rights:	1
	Oceans:	1
	Partnerships:	1
	Peace and Conflict:	1
	Poverty:	1
Quality and Impact Characteristics	• **Purpose:**	
	• As part of a series:	85%
	• Programme support:	15%
	• Resource piloted:	0%
	• Real-world issues and analyses:	80%
	• Educational activities:	95%
	• Development content / perspectives:	80%
	• Tracking impact:	0%
	• Explores action ideas / suggestions:	100%
Most popular links to SDGs	4. Quality Education: 4 General introduction: 2 1. No Poverty: 1 2. Zero Hunger: 1 3. Good Health & Well Being: 1 5. Gender Equality: 1 6. Clean water & sanitation: 1 7. Affordable & Clean Energy: 1 8. Decent Work & Economic Growth: 1	9. Industry, Innovation and Infrastructure: 1 10. Reduced Inequalities: 1 13. Climate Action: 1 14. Life Below Water: 1 15. Life on Land: 1 16. Peace, Justice and Strong Institutions: 1 17. Partnerships for the Goals: 1

Table 4.8 / Sector: Post Primary

Sector: Post Primary

Number of resources	31 (15% of total)	
Main Themes	DE/GCE Methods:	7
	DE/GCE Practice:	2
	Poverty, Wealth and Inequality:	1
	Consumption:	1
	Children's Rights:	1
	Gender Equality:	1
	Health:	2
	Land Rights:	1
	Migration and Refugees:	1
	Natural Resources:	1
	SDGs:	1
	Sustainable Development:	3
	Peace and Conflict:	1
	Trade and Tax Justice:	1
	Water:	3
	Climate Crisis:	3
Quality and Impact Characteristics	• **Purpose:**	
	• Research:	3%
	• Programme support:	94%
	• Exhibition:	3%
	• Resource piloted:	29%
	• Real-world issues and analyses:	81%
	• Educational activities:	84%
	• Development content / perspectives	71%
	• Tracking impact:	29%
	• Explores action ideas / suggestions:	84%
Most popular links to SDGs	General introduction:	8
	1. No Poverty:	1
	2. Zero Hunger:	0
	3. Good Health & Well Being:	1
	4. Quality Education:	5
	5. Gender Equality:	1
	6. Clean water & sanitation:	4
	10. Reduced Inequality	1
	11. Sustainable Cities & Communities	2
	12. Sustainable consumption and production:	3
	13. Climate Action:	3
	16. Peace, Justice & Strong Institutions	2

Sector: Junior Cycle

Number of resources	27 (14% of total)

Main Themes		
	DE/GCE Practice:	9
	Consumption:	2
	Development:	1
	Financial Justice:	1
	Human Rights:	3
	Gender Equality:	1
	Hunger:	1
	Inclusion:	1
	Justice:	1
	Peace and Conflict:	1
	Sustainable Development:	4
	Climate Crisis:	2

Quality and Impact Characteristics		
	• **Purpose:**	
	• As part of an event:	4%
	• Information:	4%
	• Programme support	93%
	• Resource piloted:	70%
	• Real-world issues and analyses:	100%
	• Educational activities:	93%
	• Development content / perspectives:	93%
	• Tracking impact:	70%
	• Explores action ideas / suggestions:	85%

Most popular links to SDGs		
	General introduction:	7
	1. No Poverty:	1
	2. Zero Hunger:	1
	4. Quality Education:	6
	5. Gender Equality:	1
	9. Industry, Innovation and Infrastructure:	2
	10. Reduced Inequalities:	2
	11. Sustainable Cities and Communities:	1
	12. Responsible Consumption and Production:	2
	13. Climate Action:	1
	16. Peace, Justice and Strong Institutions:	3

Sector: Senior Cycle

Number of resources	4 (2% of total)	
Main Themes	DE/GCE Practice:	1
	General introduction to the SDGs:	1
	Justice:	1
	Development:	1
Quality and Impact Characteristics	• **Purpose:**	
	• Programme support	100%
	• Resource piloted:	25%
	• Real-world issues and analyses:	100%
	• Educational activities:	100%
	• Development content / perspectives:	100%
	• Tracking impact:	50%
	• Explores action ideas / suggestions:	75%
Main SDG linked	General introduction:	2
	10. Reduced Inequalities:	1
	13. Climate Action:	1

Sector: Higher and Further Education

Number of resources	6 (3% of total)	
Main Themes	Activism:	3
	DE/GCE Practice:	2
	Settlements and Communities:	1
Quality and Impact Characteristics	• **Purpose:**	
	• Programme support:	84%
	• Research:	16%
	• Resource piloted:	100%
	• Real-world issues and analyses:	50%
	• Educational activities:	67%
	• Development content / perspectives:	50%
	• Tracking impact:	84%
	• Explores action ideas / suggestions:	83%
Main SDG linked	4. Quality Education:	4
	General introduction:	1
	11. Sustainable Cities and Communities:	1

4.6 / Non Formal Education Findings

⊞ **Table 4.12 /** Sector: Youth

Sector: Youth

Number of resources	30 (15% of total)	
Main Themes	Activism:	1
	Climate Crisis:	4
	Consumption:	1
	DE/GCE Methods:	3
	Human Rights:	2
	Inclusion and Anti-racism:	4
	Inequality:	1
	Justice:	1
	Migration and Refugees:	1
	Peace and Conflict:	3
	SDGs:	5
	Sustainable Development:	2
	Women's Rights:	2
Quality and Impact Characteristics	• **Purpose - produced as part of:**	
	• An event:	3 (10%)
	• Programme support:	23 (77%)
	• Research:	1 (3%)
	• Information:	1 (3%)
	• Exhibition support:	1 (3%)
	• Self directed learning:	1 (3%)
	• Resource piloted:	10 (33%)
	• Real-world issues and analyses:	23 (77%)
	• Educational activities:	22 (73%)
	• Development content / perspectives:	19 (63%)
	• Tracking impact:	16 (53%)
	• Explores action ideas / suggestions:	23 (77%)
Most popular links to SDGs	General introduction:	9
	4. Quality Education:	5
	5. Gender Equality:	2
	10. Reduced Inequalities:	1
	12. Responsible Consumption and Production:	1
	13. Climate Action:	4
	16. Peace, Justice and Strong Institutions:	8

Sector: Adult and Community Education

Number of resources	21 (10% of total)	
Main Themes	Activism:	1
	Climate crisis:	1
	Consumption:	1
	DE/GCE Methods:	5
	DE/GCE Practice:	1
	Debt, Trade and Tax Justice:	2
	Financial Justice:	1
	Media Literacy:	1
	Poverty:	3
	SDGs:	5
Quality and Impact Characteristics	• **Purpose - produced as part of:**	
	• An event:	1 (5%)
	• Programme support:	14 (67%)
	• Research:	3 (14%);
	• Information:	1 (5%)
	• Information series:	1 (5%)
	• Self directed learning:	1 (5%)
	• Resource piloted:	4 (19%)
	• Real-world issues and analyses:	19 (91%)
	• Educational activities:	15 (71%)
	• Development content / perspectives:	17 (81%)
	• Tracking impact:	8 (38%)
	• Explores action ideas / suggestions:	17 (81%)
Most popular links to SDGs	General introduction:	11
	1. No Poverty:	3
	4 Quality Education:	3
	10. Reduced Inequalities:	1
	13. Climate Action:	1
	16. Peace, Justice and Strong Institutions:	2

Sector: General Public

Number of resources	14 (7% of total)	
Main Themes	Activism:	1
	DE/GCE Methods:	1
	DE/GCE Practice:	1
	Debt, Trade and Tax Justice:	1
	Financial Justice:	1
	Food Security:	1
	Health:	6
	Poverty:	1
	SDGs:	1
Quality and Impact Characteristics	• **Purpose - produced as part of:**	
	• An event:	3 (21%)
	• Programme support:	8 (57%)
	• Research:	1 (7%)
	• Information:	2 (14%)
	• Resource piloted:	1 (7%)
	• Real-world issues and analyses:	13 (93%)
	• Educational activities:	4 (29%)
	• Development content / perspectives:	12 (86%)
	• Tracking impact:	1 (7%)
	• Explores action ideas / suggestions:	9 (64%)
Most popular links to SDGs	General introduction:	3
	1. No Poverty:	2
	3. Good Health & Well Being:	5
	4. Quality Education:	1
	10. Reduced Inequalities:	1
	17. Partnerships for the Goals:	2

Table 4.15 / Sector: Development Education Practitioners

Sector: Development Education Practitioners

Number of resources	6 (3% of total)
Main Themes	DE/GCE Methods: 5 DE/GCE Practice: 1

Quality and Impact Characteristics	• **Purpose - produced as part of:**
	   • An event: 1 (17%)
	   • Programme support: 2 33%)
	   • Research: 2 (33%)
	   • Information: 1 (17%)
	• Resource piloted: 3 (50%)
	• Real-world issues and analyses: 4 (67%)
	• Educational activities: 3 (50%)
	• Development content / perspectives: 3 (50%)
	• Tracking impact: 2 (33%)
	• Explores action ideas / suggestions: 2 (33%)

Most popular links to SDGs	General introduction: 1 4. Quality Education: 4 17. Partnerships for the Goal: 1

Part 2 / Impact of Phase 2 Audit of Development Education Resources

As part of tracking the production of resources in Ireland, the take-up of the *Phase 2* audit's findings and recommendations were monitored, as summarised below.

Results from sector take-up

- The project was integrated into the **Irish Aid Development Education Annual Grant Guidelines** documents in 2018, 2019, 2020 and 2021:

  "All DE resources developed with funding support from Irish Aid should be informed by the following:

    - *The Guideline for Producing Development Education Resources*

    - *The Audit of Irish Development Education Resources*

    - *The resources should be shared with www.developmenteducation.ie"*

Integrated into the Worldwise Global Schools grantee reports in terms of resource use and disaggregated data sharing.

- The audit and the *Guidelines for Producing Development Education Resources* were included in the development phase of the **Code of Good Practice for Development Education**, the pilot and the follow up processes. This was established through Principle 6 in particular, 'Produce and use Quality Resources and Materials, based on continuous learning', and its 4 indicators:

6.1 – When producing resources, ensure high quality standards by testing and piloting during resource development.
6.2 – Monitor and evaluate use of resources to understand engagement and associated learning.
6.3 – Use resources which are up-to-date, accurate and balanced from varied, reliable sources, including from places/communities under discussion where possible.
6.4 – Address potential bias in materials we use in order to prevent and challenge stereotyping, sensationalism and discrimination against people, situations or places[3].

The audit was included as part of a 2-page spread in the inaugural *Development Education in Ireland Report* (2017) produced by the Irish Development Education Association[4] for development educators, decision makers and civil society audiences.

- The audit was included in the pan-European survey report, **Global Citizenship Education in Europe: How much do we care?** by CONCORD (2018)[5]. The report captures the level of investment by governments across Europe in GCE.

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[3] Code of Good Practice for Development Education in Ireland by the Irish Development Education Association (2019).
https://www.ideaonline.ie/Code-of-good-practice-development-education

[4] Development Education in Ireland Report (2017).
https://irp-cdn.multiscreensite.com/9e15ba29/files/uploaded/Development_Education_in_Ireland_Report_Final.pdf

[5] Global Citizenship Education in Europe: How Much Do We Care? by CONCORD.
https://irp-cdn.multiscreensite.com/9e15ba29/files/uploaded/CONCORD_GCE_FundingReport_2018_online.pdf

- *Phase 2* has been integrated as a resource for use in the **Comhlámh Code of Good Practice** which is a set of standards for Irish Volunteer Sending Agencies facilitating international placements. Principle 3 states:

  "Our organisation enables ongoing commitment to, understanding of, and engagement by volunteers in issues of global development through development education approaches." [6]

- The team has actively taken up opportunities to conduct briefings and requests for strategic discussions on Phase 2 in order to support team discussions about gaps and opportunities as part of their programme planning. This has included briefings and presentations with staff in A Partnership with Africa (APA), Childfund Ireland, Irish Development Education Association working groups (formal education, adult and community education and quality and impact working groups), Mary Immaculate College, GOAL, Plan International, the National Council for Curriculum and Assessment (NCCA), Trócaire, Scoilnet and University College Cork, SOS Kinderdorpen (Belgium) and individual teachers.

Programme results

The resources audit has been an integral part of developmenteducation.ie's activities in supporting the consortium project directly, including:

- 12 'hands-on' resource production workshops over the 4-year period supporting learners and educators directly reaching 273 learners.

- As part of sharing interim findings on Phase 2, developmenteducation.ie staff contributed to an IDEA members workshop in December 2016 on key ideas and learning as part of a joint 'good practice' and guidelines session. This session was the precursor to the Code of Good Practice for Development Education.

- A discussion and working paper about the merits and demerits of a 'quality mark' was progressed by the Consortium. This item (and energy on the topic) was integrated into the development of a wider good practice code for DE.

- Bringing the audit and the guidelines into higher education contexts – in particular through supporting global citizenship coordinators in Mary Immaculate College initial teacher education at primary level programme and to students in the Democracy and Development module in TCD as part of a blog series.

- The findings and recommendations have been discussed and disseminated directly with members of the developmenteducation.ie Consortium and Irish Aid.

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[6] Principle 3 of the Comhlámh Code of Good Practice
https://codeofgoodpractice.com/three/

Part 3 / An Analysis of Findings Based on Recommendations in the *Phase 2* Audit

This section outlines a summary analysis based on progress on recommendations from the Phase 2 audit of resources.

Recommendation 5.1 – Convene a partnership-based forum on the need and relevance for resources on particular themes and in particular areas.

- **Analysis: Initiated, but more to do** - No central forum was secured in this phase; This work was instead integrated strategically into early developments in supporting the genesis and piloting of the Code of Good Practice for Development Education as a starting point.

- Groups deciding to work together through partnerships have also progressed this recommendation by sharing resource projects, such as consortium work, cluster/working groups and new collaborations across sectors.

Recommendation 5.2 – Support the provision of a central library/resource centre and additional audits to support accessibility, increasingly diverse range and marketing resource availability.

- **Analysis: Largely achieved** through the updating, maintenance, upgrading and marketing of the developmenteducation.ie resources library; still room for more targeted marketing campaigns to secure wider visibility across education sectors.

Recommendation 5.3 – Support the expansion of a central database to host DE resources. Third level and audio-visual materials to be considered.

- **Analysis: Progressed** - Third level and audio-visual resources have been progressed but not systematically by any single institution or actor in the sector.

Recommendation 5.4 – The ongoing need to continue supporting resource production, including engaging on ESD, the SDGs, thematic work and issue-based 'guides'.

- **Analysis:** Largely achieved through the Irish Aid annual grants round, partnerships and strategic partner modalities, as well as other grant schemes.

Recommendation 5.5 – Research into impact of DE, and context issues (not DE in isolation), such as those messages, media and agendas that undermine or negate those of DE and research into the impact of such alternate agendas on public opinion in the context of DE.

- **Analysis: Partially achieved** - A number of action-research projects were initiated during this phase and scoping exercises by IA strategic partners. Scholarly research was largely confined to PhD research, reported in specialist journals or presented via consultation exercises by DE actors across the period. More direct support and energy for research is still lacking.

Recommendation 5.6 – Multiple resource formats – soft, hard copy, digital and so on – should continue to receive support funding.

- **Analysis: Partially achieved**, if not leaning into digital and soft copies over hard copy resources. Demand for formats via an evidence-led approach is important in this context while also driving innovative use of formats.

Recommendation 5.7 – Significant resources produced should have an ISBN number; funded resources should remain available for a specified period (5 years); that resources remain accessible and visible on websites and that, where feasible and appropriate, copies are deposited with websites such as developmenteducation.ie and in key libraries and One World Centres.

- **Analysis: Partially progressed** – the vast majority of resources do not have ISBNs (only 11% of resources had ISBNs). This is potentially reflecting the evolving practice of resource production in the sector. However, as formats change the recommendation to index these appropriately is crucial in terms of servicing the potential for wider distribution directly and indirectly.

Deposits have been made to developmenteducation.ie, supported by Irish Aid and WWGS. There is some evidence of a number of One World Centres managing their own databases but it is challenging and labour intensive to monitor (with uneven results).

Note: the recommendations are summarised based on more detailed recommendations which should be consulted for further details.[7]

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[7] For more, see pages 42-44 in Learning to Change the World: An Audit of Development Education Resources 2013 – 2017 by developmenteducation.ie.
https://developmenteducation.ie/resource/learning-change-world-audit-development-education-resources-ireland-2013-2016/

5 / Gaps and Observations

The gaps and observations presented are based on a synthesis of quantitative and qualitative findings from the data collected and resource projects themselves, as well as based on a number of key informant interviews. The open-ended interviews focused on the following areas:

- How do you measure demand (and account for demand) re resources that you focus on?
- How has demand changed (over the period of the audit)?
- As a funder/supporter of resource developments in Ireland, what are your observations regarding 1) quality and 2) impact of resources?
- Looking to the future, what do you see as the main priorities for resource producers, as a stakeholder in the sector?
- What has been the impact of the audit from your perspective - observations, take-up etc. - if any?

5.1 / Summary of formal education sector gaps

- There are gaps across early learning and primary settings, most notably based on issue-based gaps (issues sense-checked and age-appropriate reviewed also). The production of learner-led materials is welcome as a teaching tool and for learner use.

- The primary sector findings present an interesting mix of evidence and practice. The dominance of programme-led intervention opportunities in poetry, the creative arts, and an annual issues-driven education campaign are welcome.

- Areas for further work include piloting of resources (as a practice), considering impact opportunities as part of programme work and reviewing action opportunities to increase the agency of pupils (moving beyond 'obedient actions'). Reflecting on production practices is important (for example, should a resource be piloted on all occasions? Is that appropriate? Is it possible?).

- The approach by Worldwise Global Schools in developing subject-specific specification linked guides has been pathbreaking; considering a similar approach across the seven primary curriculum areas would be welcome.

- Regarding coverage of the SDGs in primary materials, as presented in section 3 there is a concentration of activity around a core set of goals, such as 13. Climate Action and 4. Quality Education, 12. Responsible Consumption and Production and 10. Reduced Inequalities as well as general introductions. Heading into the second trimester of the SDGs there is huge scope for more diversity in resource production, which we would recommend (for example, goals 3, 7, 9, 14 and 15 received no coverage and goals 5, 6, 2, and 17 received minimal treatment). What remains unclear, however, is whether this adequately services the current demand or not.

At post primary level, many high quality resources were introduced and developed during the current phase. The most notable gaps observed relate to Senior Cycle (4 resources) and Transition Year (none). This is not entirely surprising given the major changes in phasing in the new framework for Junior Cycle in subject-batches. Even here, there is much work to be done in terms of subject coverage.

⊞ **Table 5.1 /** Primary Sector Findings (based on 39 primary resource projects)

Programme support:	81%
Supporting events:	13%
Resource piloted:	49%
Real-world issues and analyses:	85%
Educational activities:	100%
Development content / perspectives:	77%
Tracking impact:	67%
Explores action ideas/suggestions:	85%

5.2 / Non-formal Education Gaps

- ACE resources have largely been contained to methods and introductory materials on the SDGs in this phase of the audit; As already stated in this study, while vital, a deeper dive on specific themes and targets with the UN Sustainable Development Goals should be progressed.

- Considering the 'SDG literacy levels' are important in planning and piloting resources, particularly where a dearth of basic introductory materials to the SDGs have been produced and the 'intermediate' or 'advanced' target users may go unserviced. A strong needs assessment exercise and resource impact model are crucial in this context.

- The Worldwise Global Schools **'guide to'** series has been an interesting addition to the roster of resources under production which is being added to annually as the series grows on a per subject level. There is the potential for a similar approach to be developed in other education sectors by strategic partners that might adapt a curricular approach to DE/GCE from their respective sectors. Evidence of this is already appearing in Saolta's work. Such projects should continue to be rooted in strong needs assessments.

- **A number of gaps in piloting resources** (less than 20% in the ACE sector and 33% in the youth sector) and **tracking the impact** of resources (38% in the ACE sector and 53% in the youth sector); the reason for this is unclear and therefore, these are areas to explore further in the next phase as part of the production cycle.

The remainder of the gaps outlined below cross reference findings across all education sectors.

5.3 / On resources by sector and theme

- **Formal/non-formal sector resources:**
65% of all resources audited were developed for the formal sector, and 26% for the non-formal sector (the remaining 6% and 3% for the general public and for DE practitioners respectively). The sector most represented was Post Primary, accounting for 15.5% of resources produced, closely followed by the Youth Sector with 15%. Following on from these were Junior Cycle (13%), Adult and Community (10%) and general school (primary/post primary combined) as being the most serviced sectors.

  Once again, Early Years and Senior Cycle were the least serviced sectors in terms of resource provision, as was the case in *Phase 2*. It is worth noting, however, that it is unclear as to whether the number of resources currently available may, in fact, be sufficient for servicing the demands or needs from these two target groups. The glaring omission in this current audit phase appears to be Transition Year, which is only mentioned as a secondary target group on one occasion.

- **Thematic focus**: As with *Phase 2*, Development Education/Global Citizenship Education methodologies and Practice are the two top themes focused on, followed unsurprisingly by the SDGs, Sustainable Development and the Climate Crisis. These are but five themes out of 41 documented from the 202 resources covered in the Audit.

- **Secondary themes** were identified in 50% of resources (101). This is a significantly lower number than in Phase 2 of the Audit, where 85% of resources were identified as having a secondary theme. While the point was made previously that the development of multiple themes within resources is normal practice – complexity is a core characteristic in development issues and resource development – there does appear to have been a shift away from this practice. Why this is happening is unclear.

- During *Phase 2,* **the SDGs** had only been in existence for 2 years and it was too soon to give a definitive snapshot as coverage remained weak. As discussed in the point above on thematic focus, output has increased hugely. Despite this, the coverage of specific/individual SDGs is lacking, whereas general overviews of the SDGs are well covered. chart 4.2 on p. 21 regarding SDG coverage notes that 46% of resources cover 'general introductions' and Goal 4. Quality Education, both of which represent a focus on resources engaging in target 4.7 and awareness raising about the SDGs. This is a necessary aspect in introducing a new approach. However, balance, thematic coverage and proportionate engagement with all Goals should be a source of important reflection and planning, including making use of multiple goals and themes concurrently.

- Areas which **continue to remain to be the least serviced** are children's rights and justice, among others such as women's rights and development itself.

- **NGO/non-NGO resources:** Aid and development agencies remain the largest providers of resources (with many continuing to be heavily 'promotional' and as a result were excluded from the audit). A number of basic text documents were also excluded due to their simplicity as a tearaway sheet or disposable nature (for text only quick printing).

Case Study 1 / **The Greta Effect**

Greta Thunberg's activism began by persuading her parents to adopt lifestyle choices that reduced their own carbon footprint. In August 2018, at age 15, she began spending her Fridays outside the Swedish Parliament to call for stronger action on climate change with her now infamous sign: *Skolstrejk för klimatet* (School Strike for Climate). Soon after, similar protests by other students began. The Fridays for Future (FFF) movement would grow anywhere a young person (or persons) wanted to join the weekly strikes in their hometowns and cities.

Five major strike events were coordinated globally, with each event being organised locally as well as regionally. Thousands of young people took to the streets in Ireland and beyond, on a regular basis.

A few months previous to this, David Attenborough's Blue Planet II proved to be the most popular documentary that year, highlighting the catastrophic levels of plastic pollution in our oceans. At this time as well, the Citizens Assembly occurred in August 2018, where delegates voted on how to make Ireland a leader in tackling climate change.

Learning spaces were also animated and activated with many resource projects produced on climate action and sustainability themes across the period, such as a short a course on 'Sustainability – in My Community and in My World'[8] developed by two Educate Together schools in partnership from Bray and Cork.

A rising interest to integrate 'education for sustainable development' into formal curriculum subjects and the subsequent debates on whether to establish dedicated courses at post primary level drove discussions in many contexts too.

The rising public interest was not only a matter for climate news and education work. In an unusual outcry about education materials in 2019, The Irish Farmers Association President Joe Healy led accusations[9] that Government departments and ministers were endorsing what he claimed was "propaganda" from An Taisce. This was in reference to the inclusion of a 'meatless Mondays' action as part of a number of climate action pledges for students and classes to consider in the 44-page education resource[10]. Ireland's status as a 'climate laggard' at this point was well known. In the previous year Ireland ranked as Europe's worst performer in tackling climate change, was one of only two countries in the EU that missed its EU emissions reductions targets by 2020 and was admitted by Taoiseach Leo Varadkar in an address to the European Parliament, as reported by Green News[11].

Make Earth Cool Again placard at the Global Strike for Climate public rally and protest march in Belfast, Northern Ireland. Hosted by Extinction Rebellion: Northern Ireland and Youth Strike 4 Climate Belfast. (c) Allan LEONARD @MrUlster via Flickr (CC-BY-NC)
https://www.flickr.com/photos/mrulster/48765519068/

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[8] Sustainability – in My Community and in My World (2018) by North Wicklow Educate Together and Cork Educate Together Secondary School's.
https://developmenteducation.ie/resource/short-course-sustainability-in-my-community-and-in-my-world/

[9] 'Farmers anger over 'propaganda' as schoolchildren told to eat less meat and dairy' by Margaret Donnelly in The Irish Independent, 5th April 2019.
https://independent.ie/business/farming/news/farming-news/farmers-anger-over-propaganda-as-schoolchildren-told-to-eat-less-meat-and-dairy-37985280.html

[10] Climate Action Teacher Resource (2019) by An Taisce.
https://developmenteducation.ie/resource/climate-action-teacher-resource/

[11] Taoiseach tells EU he is not proud of Ireland's role as Europe's climate 'laggard' by Green News on January 18th, 2018.
https://greennews.ie/taoiseach-tells-eu-not-proud-ireland-climate-laggard-role/

5.4 / On quality and content

- **As in *Phase 2*, the nature, quality and content of DE resources remains high, however, it continues to be challenged by 'light' or 'heavy' development and education content.** Many resources continue to be produced in partnership with educational institutions, road-tested through pilot projects with educators and organisations with evident impact on the quality of resources (11% of resources produced in partnership). Piloting of resources with direct users (if declared on the resource) accounted for 36% of resources overall, which may have a bearing on resource users, their needs and the impact of a resource where users' concerns are not heard (a caveat, of course, is that many organisations employ teaching specialists that may have teaching experience, but this is not always the case).

  In most cases, resources continue to be well-designed and the range of media employed continues to expand, however, there are a small few resources being produced which are very basic in their approach and content, which appear insufficient.

- While there are many high-quality development and human rights focused DE resources, **the development, human rights and Developing World 'content' of resources has improved from a relatively weak position in the previous audit**. As in Phase 2, the focus has mainly been on educational methodologies and activities, on curriculum and syllabi links and contexts and sometimes inclusive of current development and human rights realities. Since the previous audit, the representation of 'developing world' perspectives, viewpoints and case studies has improved in many instances. Yet questions remain about quality, and whether 'light', 'intermediate' or 'advanced' approaches in presenting development perspectives and realities are appropriately presented, given pressures on micro-productions, pick-and-mix materials and changes in tools for education. As a challenge in visibly delivering opportunities to explore and practice 'solidarity', this has been mentioned across each phase of the Audit, which suggests it continues to remain as an area to be actively and adequately addressed.

- **While ESD and SDGs have been supported as general thematic gateways to development issues, the quality of engagement is uneven.** Many resources have introduced the SDGs and Agenda 2030, and remain at an introductory 'bird's eye view' perspective without substantively drilling into key issues and debates contained within the targets (or left out of the targets etc.). Critical engagement with this agenda must move beyond awareness raising as part of building critical literacy on the SDGs themselves.

- A number of gaps remain in terms of **coverage of the SDGs**, and targets – with more than 170 targets and 17 goals, the potential to critically explore many areas in practice remains. Looking at the majority of activity, 92% of resources produced concentrated on 58% of the SDGs. Of the remaining 8% of resources, these covered the remaining 42% of SDGs. To illustrate how thinly spread this coverage is, 5 resources or less accounted for 7 SDGs out of 17.

  While planning for thematic work over time is crucial, resource producers should consider diversifying thematic approaches in order to energise the connections between different SDGs and to move beyond introductory materials alone. Again, however, it remains unclear as to whether this reflects the demand for resources on the SDGs or not.

- There are many controversial and 'uncomfortable' realities in the world today. Not all issues will fit neatly into syllabi, at least not at first. **Opportunities exist to explore uncomfortable issues such as FGM**, to introduce fringe issues such as statelessness and to grapple with complex issues such as energy justice, fair work across supply chains or the limitations of the SDGs agenda (and many other issues).

- **Striking a balance between 'international development' and 'education' is part of a constant exercise that resource producers engage in, with mixed results depending on**

Case Study 2 / Innovations in Gamification

Games have always had an important role in providing a playful yet critical space for 'icebreakers' and group reflections. Classic games such as The Paper Bag Game, The Trading Trainers Game and the Trade Game developed by Christian Aid continue to be popular reference points for teachers and educators decades after they were produced. Games have always been used in youth work and adult and community education.

In the context of gamer culture however, the production of digital games has mostly been dominated by large game studios rather than by NGOs.

In more recent years, resource producers and practitioners have been taking up and testing the potential for justice, human rights and socially conscious digital games developments. This has been in part due to the introduction of digital games in education, mobile gaming, mixed-reality gaming and the increased availability and usability of software for NGOs to take up gamification. Examples of this practice include:

- **Project Honduras**[12] – a first-person online strategy game produced by Trócaire where the goal is to show primary students the importance of communities working together to combat climate change. The game features a country that is frequently rocked by droughts, floods and storms due to climate change and the player is the leader of a disaster relief centre helping locals with tasks to help Honduras with the upcoming disaster. This game led to further games developments by Trócaire, such as The Exploitation Game, and the establishment of the Game Changers initiative; a programme encouraging young people to make games exploring development issues.

- **17 Goals. 1 School. And Minecraft**[13] – A co-operative student-led design experiment

exploring what a school might look like if the meaning and ambition of the Sustainable Development Goals were realised in their school through the block-building game Minecraft. This project was produced by Presentation College Bray and 80:20 Educating and Acting for a Better World.

- **Using Games in Youth Work for Development Education**[14] – a toolkit resource developed by the National Youth Council of Ireland and Limerick Institute of Technology (LIT) to illustrate that designing games can be a much more powerful experience for young people than simply playing them. The toolkit contains tips, tricks and methods for facilitators and educators to support groups in game design, all while seeking to engage young people with climate action and Development Education using games.

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[12] Project Honduras (2018) by Trócaire. Link: for more see the Game Changers initiative https://www.trocaire.org/our-work/educate/game-changers/

[13] 17 Goals. 1 School. And Minecraft. (2017) by Presentation College Bray and 80:20 Educating and Acting for a Better World. https://8020.ie/projects/17-goals-1-school-and-minecraft/

[14] Using Games in Youth Work for Development Education (2020) by National Youth Council of Ireland and Limerick Institute of Technology (LIT). https://www.youth.ie/documents/games-in-youth-work-handbook/

the context and users being targeted. Just as development specialists have gaps in their knowledge and experience based in terms of curriculum work, so too do educationalists without requisite experience or engagement on global issues in practice. Professional development opportunities and spaces with this in mind are not always obvious for resource producers, yet could benefit development educators / global citizenship educators equally if regular access to issues and curriculum developments were on the annual calendar and integrated into CPD opportunities and acknowledged more broadly in the sector.

- From the beginning of this entire audit process, **many resources were excluded** as a result of being presented as educational resources when their focus was more on organisational branding with suggested actions of fundraising. While the practice has not entirely gone away, particularly with some international NGOs operating in Ireland, it has decreased. The proliferation of good practice codes in the sector may have had an important role to play - and continue to.

- **Action ideas and suggestions were included in 82% of resources in this current phase**, a new indicator being tracked, which is a welcome finding and a breath of fresh air for the sector and its target groups. Expanding this space in changing learning and action expressions has been necessary and needed.

- **Resource projects** in themselves contain a diversity of tools, formats and materials; rare is the single 'training pack' unaccompanied by custom or curated supportive stimulus materials such as videos, digital quiz sheets, interactive games, a microsite and downloadable presentations. The ambition and invention to renew engagement and accessibility is commendable, innovative and an area of further development and investment for the future. This point is particularly striking given the need to consider how education and learning trends are changing over time, such as the proliferation of video materials and the need to be active on this, among others.

- **The universalism of the SDGs agenda presents an opportunity, but also a challenge.** In the menu of options available by focusing on a single target, it is possible to deliver on the SDG agenda without reaching out or thinking about development beyond Ireland's shores. A sizable number of resources were excluded from the audit on these grounds despite supporting the SDGs - an issue that can undermine the core principles (5 P's) of the SDGs such as internationalism, interdependence and to 'leave no one behind'. Taking a parochial view of the SDGs may indirectly encourage an outcome of leaving people behind, namely the majority of people most challenged by global inequalities.

- **Widening the range and diversity of resource writer authors (and pilot groups) is welcomed and an area to be considered more regularly** as part of good practice resource project developments. This could include, for example, supporting opportunities for minority voices, young and old as well as developing world perspectives to be seen, read and heard directly. This point, however, comes with the caveat that piloting is not always an option in the resource production cycle. Other methods of 'road-testing' resources need to be explored.

Case Study 3 / Data and the SDGs

As part of supporting the digital agency of participants in education work it is vital that learners have opportunities to get 'hands on' with data as part of supporting data literacy work. The range of established and reliable institutional data sources is vast, each presenting different data sets and thematic entry points:

- As an example, the Not Business as Usual publication by NGO Financial Justice Ireland in 2019 for Business Studies at Junior Cycle level introduced the Global Debt Crisis, taxation and tax havens and budget planning exercises using national budget data provided by the government directly. FJI's next publication, We Can Solve it, FJI's 2020 activity pack, included financial justice, the SDGs and data approach for Junior Cycle Mathematics teachers[15].

- Key institutional sources internationally include the annual data sets accompanying the **Sustainable Development Report** https://dashboards.sdgindex.org/

- **UN Women SDG Indicator Dashboard** https://data.unwomen.org/data-portal/sdg

- Other education and campaign data sites, such as:

  - **Our World in Data** https://ourworldindata.org/

  - The annual **UN Human Development Reports** with an annual thematic focus and supporting data sets and graphics https://www.hdr.undp.org/

- Ireland's Sustainable Development Goals (SDGs) data hub. https://irelandsdg.geohive.ie/

Questioning data, how it is measured and what is collected (or left out) and integrating data literacy into resource production serves an important role in equipping and empowering learners directly as part of 21st Century skills.

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[15] Not Business as Usual (2019) by Julia Haimlinger and Niav Keating, FJI. https://developmenteducation.ie/resource/not-business-as-usual-exploring-global-justice-in-the-business-studies-curriculum-junior-cycle/ and We Can Solve It! (2020). https://www.financialjustice.ie/learn/we-can-solve-it/

1 NO POVERTY

Globally, there are 122 women aged 25–34 living in extreme poverty for every 100 men of the same age group.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Women represent 28.8% of researchers worldwide. Only about 1 in 5 countries have achieved gender parity in this area.

2 ZERO HUNGER

Women are up to 11 percentage points more likely than men to report food insecurity.

3 GOOD HEALTH AND WELL-BEING

Globally, 303,000 women died from pregnancy–related causes in 2015. The rate of death is declining much too slowly to achieve Target 3.1.

5 GENDER EQUALITY

The 2030 Agenda promises to put an end to barriers that prevent women and girls from realizing their full potential. But significant challenges lie ahead:

5.1 In 18 countries, husbands can legally prevent their wives from working; in 39 countries, daughters and sons do not have equal inheritance rights; and 49 countries lack laws protecting women from domestic violence.

5.2 19% of women and girls aged 15 to 49 have experienced physical and/or sexual violence by an intimate partner in the past 12 months.

5.3 Globally, 750 million women and girls were married before the age of 18 and at least 200 million women and girls in 30 countries have undergone FGM.

10 REDUCED INEQUALITIES

Up to 30% of income inequality is due to inequality within households, including between women and men. Women are also more likely than men to live below 50% of the median income.

14 LIFE BELOW WATER

The contamination of freshwater and marine ecosystems negatively impacts women's and men's livelihoods, their health and the health of their children.

6 CLEAN WATER AND SANITATION

Women and girls are responsible for water collection in 80% of households without access to water on premises.

15 LIFE ON LAND

Between 2010 and 2015, the world lost 3.3 million hectares of forest areas. Poor rural women depend on common pool resources and are especially affected by their depletion.

Source: UN Women - Turning Promises Into Action. Gender Equality in the 2030 Agenda for Sustainable Development

https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/SDG-report-Gender-equality-in-the-2030-Agenda-for-Sustainable-Development-2018-en.pdf

5.5 / On accessibility and availability

- While all resources included in this phase of the audit are available, questions still remain about longevity. Will those same resources still be available in a few years' time? Is it necessary to ensure their availability? The longevity of multimedia resources need to be more considered – where outlays are mostly considered in advance, the impact, reach and availability (sustainability) are not as clear when hosting is not renewed, technology trends and security updates render the format obsolete, or website refreshes do not carry all previous data over (a common practice observed since *Phase 1*).

As part of an ongoing project to encourage strategic distribution and safeguarding of resources on the developmenteducation.ie resources library a number of unique offers were made available to resource producers:

- Guarantee of resource availability in order to safeguard resources long after their original intended use.

- Open data sharing with resource producers annually as an information exchange offer – a goodwill gesture based on producers opting in to the library and the scheme.

- Availability of resources based on the launch of the SDG Explorer in 2018 on developmenteducation.ie – a novel filtering mechanism introduced into the library for users to browse resources based on the Sustainable Development Goals (the first of its kind to be introduced in Ireland).

- A number of organisations have revisited their online libraries over the period. Of note is the establishment of the 'ESD Portal'[16] , hosted by Scoilnet, as a repository for lesson plans, ESD Forum deliberations and presentations and as a directory for organisations active on producing resources on the SDGs.

- Continuing the tensions and challenges raised in the previous audit with regards to libraries and regional DE/GCE centres.[17]

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[16] Access the ESD Portal on Scoilnet at https://www.scoilnet.ie/esd/

[17] See p.36 and p.40 of Learning to Change the World: An Audit of Development Education Resources 2013-2016. https://developmenteducation.ie/resource/learning-change-world-audit-development-education-resources-ireland-2013-2016/

Case Study 4 / 'Pick and Mix' and anchors

Just as standards in technology and education methods change and evolve, education resources must reflect change too. A practice observed throughout this audit period is one we've referred to as the 'pick and mix approach'. This approach refers to the increase in production of multiple products, assets or items that are included in a resource project and not only a single resource (such as a book or teaching pack). For example, this could be in the format of a downloadable booklet/guide containing information, facts, context etc, which is subsequently supported by various activities, posters, toolkits, videos and so on. The educator is equipped with a starting point and a variety of tools to pick and choose which activities will suit their particular learning environment.

With the explosion of support material options available, and the evolution of resources themselves, resource producers must grapple with ensuring the correct balance for the user.

Three examples of this 'Pick and Mix' approach include:

- **Trocaire's 'Mother Earth** – protecting families - protecting the planet' series[18] with a focus on education materials, videos, PowerPoint presentation materials about Honduras, Kenya, climate change and human rights and environmental defenders.
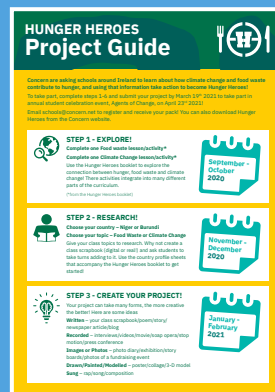
- **Concern's Hunger Heroes**[19] - a series of lesson plans, case studies and classroom activities for senior primary school students (3rd to 6th class pupils) around the theme of Hunger.

- **80:20's #BeyondTheClick**[20] - a development education toolkit for educators that tackles fake news and disinformation through human rights education on a dedicated microsite by exploring digital landscapes using social media posts, digital tools, case studies and how these can be used in human rights, justice and education for sustainable development in a world of deep (and deepening) inequalities.

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[18] Mother Earth resources, videos and support materials (2020) by Trócaire. https://www.trocaire.org/our-work/educate/all-education-resources/?_sf_s=mother%20earth

[19] Hunger Heroes series (2020) by Concern Worldwide. https://www.concern.net/schools-and-youth/primary-education-programmes

[20] #BeyondTheClick: a toolkit for exploring global citizenship education (2018) by 80:20 Educating and Acting for a Better World and the . https://toolkit.8020.ie/

5.6 / The Digital Divide

- The challenges encountered during the research phase from this period in terms of gathering resources included:
  - Locating files
  - Website expiring
  - Upgraded and all media lost / not backed up / not indexed into the new build
  - Hosting not renewed
  - The challenges of 'pick and mix' approach when files are spread out across different locations and platforms.

- **The 'pick and mix' approach observed in this study has made producing resources both easier, and more challenging.** The volume of materials being produced to support issues-led engagement, such as videos, graphics, worksheets and so on, do not always include educational reference materials for users to use, return to or to explore global issues more deeply with learners. The production of mixed media materials that do not take into account an 'educational anchor' reference point that can guide educators on using materials should continue to be challenged. Just as trends in digital learning contexts continue to adapt and change, the use of support tools and materials should contribute towards impact measurement and - where possible - meaningful user engagement. Without 'anchor' pieces to support new DE/GCE resource materials can remain isolated and untethered from strategic or structured engagement opportunities (and impact measurement beyond 'likes' and 'clicks').

- **Resources should be safeguarded** and a caretaking role should be considered in terms of hosting and archiving services, in particular for trickier resources such as microsites and microlearning materials. developmenteducation.ie continues to remain open and active on this question.

- **Challenging and discussing these digital matters is necessary**, and should be considered further through an event, forum or workshop. For example, does it matter if the target audience cannot access previously produced resources? What are the problems of producing 'single use' resources, and what happens to the broader 'body of knowledge' in terms of excavating, curating and renewingactive methods or 'classics'?

- An important contribution under these points has been considered by Centre for Human Rights and Citizenship Education DCU researchers Dr Gabriela Martínez-Sainz and Dr Maria Barry in their seminal report published during the global pandemic, 'Digital Technologies to Advance Global Citizenship Education in Schools', which is worth considering in this context as a practical reference point[21].

5.7 / The Changing Curriculum

- **Curriculum changes in the 2017-20 period have been wide sweeping and plentiful**. As stated in the introduction, this included subject reviews and consultations for a draft Primary Curriculum Framework (2020), Junior Cycle Reform, preparations for Senior Cycle reform, a review of Relationships and Sexuality Education (2019), Agricultural Science and the introduction of Politics and Society at Senior Cycle level.

- **The Junior Cycle was introduced on a phased basis between September 2014 and September 2021**. It features revised subjects and short courses, a focus on key skills, and new approaches to assessment and reporting. The largest overhaul in decades, responding to consultations and developing new resources towards the updated specifications has created a mountain of opportunity in the mainstreaming of DE and

[21] Digital Technologies to Advance Global Citizenship Education in Schools report (2020).
https://www.dcu.ie/sites/default/files/chrce/digitial_technologies_to_advance_gce_in_schools.pdf

GCE. As resource producers engage in this new world of short courses and assessment, securing time to infuse and mix DE/GCE with subject specifications has been taking place in a time-poor context for teachers. Cross-curricular planning has always been a challenge in post primary education - the pressure to reform (and adapt quickly) impacts on cross-curricular scheduling and in practice. Many producers stepped up to present new ways of learning about GCE/DE themes and issues, with subject guides and subject specific resources paving the way.

- A landmark report linking curriculum across formal education subjects and learning outcomes was produced by the NCCA in 2018 to progress systematic embedding of the SDGs[22]. Opportunities for other curriculum spaces in training and development spaces outside of teacher training should be reviewed. This could include, for example, engineering, nursing, social care, business administration, procurement training and more.

- The onset of the Covid-19 global pandemic directly affected teaching and learning spaces and opportunities to progress education on the SDGs.

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[22] Education for Sustainable Development: A study of opportunities and linkages in the early childhood, primary and post-primary curriculum by the NCCA (2018).
https://ncca.ie/media/4899/education-for-sustainable-development.pdf

Case Study 5 / A practitioner's guide to implementing Education for Sustainable Development in formal education

Ireland's National Strategy on Education for Sustainable Development (2014-2020) aimed to ensure that the education system contributes to sustainable development by:

> '...equipping learners with the relevant knowledge (the 'what'), the key dispositions and skills (the 'how') and the values (the 'why') that will motivate and empower them throughout their lives to become informed active citizens who take action for a more sustainable future' (DES, 2014: 3).

This aim reflects the long-standing tradition and aims of Development Education (DE) in Ireland, and indeed of other relevant 'adjectival' educations, such as global citizenship education, human rights education, intercultural education. DE and ESD are very similar in terms of content, methodology, ideology and commitment to action for positive change, and therefore creates a situation where stakeholders from a variety of backgrounds and with a variety of agendas can work together towards realisation of the recommendations in the strategy document, as outlined by Deirdre Hogan & Roland Tormey in 2008 [23].

The 2018 study *Education for Sustainable Development: a study of the linkages and opportunities in early childhood, primary and post-primary curriculum* [24] by the National Council for Curriculum and Assessment (NCCA) maps high-level curriculum frameworks in Ireland from early childhood to post-primary to eight cross-cutting key competencies for sustainability, relevant to all the Sustainable Development Goals, as outlined in the UNESCO publication *Education for Sustainable Development Goals: Learning Objectives* (UNESCO, 2017: 10).

The NCCA study includes:
- case studies of curricular components right across primary, junior and senior cycle levels. These case studies identify the aspect of the rationale and aim/objectives of the specific subject or short course which are in keeping with the spirit and intent of ESD.
- case studies which highlight sample learning objectives (primary level) or outcomes (junior/ senior cycle level) which provide opportunities for teaching and learning about one or more Sustainable Development Goal.

This study is a very practical reference point for integrating and establishing curriculum links in the production of development education and global citizenship education resources. It has the potential to assist in addressing issues around Irish language resources.

Education for Sustainable Development:
A study of opportunities and linkages in the early childhood, primary and post-primary curriculum

NCCA   June 2018

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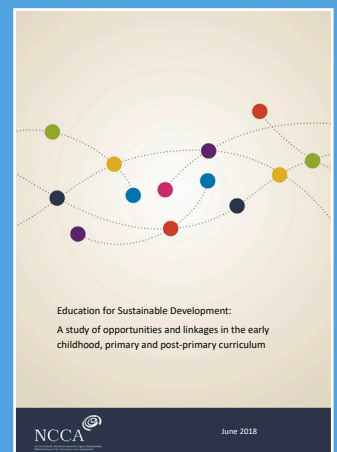
[23] 'A perspective on the relationship between development education and education for sustainable development' by Deirdre Hogan & Roland Tormey in Policy and Practice: A Development Education Review, Vol. 6, Spring, pp. 5-17. https://www.developmenteducationreview.com/issue/issue-6/perspective-relationship-between-development-education-and-education-sustainable

[24] Education for Sustainable Development: a study of the linkages and opportunities in early childhood (2018) by the National Council for Curriculum and Assessment. https://ncca.ie/media/4899/education-for-sustainable-development.pdf

5.8 / On DE, GCE, ESD and the SDGs

- Phase 3 of the audit follows previous definitions of 'development education' in order to clarify and reasonably assign 'DE' status to resources. As detailed in the methodology section of this study, the following limited 'working definition' of development education was adopted:

  Development Education is directly concerned with the educational policies, strategies and processes around issues of human development, human rights and sustainability (and immediately related areas).

  DE, therefore, is concerned with attitudes, values, skills and behaviour (actions) that reflect and respond to wider world issues – in particular developing countries – and how we are connected to ongoing realities and inequalities. This 'solidarity' aspect of DE has become one of the key challenges to find evidence of in 'reading' GCE resources for inclusion in this audit.

- Debates about definitions and which terms to use have shifted over time as the tensions and challenges of 'mainstreaming' DE in Ireland have progressed into formal education contexts. The term Global Citizenship Education has received new attention due to its inclusion in Goal 4.7 of the SDGs, which operates as an umbrella term accounting for a number of adjectival educations including human rights education, environmental education, anti-racism education, social justice education and development education.

- Making DE more accessible to a wider number of people has always been an essential characteristic of the discipline, one which has been at the centre of these debates while proactively working to integrate and include voices, development realities and solidarity actions from the Global South[25].

5.9 / Funding Streams

Once again, as in *Phase 2,* the main sources of financial support for resource production included Irish Aid's funding streams (including annual grants scheme and strategic partner support); the WorldWise annual grants scheme (post primary provision); Trócaire Mobilising for Justice Grants Scheme; Concern Development Education Grants Scheme, and; the European Commission.

- 39% of the resources audited were co-financed by Irish Aid; aid and development NGOs remain the major producers and funders of resources with some new (to the audit) funders listed also, such as Anne Lindh Foundation, the Citizens for Financial Justice fund (led in Ireland by Financial Justice Ireland), the Science Foundation of Ireland and EU opportunities through DEAR and Erasmus+ schemes.

- The increase in the number of strategic partnerships supported by Irish Aid, such as the youth sector Youth 2030 consortium and the Saolta consortium, and the introduction of new funding modalities have contributed to a more diverse funding environment, particularly building on the annual grants model cycle for single, two-year and three-year projects. This has been a welcome development.

- From a resources development perspective, Irish Aid and NGOs have collectively played a central role in delivering on the ESD strategy. Widening this resource production base through a mix of philanthropy, state funding from other Departments and new donor models would add more competition and opportunities in building a wider foundation for DE and GCE.

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[25] For more perspectives on this active discussion, take a look at the 32 submissions made to the consultation on updating Irish Aid's Development Education Strategy during 2021 and answers to the question about updating development education to global citizenship education.
https://irishaid.ie/what-we-do/who-we-work-with/civil-society/development-education-funding/consultations

5.10 / Favourable policy environment

Important examples of progress in Ireland to develop a coherent approach with regards to education on international issues have been achieved. Taken together they have created a favourable policy environment to integrate DE and GCE to achieve critical education towards and about the SDGs. These include:

- Sustainable Development Goals National Implementation Plan 2018-2020 by the Department of the Environment, Climate and Communications

- The Education for Sustainable Development Strategy 2014-2020 by the Department of Education

- Development Education Strategy 2017 - 2023 by Irish Aid

- A Better World: Ireland's Policy for International Development by Irish Aid

A lot of credit is due to the work of many individuals, organisations, educationalists, young people and civil servants for their concerted energy, consultation work and continuous engagement to establish this kind of policy context in Ireland. Making use of this landscape to seize opportunities from a strong policy environment is essential, and one to build on. Key reference points in this context include the Irish Aid Global Citizenship Education Strategy 2021-2025 and the renewal of the Education for Sustainable Development Strategy.

5.11 / Irish language resources

- A gap that has slowly emerged over each phase of the Audit for Development Education Resources is that of Irish language resources. During *Phase 1*, it was unclear as to whether there has been any demand for this type of resource at all. *Phase 2* included some Irish language resources (a mere 3%), whereas it appears now, in *Phase 3* (8% are Irish language) that while a lot of organisations are translating resources into Irish, there is an emerging demand for resources to be produced specifically for Irish language contexts (rather than simply translation of non-Irish curricular material).

- The work of organisations to facilitate events to gauge these approaches as test spaces for demand, such as events organised by Worldwise Global Schools, are welcome, and potentially ones for expansion into the primary sector and indeed nonformal education spaces.

Conclusion

Establishing a sense of an ending is important, and yet in studies such as this a sense of beginnings and opportunities emerge. The writers of the Audit would like to offer **two points of interest** in this regard.

Writers and producers face many challenges to navigate during the production process which give rise to a number of scenarios to work through that an Audit such as this cannot fully capture. As an indicative guide, this Audit seeks to support production teams as they strive to reach an appropriate balance on a number of dimensions such as the following:

- Should every resource be piloted on all occasions? Are target users available, interested or even accessible to the project? What demands are we asking of them, and is it fair?

- What literacy level should this resource engage – entry level, intermediate or advanced – in education curricula but also on 'the issues'?

- How are we measuring the potential impact of a resource – and what tools, supports, initiatives are we offering and how can this be improved?

A study such as this can act as a catalyst for further research and homework - one we encourage and are happy to support.

The second point of interest relates to gaps and user needs. This study did not set out to establish if current demands were serviced adequately based on resources available, however small that number may be. Could one resource on the topic of tax justice be sufficient to cover the needs of educators across all all sectors (or needed)?

Just as the purposes of resource projects are hugely varied, such as temporary ones, some for 12 months, others to be adapted for medium and long-term education work, the needs and demands of resource users are driven by a number of observable factors based on evidence from practice, user demands and changes in the external environment.

Consideration of the gaps, user demands and 'needs' is a complicated endeavour and would benefit from avoiding 'zero sum' decisions in a context that is incredibly diverse, energetic and responds to multiple competing pressures as education materials producers.

By way of conclusion we would like to offer three reference points as food for critical thought as part of thinking about ingredients for change in a blended world of digital and physical learning, heading into the second trimester of the SDGs.

1. The literacy challenge

Head of education for the OECD, Andreas Schleicher, raised the issue of literacy in the context of formal education in Ireland in a report by the Irish Times in March 2021[26]. While Ireland has a good track record on literacy in global studies such as the Pisa league tables of international educational achievement, he said this was only part of the picture.

> "Just 15 per cent of Irish 15-year-olds can distinguish fact from opinion in a reliable way. So, you know, what value is literacy, if you can't navigate ambiguity? If we can't manage complexity?"

His comments offer food for thought in GCE/DE when considering whether education towards the SDGs is sufficiently served by a bulwark of introductory guides, when navigating complexity and challenging issues should be at the heart of educational outcomes.

2. The transition to a better world challenge

Issues and trends in education for sustainable development (2018) by UNESCO:

> "At the mid-point of the Global Action Programme, ESD is gaining momentum and calls are growing for education to foster the transition necessary to achieve a more sustainable world. Stakeholders across the world are committed to enhancing the role of education, and more specifically of ESD, in the pursuit of sustainable development." [27]

3. The resourcing challenge

A pithy observation raised in the context of support for resource production was included in the OECD Development Cooperation Peer Review of Ireland in 2020. It noted:

> "Mobilising more funds for development education would allow Ireland to reap the benefits of its strong approach to promoting global citizenship.
>
> [**and**]
>
> "...without additional investment, Ireland cannot seize the opportunity to help turn development-aware children into development-aware adults who could then contribute in their communities, as consumers, or in politics."

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[26] Irish schools need to modernise '20th century' approach to learning, warns OECD, Irish Times (March 22, 2021). https://www.irishtimes.com/news/education/irish-schools-need-to-modernise-20th-century-approach-to-learning-warns-oecd-1.4516222

[27] UNESCO report: https://unesdoc.unesco.org/ark:/48223/pf0000261445

6 / Recommendations

The following recommendations are of immediate interest to development education and global citizenship education practitioners, funders and resource producers in formal and non-formal education contexts.

In considering the recommendations it is important to consider the limitations in this study as outlined in section 3.

1. **Convene a forum as an appropriate, partnership-based space on the need and relevance for resources** on particular themes, curriculum areas and potential lessons based on practice. Such a forum might also address additional issues such as partnership approaches to resource provision, quality assurance issues and challenges, funding and the more 'balanced' spread of coverage of key, cross-cutting issues (human development, human rights, women's rights, sustainable development etc.). This forum may be most suitably supported in partnership with IDEA members (and interested writers/producers).

2. **Continue to invest in the maintenance, database upgrades and usability / marketing opportunities that the DE sector-wide developmenteducation.ie resources library has established.** This should continue to evolve and add value for resource producers as well as educators, learners and researchers.

3. **Support for innovation and testing new methods, formats and practices in education, training, resource production and action projects should be expanded.** The range of funding modalities to build on Ireland's reputation as a pioneer in development education and GCE is a record to build on as a leader in the field.

4. **Research matters, and should be reintroduced as part of building a consistent and visible evidence-based GCE agenda in Ireland.** Investigating the impact of DE systematically, reviewing changes in how demand is driven, exploring the potential for 'nudge' behaviours and investing in a 'transformative education' evidence base are essential as part of moving toward low carbon societies. Bridging the academic and practice space and maintaining this link should form a core pillar informing the work of DE and GCE practitioners alike in all learning teaching spaces, including initial teacher education (ITE).

5. **Funding modalities should continue to grow and support flexible production cycles.** As resource projects have come to dominate the field – where an education pack (or anchor document) can be supported by a stimulus piece (a video, posters, game, microsite etc.), the production life cycle should be flexible enough to respond to resources that need more or less time to develop (some may take 2 years, for instance, by conducting a needs assessment, piloting and testing a resource, iteration work, launch and promotion). Funding modalities, based in Ireland, supported through EU opportunities and so on.

6. **Update the Guidelines for Producing Development Education Resources.** As the quality, impact and balance between curricular, non-formal education and human development (sustainable development and human rights) issues has evolved, so too should this sector-wide tool. This should take into account the era of the SDGs, the Paris Agreement and the multi-agency partnership approach taken in the first edition of the Guidelines (Dóchas, IDEA and developmenteducation.ie) with the potential to appropriately engage with the Code of Good Practice for Development Education.

   Activities that renew and update exercises seeking to strike a balance between educational methods, human and sustainable development issues, global and local connections, creative action ideas, solidarity (through viewpoints, perspectives and potential actions with people in the Global South, for example) and impact measurement tools should be supported. Given the 'pick and mix' trends in production, in how information is consumed, different learning and educator levels (introductory, novice and advanced users), changes in technology, microlearning and resource projects, this practice should be energised into the second trimester of the SDGs.

7. **Professional development opportunities should be expanded** and acknowledged by supporting organisations and funders so that resource writers, producers and teams have structured opportunities to update their practice in terms of access to curriculum updates and innovations as well as current issues on the international development landscape.

8. **Planning to secure, distribute and safeguard resources – in various formats – should be considered early on in resource project developments.** Considering distribution outlets, retrieval systems and the shelf life of digital product maintenance (perpetual costs, for example) are essential if libraries and resource hubs are to make resources available – and assist in tracking the reach and impact through ISBNs, digital index system, digital video channels and so on. Producers should safeguard resources with third parties in order to secure their availability.

9. **Opportunities to support good practice in the development of DE/GCE resources should be pursued** in policy work, in informing and building critical awareness through sector events, forums, public consultations and initiatives supporting institutional cooperation in Ireland and elsewhere.

Appendix 1 / Resources included in the 2017–2020 audit

Title	Publisher	Year
'All of me was learning, not just my mind...': reflecting on study visits and immersion programmes in development education	developmenteducation.ie and Aidlink	2019
""Sure, it's their own fault!" Our Misconceptions of Poverty and the Poor"	ATD Fourth World	2018
#17DaystoLearn SDG Challenge	Concern Worldwide, Makematic and Horyou	2020
#BeyondTheClick: a toolkit for global digital citizenship	80:20 Educating and Acting for a Better World and ERC Sydney	2018
#createfairtrade A CSPE Action Guide	Fairtrade Ireland	2019
#SDG challenge infopack	Development Perspectives	2018
#SDG challenge infopack	Development Perspectives	2017
10 Myths About Global Hunger	developmenteducation.ie, PDST and Self Help Africa	2018
10 Myths About Global Waste	developmenteducation.ie and PDST	2020
17 Goals. 1 School. And Minecraft	80:20 Educating and Acting for a Better World and Pres Bray	2018

Title	Publisher	Year
17 Voices. 1 message. Stop Poverty	ATD Fourth World	2020
A Better World: Our World Irish Aid Award 2020	Irish Aid	2020
A How-to guide to Global Citizenship Education 2019-2020	WWGS	2019
A How-to guide to Global Citizenship Education 2020-2021	WWGS	2020
A Safe Haven? Post-primary Development education resource exploring the issue of land rights and refugees	Trócaire	2018
Action on Global Citizenship: teacher toolkit	Global Action Plan	2017
Action on Global Citizenship: teacher toolkit – 2019 Edition	Global Action Plan	2019
Action on Global Goals: Community Toolkit	Global Action Plan	2019
Activism the SDGs and Youth	National Youth Council of Ireland	2018
Affordable & Clean Energy: Resource for teachers and facilitators	Concern Worldwide	2020
Ag Athrú Ár nDomhan	Irish Aid	2018
An Introduction to Global Learning: Guidance for Post Primary Teachers	Centre for Global Education	2019
An Introduction to Global Learning: Guidance for Primary Teachers	Centre for Global Education	2019
Articles in Action	UNICEF Ireland	2019

Title	Publisher	Year
Bank of Actions for Global Citizens	The Global Citizen Award 2020	2020
Beyond Boarders: a toolkit of creative and participatory approaches for exploring refuge and migration issues in secondary school classrooms	Galway One World Centre	2020
Bridges and Barriers to Unity: A toolkit for Youth Work to Promote Diversity and Inclusion	National Youth Council of Ireland	2018
Building Back Better: Youth, Power and planet	National Youth Council of Ireland	2020
Caring for creation: a resource pack for christian youth	Tearfund and Church of Ireland Youth Department	2019
Catch them if You Can: A briefing paper on how financial transfers from poor to rich is the rule, not the exception	80:20 Educating and Acting for a Better World	2020
CETA: The Implications for Ireland	Comhlámh	2017
Challenging Perceptions of Africa in schools. Critical approaches to Global Justice Education	Routledge	2020
Children at Work: Exploring Child Labour in Kolkata	Hope Foundation	2017
Clean water & Sanitation: Resource for teachers and facilitators	Concern Worldwide	2020
Clean water and sanitation: Educational Resource for teachers and Educators	Concern Worldwide	2017
Climate Action: Resource for teachers and facilitators	Concern Worldwide	2019
Climate Action: Teacher Resource	Green Schools	2018
Climate Change and Climate Justice: teacher facilitation toolkit	Self-Help Africa	2019

Title	Publisher	Year
Climate Change, Climate Justice 3: Trócaire's Lent 2017 Resources	Trócaire	2017
Climate Change, Climate Justice 3: Trócaire's Lent 2017 Resources	Trócaire	2017
Climate Change: Post-Primary	Green Schools	2017
Climate Revolution: How Dare youth	NYCI	2019
Code of Good Practice for Development Education	Irish Development Education Association	2019
Confirming Hope	Team Hope	2019
COVID-19 and Development Education	Centre for Global Education	2020
Create Your Own Game	Trócaire	2020
Creative Writing Lesson Plans for Post Primary Schools	Poetry Ireland	2017
Curriculum linked lesson plans in Irish	AFRI	2020
Decent Work & Economic Growth: Resource for teachers and facilitators	Concern Worldwide	2020
Defending Rights: Protecting families, protecting the planet	Trócaire	2020
Development Education Evaluation Toolkit	Development Perspectives	2020
Development Education in Ireland report	Irish Development Education Association	2017
Development Education Resource for teachers and educators. Head, Heart, Hands.	Concern Worldwide	2020

Title	Publisher	Year
Development Education Resource: Teaching children about their place in our globalised and interdependent world	Plan International Ireland	2020
Digging Deeper: Exploring resource extraction and our connection to the Earth	Comhlámh	2019
Digitial Technologies to Advance Global Citizenship Education in Schools	Centre for Human Rights & Citizenship Education, DCU and Trócaire	2020
Do Dhaoine Agus Don Domhan: Gradaim Chúnamh Éireann, Ár Ndomhan, 2017	Irish Aid	2017
Doing Development Education: Junior Cycle Business studies	WWGS	2017
Doing Development Education: Junior cycle Geography	WWGS	2019
Doing Development Education: Junior cycle History	WWGS	2018
Doing Development Education: Junior cycle Home Economics	WWGS	2020
Doing Development Education: Junior Cycle Modern languages	WWGS	2017
Doing Development Education: Junior cycle Visual Art	WWGS	2017
Doing Development Education: Senior Cycle English	WWGS	2018
Domhan níos fearr: Gradaim Chúnamh Éireann Ár Ndomhan 2020	Irish Aid	2020
Drought and Migration in Ethiopia.	GOAL	2019
Drought and Migration in Ethiopia.	GOAL	2019

Title	Publisher	Year
Duine Mar Mé	Concern Worldwide	2020
e-tick: Online Course on Ethical Communications	Comhlámh and Društvo Humanitas	2020
Educating the Heart: Pupil Programme	Children in Crossfire	2019
Educating the Heart: Taster Activities	Children in Crossfire	2018
Education for Sustainable Development: a study of the linkages and opportunities in early childhood, primary and post-primary curriculum	NCCA	2018
Equals? Women's Empowerment in Sierra Leone	Trócaire	2018
Ethical Investments in an Era of Climate Change: A guide to reviewing environmental and social governance of catholic investments	Trócaire and The Global Catholic Climate Movement	2017
Exploring LAtin American Realities through Spanish	Latin America Solidarity Centre	2019
Exploring LAtin American Realities through Spanish	Latin America Solidarity Centre	2019
Focus	Comhlámh	2017-2020
For People and Planet: Our World Irish Aid Awards Lesson Plans	Irish Aid	2017
Forced to Flee: Why Should I Care About Migration and Refugees	Trócaire	2017
Foundations: A Development Education Resource pack for Primary Schools	SERVE	2020

Title	Publisher	Year
From Grassroots to Government: Embedding Financial Justice in the Leaving Cert Politics and society Curriculum	Financial Justice Ireland	2018
Gender Equality: Resource for teachers and facilitators	Concern Worldwide	2019
Gender Equality: teacher facilitation toolkit	Self-Help Africa	2019
Generation for Change: Spotlight report on young people, the SDGs and Ireland	National Youth Council of Ireland	2018
Global Citizenship School	INTO	2017-2020
Global Voices, Our Choices	Trócaire	2017
Global Youth Work Toolkit	SERVE	2019
Gníomhaíocht ar mhaithe leis an tSaoránacht Dhomhanda: Sraith Straitéisí do Mhúinteoirí	Global Action Plan	2020
Going beyond the symbols: Ethical consumerism and Fair Trade for Community Groups	Waterford One World Centre	2017
Going Beyond the Symbols: Ethical Consumerism and Fair Trade for Post-Primary Education 2nd Edition	Waterford One World Centre	2018
Going Beyond the Symbols: Ethical Consumerism and Fair Trade for Primary Education	Waterford One World Centre	2018
Good Health and Well Being: Educational resource for teachers and educators	Concern Worldwide	2017
Good Health and Well Being: Educational resource for teachers and facilitators	Concern Worldwide	2019

Title	Publisher	Year
Guidelines for Development Education on School Placement	Ubuntu Network	2019
How to get young people involved in the Climate Justice Movement	National Youth Council of Ireland	2020
Human Rights Defenders game	Trócaire	2020
Human Rights Defenders game Irish language version	Trócaire	2020
Hunger Heroes Teacher's pack	Concern Worldwide	2019
Industry innovation and infrastructure: Resource for teachers and facilitators	Concern Worldwide	2018
Intreoir Don Fhoghlaim Dhomhanda Treoir Do Mhúinteoirí Bunscoile	Global Learning Schools NI	2020
Intreoir Don Fhoghlaim Dhomhanda Treoir Do Mhúinteoirí Iar-Bhunscoile	Global Learning Schools NI	2020
Introduction to Development Education: teacher facilitation toolkit	Self-Help Africa	2019
Ireland, I Have a Dream	ATD Fourth World	2018
Irish Global Solidarity in 100 Objects - teaching materials	developmenteducation.ie and the Irish Development Education Association	2020
Journeys: A Teachers Handbook for Exploring Migration and Migrant Rights in the Primary Classroom	Curriculum Development Unit, Limerick and Doras Luimní	2018
Just a Second! Lessons from History	Afri	2017
Just Connections, Just Trade: A teaching resource about Africa	Proudly Made in Africa and Marino Institute of Education	2018

Title	Publisher	Year
Kumba's School	Trócaire	2018
Learning to Look: Visual Literacy in Our Interdependent World	APA	2017
Leave No One Behind: Our World Irish Aid Awards 2019	Irish Aid	2019
Lesson plans to be used in conjunction with AFRI Development Education Resources	AFRI	2019
Lessons in Forgiveness and Compassion for the Post Primary	Children in Crossfire	2019
Let's Talk SDGS: Supporting Critical Perspectives on the Sustainable Development Goals	Centre for Global Education	2020
Lets Talk Sustainable Development Goals	Spiritans	2018
Life Below Water: Resource for teachers and facilitators	Concern Worldwide	2018
Life on Land: Resource for teachers and facilitators	Concern Worldwide	2018
Little Book of Changemakers	Children in Crossfire	2019
Masterclass toolkit: From the personal to the public	Creativity & Change	2018
Masterclass toolkit: Street Art for Change	Creativity & Change	2018
Masterclass toolkit: Visual facilitation	Creativity & Change	2018
Mother Earth: Protecting Families - Protecting the Planet	Trócaire	2020
Mother Earth: Protecting Families - Protecting the Planet	Trócaire	2020

Title	Publisher	Year
Ná Fág Aon Duine ar Lár	Irish Aid	2019
No Poverty: Educational resource for teachers and educators	Concern Worldwide	2017
No Poverty: Educational resource for teachers and facilitators	Concern Worldwide	2020
Not Business as Usual: Exploring Global Justice in the Business Studies Curriculum (Junior Cycle)	Financial Justice Ireland	2019
Oideachas don croi	Children in Crossfire	2019
One Million Trees - Lesson Plans series	Self-Help Africa and INTO	2020
One World. Our World (2019 Edition)	Irish Aid	2019
Our Land: Development Education Resource for Early Childhood	Trócaire	2019
Partnerships for the Goals: Resource for teachers and facilitators	Concern Worldwide	2018
Peace and Justice: Its up to Youth	NYCI	2017
Peace, Justice and strong institutions: Educational Resource for teachers and Educators	Concern Worldwide	2017
Peace, Justice and Strong Institutions: Resource for teachers and facilitators	Concern Worldwide	2019
Post-Primary School Pack	Amnesty International Ireland	2018
Power to be Equal: Trocaire working for Women's Empowerment	Trócaire	2018
Powerful Primary Geography: a toolkit for 21st Century Learning	Routledge	2020

Title	Publisher	Year
Primary School Education Pack	Show Racism the Red Card	2019
Primary schools: Transforming Our World – Our World Irish Aid Awards 2018	Irish Aid	2018
Professor Michael J Kelly Lecture Series on HIV and AIDS	Irish Global Health Network and Irish Aid	2017-2020
Project Honduras	Trócaire	2018
Put Us in The Picture	Sightsavers	2020
Qatar 2022: Fair or Foul	Amnesty International Ireland	2018
Quality Education: Resource for teachers and facilitators	Concern Worldwide	2020
Racism & Discrimination Resource - Sustainable Scouting Team	Scouting Ireland	2020
Reduced Inequalities: Resource for teachers and facilitators	Concern Worldwide	2020
Report on the Initial Mapping of Development Education in the Adult & Community Education Sector	Saolta	2020
Resources for undertaking inclusive youth work	National Youth Council of Ireland	2020
Responsible consumption and PRoduction: Educational Resource for teachers and Educators	Concern Worldwide	2017
Schools of Sanctuary	Places of Sanctuary Ireland	2020
Secondary School Education Pack	Show Racism the Red Card	2019

Title	Publisher	Year
Sexual and Reproductive Health and Rights	IFPA	2018
Sexual and Reproductive health and rights are central to development	IFPA	2018
Sexual and Reproductive Health and Rights in Conflict and Emergency	IFPA	2018
Someone Like Me: teacher companion	Concern	2020
Stand for Sustainability series	STAND	2020
Stay Safe. Invest Ethically	80:20 Educating and Acting for a Better World and Trade Justice Group, Comhlámh	2020
Stepping Stones for the Sustainable Development Goals: A workbook for community and adult education practitioners	Development Perspectives	2020
Stories that Matter: A toolkit for youthgroups to explore the power of storytelling	Trócaire	2019
Stronger Together: A toolkit for Partnerships in and beyond Development education	Irish Development Education Association	2017
Sustainability: in my community and in my world	Cork Educate Together Secondary School (CETSS) and North Wicklow Educate Together Secondary School (NWETSS)	2019
Sustainable Agriculture: teacher facilitation toolkit	Self-Help Africa	2019
Sustainable Cities and Communities: Educational resource for teachers and educators	Concern Worldwide	2018
Sustainable Development Goals	Concern Worldwide	2019

Title	Publisher	Year
Sustainable Development Goals: teacher facilitation toolkit	Self-Help Africa	2019
Tax Detective	Financial Justice Ireland	2020
Teaching about Climate Change in Irish primary schools	Trócaire	2018
The Brave Challenge	Amnesty International Ireland	2019
The Exploitation Game	Trócaire	2020
The Exploitation Game: Irish language version	Trócaire	2020
The Leave No One Behind Conversations	ATD Fourth World	2018
The Leave No One Behind Conversations - series 2	ATD Fourth World	2018
The Little Book of SDGs	Children in Crossfire	2017
The Messengers of Peace Resource booklet 2	Scouting Ireland	2018
The Messengers of Peace Resource booklet 2	Scouting Ireland	2017
The Problem with Plastics: Global Schools workshop plan & materials	Waterford One World Centre	2018
Tíreolaíocht na Sraithe Sóisearaí: Ag Gabháil don Oideachas Saoránachta Domhanda	WWGS	2019
Trade Justice: teacher facilitation toolkit	Self-Help Africa	2019
Training of Trainers: A Toolkit for active learning in the adult and community sector	Development Perspectives	2020

Title	Publisher	Year
Transforming Hate in Youth Settings	National Youth Council of Ireland	2018
Transforming Shadows. Education resource on conflict transformation for Youth Workers	National Youth Council of Ireland and Anna Lindh Foundation	2017
Treoir Maidir le Conas tabhairt faoin Oidheachas Saoranachta Domhanda Lamhleabhair an Mhuinteora	WWGS	2019
Twisted Game of Climate Change	Trócaire	2019
Two Villages	Self-Help Africa	2017
Understanding the Sustainable Development Goals. A Workbook for Further Education Institutions	Development Perspectives	2020
Use Your Art to End Gender Equality - poster series	80:20 Educating and Acting for a Better World and Loreto Bray	2019
Using Games in Youth Work for Development Education	National Youth Council of Ireland	2020
Using Results-Based Approaches in Development Education Settings: a practical toolkit	Irish Development Education Association	2018
Voices for Dignity: Ten Years at the Irish Human Rights and Poverty Stone	ATD Fourth World	2018
Water, Come to me!	GOAL	2019
We can Solve it: a Financial Justice Ireland Resource for the Junior Cycle Maths curriculum	Financial Justice Ireland	2020
We Make the Road by Walking: A Journey Through Walking exhibition	School of Education UCC	2018

Title	Publisher	Year
We Only Want the Earth - Exploring Creative Community Action: A Global Justice Infant Teaching Resource	Galway One World Centre	2019
What is Development Education	Trócaire	2017
What Next? A training resource for working with returned volunteers	Comhlámh, finep and INEX-SDA	2018
What's the PhotoStory Syria-Tipperary? A teaching resource for youth and community workers	Youth Work Ireland Tipperary	2017
Where There is No Engineer: Designing for Community Resilience	Engineers Without Borders and Development Technology in the Community (DTC) Research Group, Dublin Institute of Technology	2018
Women's Empowerment and Gender Equality	IFPA	2018
Young People's Sexual and reproductive Health and Rights	IFPA	2018
Youth Manifesto on Climate Justice	National Youth Council of Ireland	2020
Youth programme: Refugee week 2017	Scouting Ireland	2017
Zero Hunger: Educational resource for teachers and facilitators	Concern Worldwide	2020

Appendix 2 / Main SDG and education level identified per resource

	Early Years	Junior Primary	Senior Primary	Primary	Primary and Post Primary	Post Primary	Junior Cycle	Senior Cycle	Higher Education	Youth	Adult and Community Education	DE Practitioners	General users	TOTALS
1. No Poverty	1	-	1	-	1	1	1	-	-	-	3	-	2	10
2. Zero Hunger	-	-	1	-	1	-	1	-	-	-	-	-	-	3
3. Good Health & Well-Being	-	-	-	-	1	1	-	-	-	-	-	-	5	7
4. Quality Education	1	4	1	1	4	5	6	-	4	5	3	4	1	39
5. Gender Equality	-	-	-	1	1	1	1	-	-	2	-	-	-	6
6. Clean Water & Sanitation	1	1	-	-	1	4	-	-	-	-	-	-	-	7
7. Affordable & Clean Energy	-	-	-	-	1	-	-	-	-	-	-	-	-	1
8. Decent Work & Economic Growth	-	-	1	1	1	-	-	-	-	-	-	-	-	3
9. Industry, Innovation & Infrastructure	-	-	-	-	1	-	2	-	-	-	-	-	-	3
10. Reduced Inequalities	1	2	-	2	1	1	2	1	-	1	1	-	1	13
11. Sustainable Cities & Communities	-	-	2	-	-	2	1	-	1	-	-	-	-	6
12. Responsible Consumption & Production	-	-	2	1	-	3	2	-	-	1	-	-	-	9
13. Climate action	-	-	2	3	1	3	1	1	-	4	1	-	-	16
14. Life Below Water	-	-	-	-	1	-	-	-	-	-	-	-	-	1
15. Life on Land	-	-	-	-	1	-	-	-	-	-	-	-	-	1
16. Peace, Justice & Strong Institutions	-	-	1	1	1	2	3	-	-	8	2	-	-	18
17. Partnerships for the Goals	-	1	-	-	1	-	-	-	-	-	-	1	2	5
General Primer Introducing the Goals	-	4	5	1	2	8	7	2	1	9	11	1	3	54
Total number of resources														202

75

	DE Practitioners	Early Years	Junior & Senior Infants	Junior Primary	Senior Primary	Primary	Primary and Post Primary	Post Primary	Junior Cycle	Senior Cycle	Adult & Community	Higher Education	Youth	General Users	TOTALS	TOTALS (%)
No. of resources	6	4	1	12	16	11	20	31	27	4	21	6	30	14	202	100%
Purpose																
An event	1	-	-	-	1	-	-	-	1	-	1	-	3	3	10	5%
Programme support	2	4	1	12	13	10	3	29	25	4	14	5	23	8	153	76%
Research	2	-	-	-	1	1	-	1	-	-	3	1	1	1	11	6%
Information	1	-	-	-	-	-	-	-	-	-	1	-	1	2	5	3%
As part of a series	-	-	-	-	-	-	17	-	1	-	1	-	-	-	19	9%
Exhibition support	-	-	-	-	-	-	-	1	-	-	-	-	1	-	2	1%
Self directed learning	-	-	-	-	1	-	-	-	-	-	1	-	1	-	3	2%
Quality & impact characteristics																
Resource piloted	3	3	-	9	6	5	-	9	15	1	4	6	10	1	72	36%
Real-world issues and analysis	4	4	1	12	12	10	16	25	27	4	19	3	23	13	173	86%
Educational Activities	3	4	1	12	16	11	19	26	25	4	15	4	22	4	166	82%
Development content / perspectives	3	3	1	11	12	8	16	22	25	4	17	3	19	12	156	77%
Tracking impact	2	2	-	10	8	8	-	9	19	2	8	5	16	1	90	45%
Explores action ideas	2	3	1	12	13	9	20	26	23	3	17	5	23	9	166	82%

Secondary Target Audience															Total	%
DE practitioners	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2	1%
Early Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
Junior Primary	-	-	-	-	4	-	-	-	-	-	-	-	-	-	4	2%
Senior Primary	-	-	-	11	-	-	-	-	-	-	-	-	-	-	11	6%
Primary	-	1	-	-	-	-	-	1	-	-	-	-	-	-	2	1%
Primary and Post Primary	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3	2%
Post Primary	-	-	-	-	1	-	-	-	-	-	-	1	-	-	2	1%
Junior Cycle	-	-	-	-	3	-	-	-	-	-	-	-	-	-	3	2%
Transition Year	-	-	-	-	-	1	-	3	1	-	-	-	-	-	5	3%
Senior Cycle	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2	1%
Adult and Community	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2	1%
Higher Education	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1%
Youth	-	-	-	-	-	-	17	6	-	-	4	-	-	-	27	13%
General users	1	-	-	-	-	-	-	-	-	-	8	-	3	-	12	6%

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