

AN AUDIT OF IRISH DEVELOPMENT EDUCATION RESOURCES

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DevelopmentEducation.ie

Acknowledgments

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1.0 Introduction

www.developmenteducation.ie is a key online reference point for development education in Ireland managed by a consortium of 7 non-governmental organisations and is co-financed by Irish Aid. As part of its work programme for 2012, it was agreed to undertake an audit of available DE resources as part of a broader agenda of building up an annotated online database of such resources. In discussions with the members of the Management Committee and Irish Aid the following terms of reference were agreed. The full list of 236 resources included in the audit can be found at www.developmenteducation.ie/audit

Terms of Reference for Resources Audit by developmenteducation.ie, agreed June 28th, 2012

The core purpose of the audit is as follows:

- Research, list, describe and categorise (by sector and issue) Irish-produced DE resources (from a variety of sources) published since 2000 (there may well be exceptions to this rule as regards date).
- There has been some discussion of 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 far more complex exercise. This fact will, of course, limit the scope of the audit.
- Following an introduction which will clearly describe the limitations and difficulties involved in developing a resources audit, the work will focus on 5 sectors – Adult and Community Education (including Further Education); Youth; Higher Education; primary and post-primary educational resources.
- The audit will be completed by

December 2012 with a budget of €10,000 allocated to the task from the total overall budget to year end and will be linked to the resources library and annotations already completed with the final product as a separate report/resource (to be made available online).

- Each resource listed will be initially 'audited' as follows: title, publisher, author, date; brief description of the resource; intended primary audience; primary theme (and core sub-themes); availability details (if appropriate).
- Each resource will be then also be audited with the following information (this will allow users to assess the nature of the resource according to a common set of reference points):
 - Issue description, presentation and analysis (content) – this might be broken down further as we get into undertaking the audit
 - Its relevance and suggested use in various educational settings (methods and use; there could be some description of types of activities here also); criteria could include: reference to the curriculum; subject reference; activities; teacher notes - these additional notes could denote the level of 'interactivity' of the resource.
- Each entry will also have a 'comments section' where additional relevant information will be noted (linked to a website/other materials; part of a set; reprints etc.)
- The audit will review the 5 relevant sections with the entries related primarily to each (with reference to overlap to other sectors) plus a necessarily brief set of 'observations' on the sectoral resource base.
- The audit will conclude with an overall, brief set of general 'observations' relating to obvious strengths, weaknesses etc. It will include some

broad observations relating to areas where resource availability is limited and where there are obvious opportunities for future resource provision. It will not make a set of recommendations on what resources should be funded or provided.

- The audit will also comment on the availability or, more accurately, accessibility of such resources. We believe this will be a key issue arising from the audit.
- The process described above will be done in Phase 1 and the outcome/audit will be placed online in Phase 2 (post December 2012); this will be additional to the current annotated library and will take time (and resources) to complete. It will not be completed by December.

The Management Committee envisaged that the audit would encounter a number of difficulties which could limit the research and mediate its impact; these included the following points:

- Defining what is (and, inevitably what is not!) a DE resource – what criteria will be used for this; do we include purely intercultural or environmental resources; what, for example, about campaign materials?
- Resources in the Higher Education category will need to (carefully) distinguish between development studies and development education; the need to avoid listing articles and research papers related generally to DE; ensure all resources have some direct DE relevance etc.; defining how DE ‘looks’ in Higher and Teacher Education is particularly difficult. The audit should avoid becoming a listing of third level

research and conference papers.

- Identifying ‘gaps’ – this is a mammoth task as deciding on what a ‘gap’ is in the first place controversial (and will be contested); ‘gaps’ as regards what – ‘development or human rights’ content; ‘educational’ content; perspectives offered (or excluded); diverse political analyses of the issues; ‘officially’ approved resources (DES, NCCA etc.); the ‘action’ agenda etc.?
- Difficulties around obtaining information on, and access to the main resources as there is no central reference point but a series of such points which often do not include the more ‘obscure’ or ‘controversial’ resources.
- There will be a number of significant limitations to the audit – chiefly its focus on Irish resources but this is necessary if we are to reach our deadline of December next. Other sites with similar components such as www.globaldimension.org.uk can be referenced in this regard.
- For the purposes of the audit, the following ‘working definition’ of development education was adopted by those undertaking the research (recognising that definitions as such are routinely contested; the definition below is not offered as a ‘considered’ definition – it is simply a ‘working’ one for the purposes of the audit):
- 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).

2.0 Research Methodology

2.1 Procedures and Strategies

The methodology for the audit was agreed and overseen by the members of the management committee of **www.developmenteducation.ie** who have had considerable experience in development education, resource production and dissemination.

The audit timeframe was as follows:

- Audit project approved by Irish Aid and MC – 14th August
- Research design (template agreed) – 21 to 31st August
- Literature review – 1 to 14th September
- Pilot phase – 14 to 22nd September
- Pilot documents reviewed by MC and approved – 3rd October
- Auditing phase (collection and annotation) – 4th October to 20th December
- Report writing – 20 to 31st December

2.2 Data collection strategy

The agreed audit template was based on an adapted version of the annotation template already used for the resource catalogue of **www.developmenteducation.ie**, which had over 200 development education resources online as the audit commenced. This template was used during the pilot phase and was subsequently revised based on the changing needs of the project and in consultation with MC members and evidence from the literature review. See Appendix 1 below for the annotation template used in the project.

The pilot phase was used to test the template in practice and to discuss the strengths and weaknesses of the data collected as a result. Following a meeting of the Management Committee of the website, the audit template was further revised and agreed to guide data collection and analysis.

A statistical matrix was also designed to capture agreed qualitative indicators, organised by sector. Based on annotations, the matrix sought to extract the following information from resources:

- **Principal emphasis:**
 - Educational activities – are such activities included?
 - Analysis of issues – is ‘analysis’ of development issues included with evidence and argument?
 - Factual data – are facts/basic information included?
 - Onward links – are third party links or sources cited?
- **Accessibility (purchase or download)**
 - Availability – is the resource available?
 - Downloadable – is it available to download online?
 - Is the resource priced or free?
- **Target Audience**
 - Who is the principal target audience?
 - If relevant, is a subsidiary target audience identified?

The matrix was designed to preserve anonymity and establish an overall sense of the general state of DE resources in Ireland. The first 100+ resources were sourced directly from the **www.developmenteducation.ie** online catalogue.

As there was no single online or offline

reference point for DE resources in Ireland, it was agreed that a flexible approach to searching for and obtaining relevant resources would be necessary. Searching for centralised sites or databases of DE resources by sector also proved to be problematic as some sector databases needed significant updating or were unavailable at the time of writing (e.g. the DICE resource section was 'down'). The collection of data included the following methods:

- Systematic review of Irish DE, human rights and development websites, primarily Dóchas members (50 sites), Irish Development Education Association members (50+ websites), One World Centres, Ubuntu and DICE. In addition, the websites and resources of all members of The Wheel were surveyed (10,000+, eventually 37 such organisations were included) and, where appropriate, included.
- International development organisations' websites (those with local offices in Ireland).
- Search for DE resources or databases produced by educators and/or students from formal education settings (e.g. CDUs, local Education Centres, Colleges, CSPE Teachers Association, the Association of Geography of Ireland etc.).
- Visits to libraries and the borrowing of resources directly from organisations (e.g. UCD Development Studies library).
- The websites of organisations and private publishing companies that do not explicitly identify with 'development' or 'development education' but which produce relevant resources, such as those for CSPE, education for sustainable and human rights education.
- Discussions with a wide range of experienced DE practitioners and educators across the five sectors and within the Management Committee of www.developmenteducation.ie

Additionally, an audit 'page' was included on www.developmenteducation.ie and individuals and organisations were encouraged to contribute.

2.3 Initial issues arising in the data collection phase

A key initial problem arose due to the absence of a central reference point - as there was no definitive list of resources for any sector or by theme or age group, an open ended approach became necessary. This is simultaneously a strength but also a weakness in the research as there was no way of ensuring that 'all' relevant DE resources are included. Despite surveying over 150 websites there are, without doubt resources that have not been included in the current audit but which can be incorporated into the database as it develops further in the future.

An additional issue arose in the context of Third level DE where a very broad range of international texts, textbooks and academic journals predominate and where there is very considerable variation between colleges, courses and individual academics. This issue is further discussed below.

3.0 Limitations of the audit

This audit represents an initial attempt to begin to catalogue development education resources in Ireland and, as such it suffers from a series of significant limitations and must be interpreted in this light. Initially it was necessary to restrict the terms of reference of the audit for very practical reasons – it was simply not possible to audit all resources given the timeframe available to us (the audit was undertaken between September and December 2012). As a result, there are many resources currently in use in Ireland which are not included here.

A second important limitation relates to the debate about defining development education and related areas. For the purposes of this piece of work, a fairly restricted definition of a ‘DE resource’ was adopted – this is outlined in 3.2 below.

Other important limitations further restrict the scope of the audit – it is hoped that this initial work will continue to be expanded and supplemented in coming years with the overall objective of establishing a national database of annotated resources which can be freely accessed and used.

A third important limitation relates to the cataloguing of resources by theme and by sector. While it is necessary and useful to identify the dominant theme in a resource, many resources cover more than one or two key themes; in undertaking the resource, 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. Equally, we have allocated each resource to a principal and subsidiary target group (based on the self-declared intent of producers) but in many cases, the resource has identified multiple potential users. As a result it is important to interpret the audit findings flexibly. Despite this, we would

argue that the broad patterns identified in the audit remain accurate as regards both theme and sectoral focus.

3.1 Geographical, date and sectoral limitations

Following initial discussions within the consortium, it was decided for practical reasons to limit this initial audit to resources produced on the island of Ireland since the year 2000. We recognise that there are very many resources still in use which were produced before that date and we acknowledge that there are very many resources produced internationally and particularly in the United Kingdom also in use (many resources produced in the UK have direct relevance to DE in Northern Ireland but are not included here). Identifying a representative cohort of this latter resource base poses many significant difficulties. There is also a large range of other relevant resources produced internationally in use in Ireland – reports, novels, film, videos, documentaries etc. which form an integral part of the resource support base and which are not included here.

An additional difficulty encountered relates to resources used in the formal education sector at third level. While the audit does include a number of such resources, discussions with colleagues in that sector highlighted the fact that the majority of DE resources used are sourced from a huge range of international textbooks, journals and publications – while the number of Irish-produced DE, third level resources is increasing (particularly in the context of networks such as Ubuntu and DICE) it remains significantly limited. A separate audit of DE resources in this sector would be a significant future addition to this initial survey.

3.2 Defining a DE resource

The debate on defining development education and related areas and the links between them constitutes part of the strength and vibrancy of the subject area and consequently there is no 'official' definition of what constitutes a development education resource. For the purposes of this audit, we have defined such a resource as one primarily concerned with the educational processes around issues of human development, human rights and sustainability (and directly related areas). Resources profiling the work of agencies (official and NGO) have been included if they explicitly focus educationally on such work; this applies also to campaigning resources which have a strong educational strand.

There is much to be gained educationally from promotional and campaigning materials once they are used interrogatively. Given that the majority of resources are produced by aid and development agencies, very many of such resources are primarily focused on fundraising and promotion – these have been excluded from the audit. There are also many resources which simply promote a particular agenda or which simply campaign for a particular cause without much educational content – these we have excluded from the audit.

As a general 'rule of thumb', promotional or campaigning resources which focused 50% or more of their content on educational concerns were included.

3.3 Resource availability

One further limitation encountered was that of actually accessing identified resources; in some cases, such resources have gone out of print; in other cases they were available on websites that have ceased to function properly or have closed down along with their sponsoring agency. Where it has been possible, we have tried to source such resources from individuals or other organisations and have uploaded them on to www.developmenteducation.ie

3.4 Value judgements by those undertaking the audit

Undertaking the audit unavoidably involved making value judgements about resources. We have studiously avoided judging resources qualitatively – this was not in our mandate.

4.0 Audit statistics and findings

4.1 Audit Findings

Based on the data collection strategy (see section 2.2) the audit sought to capture both qualitative and quantitative information and this is briefly presented for each sector below.

Formal Education

Junior Primary

There are 15 resources (6.5% of total) in this category: the 3 dominant themes are climate change and sustainability, interculturalism/equality and poverty/hunger; production patterns suggest a significant increase in recent years (2008 – 2012).

The primary characteristics of resources produced are as follows: factual data (87%), educational activities (93%) and onward links (53%). All but one resource in this sector were free and 80% were available online.

Senior Primary

There are 22 resources (9% of total) in this category: the 3 dominant themes are sustainable development and climate change, human rights and poverty/hunger; over 50% of resources were produced in the past 4 years.

The primary characteristics of resources produced were as follows: factual data (91%), educational activities (91%) and onward links (50%). Again, all but one resource in this sector were free and 86% were available online.

Junior Cycle

There are 55 resources (23% of total) in this category: the 3 dominant themes are human development, human rights and interculturalism/equality; 53% of resources

were produced in the past 4 years. The primary characteristics of resources produced were as follows: factual data (85%), educational activities (67%) and onward links and analysis (56%). 78% were available free online.

Transition Year

There are 26 resources (11% of total) in this category: the 3 dominant themes are human development, aid/trade/debt and poverty/hunger and human rights; 75% of resources were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: factual data (85%), analysis of issues (73%) and educational activities (61%). All but 4 resources were free and 77% were available online.

Senior Cycle

There are 12 resources (5% of total) in this category: the 3 dominant themes are human rights, women's rights and human development; the vast majority of resources (75%) were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: analysis of issues and factual data (both 83%); and educational activities (50%). All but 1 resource were free and all are available online.

Third level/Teacher Education

There are 22 resources (9% of total) in this category: the 3 dominant themes are human development, development education and other (curriculum, health, HIV and AIDS etc.); the vast majority of resources (63%) were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: analysis of issues (100%) and educational activities, factual data and onward links (41% for each). 68% were available free and all are available online.

Non-Formal Education

Youth Leaders

There are 29 resources (12.5% of total) in this category: the 2 dominant themes are climate/sustainability and interculturalism/equality with an even spread of all other themes apart from activism and women & gender; again, the majority of resources (55%) were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: educational activities (93%), factual data (79%) and onward links (79% for each). 76% were available free and all but 5 are available online.

Youth 12 – 15 years

There are 7 resources (3% of total) in this category: the 3 dominant themes are human development, 'other' and human rights; 43% of such resources were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: factual data (100%), analysis of issues and educational activities (80%). All but 1 were available free and all are available online.

Youth 16 – 18 years

There are 4 resources (2% of total) in this category: the 3 dominant themes are human development, human rights and poverty & hunger; all were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: factual data (100%), educational activities (86%) and analysis of issues and onward links. All but 1 were available free and all are available online.

Adult and Community

There are 25 resources (11% of total) in this category: the 3 dominant themes are aid/trade/debt followed by climate change, activism and human development; the vast majority of resources (76%) were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: analysis of issues

(84%), factual data (80%) and onward links (56% for each). All but 2 are available free online (84% free online).

General Public

There are 19 resources (8% of total) in this category: the 3 dominant themes are human development, other and aid/trade/debt; again, the majority of resources (63%) were produced in the past 4/5 years.

The primary characteristics of resources produced were as follows: factual data (89%), analysis of issue (74%) and onward links (63% for each). All but one was free and 89% are available online.

Additional findings

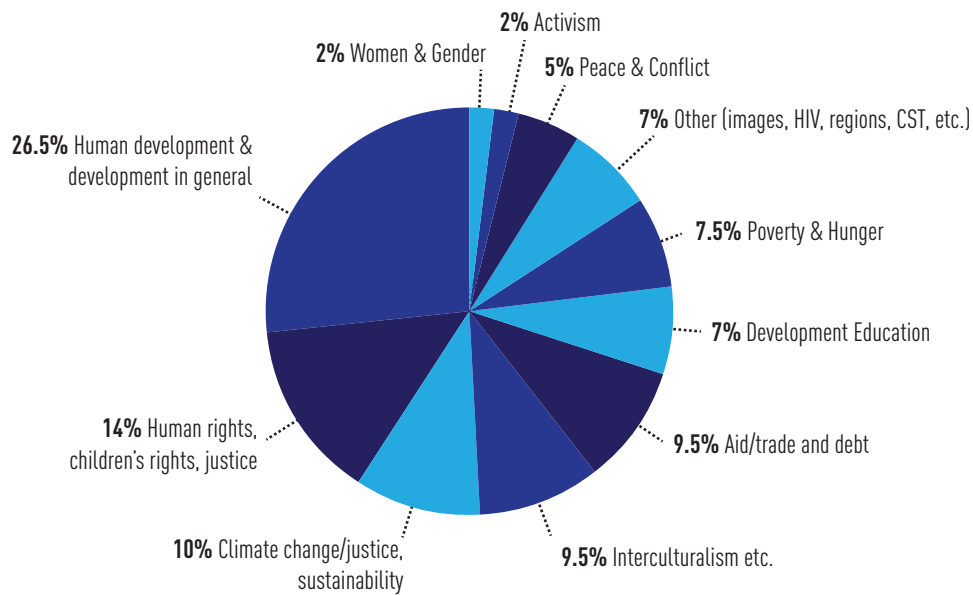
Only 19.9% of resources produced had ISBN numbers; this is something that needs to be addressed generally in future resources that are produced. There are important benefits in using ISBNs across the formal and non-formal sectors, including:

- It allows for more efficient marketing of the resource, including to libraries and universities
- Many distributors only list resources that have an ISBN
- DE students (and practitioners) should have access to DE resources, not just the target groups
- It is a universal standard that assigns a unique number for identifying different kinds of resources around the world
- As a universal standard and widely used identifier in search engines and resource distributors ISBNs professionalise DE publications by adhering to commonly used standards.

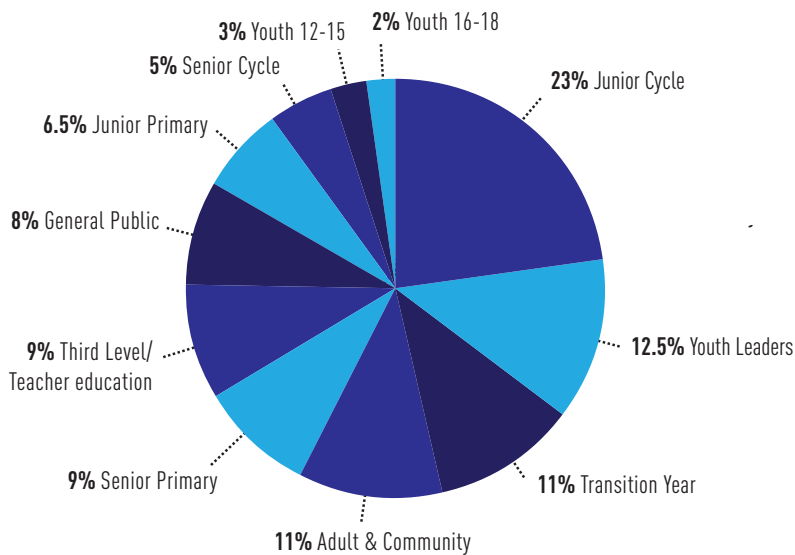
70% of resources were produced by non-governmental organisations (broadly defined); 13% by educational centres and institutions; 8% by state and semi-state organisations; 4% by community groups or organisations with the remaining 5% being produced by the private sector.

In many cases, resources were produced jointly; this is especially the case with NGOs and educational institutions.

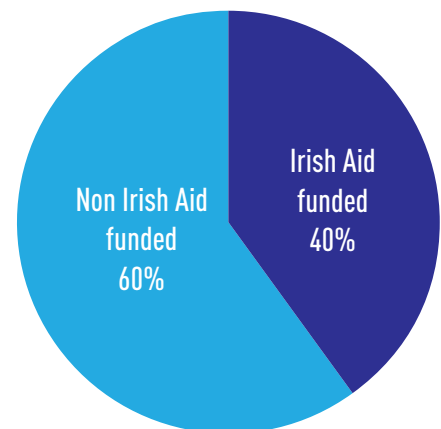
Thematic focus of resources audited



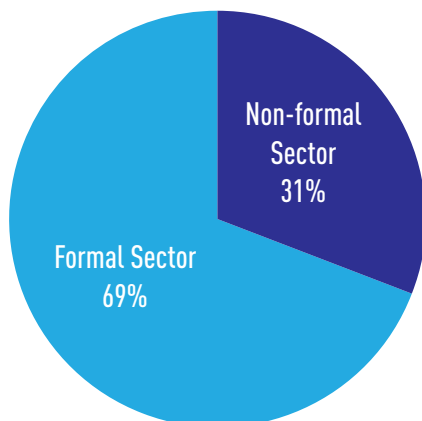
Distribution of resources by sector & target group



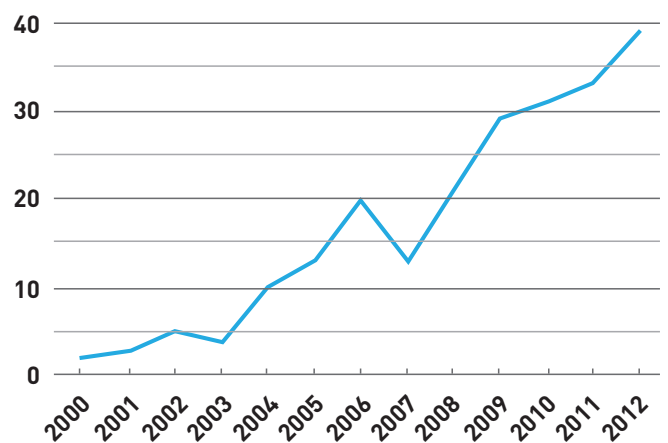
Irish Aid funding



Formal & non-formal Sector distribution of resources



DE resources produced in Ireland '00-'12



Exceptions: date not disclosed in resource or if resource produced as part of an on-going series i.e. journal issues, magazines, newsletters etc.

Resources by sector and target group (principal and subsidiary groups)

Sector	Principal Target Group No's	% of Total	Subsidiary Target Group No's
Junior Cycle			
Post-Primary	55	23	10
Youth Leaders	29	12.5	47
Transition Year	26	11	12
Adult and Community	25	11	21
Senior Primary	22	9	9
Third Level/ Teacher Education	22	9	5
General Public	19	8	11
Junior Primary	15	6.5	3
Senior Cycle Post-Primary	12	5	13
Youth 12+	7	3	25
Youth 16+	4	2	9
TOTALS	236	100	165

5.0 Commentary and Conclusions

In summary, the major conclusions from this audit include the following:

- There has been a significant increase in resource production in the past 4-5 years
- The overall quality of resources has increased very significantly over the past decade
- While NGOs remain the key providers of DE resources, there has been a significant increase in those provided by educational and community structures and institutions
- The formal sector of education remains the most serviced sector with Junior Cycle Post-Primary accounting for 23% of all resources audited across 11 user sector groups
- The majority of resources are available online (80%) and for free (84% of total) but there is still significant demand and need for hard copy resources and there are on-going limitations with digital resources, especially in the formal sector
- While there is no shortage of 'general' resources, there are significant weaknesses and omissions in resource coverage sectorally and thematically
- The opportunity cost of accessing resources remains high as there is no central reference point or resource centre where the scale and appropriateness of available materials can be reviewed. As it now stands, key resources are routinely difficult to locate and then access
- There are a number of relatively straightforward and simple steps that can be undertaken to improve resource quality and availability
- While there are limited sections as Gaeilge in some resources, the provision of resources as Gaeilge is effectively non-existent.

5.1 On resources by sector and theme

Formal/non-formal sector resources: 69% of all resources audited were designed for the formal sector with a corresponding 31% for the non-formal sector. The sector most represented was Junior Cycle post-primary accounting for 23% of resources followed by youth leaders (12.5%) Transition Year (11%) and adult and community (11%). The sectors least represented were Youth 16-18 (2%), Youth 12-15 (3%) and Senior Cycle post-primary (5%). However, it should be noted that Youth aged 12-15 or 16-18 were the most frequently cited as secondary targeted user groups and the general trend of the youth sector resources was to capture ages ranging from 12-18, rather than a narrow single age category that is more typical of formal education resources.

Thematic focus: Human Development; Human Rights and Climate Change emerged as the three most frequent themes and Women and Gender, Activism and Peace and Conflict being the three least frequently covered.

Irish Aid funding: 40% of the resources audited were co-financed by Irish Aid; aid and development NGOs remain the major producer and funder of resources.

NGO/non-NGO resources: recent years have witnessed significant growth in resources produced by educational institutions (e.g. curriculum development units and third level colleges); by governmental structures (the NCCA) and community-based organisations. Aid and development agencies remain the largest providers of resources (but many of these are heavily 'promotional').

5.2 On quality and content

The nature, quality and content of DE resources has risen very dramatically over the past decade or two – in general, the standard of DE resources in Ireland is very high by international standards and has improved dramatically in recent years. Many resources are now produced in partnership with educational institutions and organisations (e.g. One World Week resources, CSPE resources); their educational base is increasingly informed and research-based; they have become increasingly visual and well-designed and the range of media employed has expanded; sector practitioners have become increasingly more involved in the production process and piloting of DE resources, particularly in more recent years. Many Irish DE resources are well regarded internationally and have been adopted, translated and reproduced abroad (e.g. most recently the translation of Debating Aid into Lithuanian with EU funds).

The development and human rights ‘content’ of resources has, by contrast, progressed less significantly – while there are many high quality development and human rights focused DE resources, many remain ‘outdated’ and tend to concentrate heavily on educational methodologies and activities; on curriculum and syllabi links and contexts and less on current development and human rights realities. This is particularly true as regards ‘Developing World’ perspectives and viewpoints. Many resources present very simplistic analyses of issues (most often as regards the value and impact of aid) and ‘solutions’ with little concern for complexity and disagreement. While the need to ‘curricularise’ DE is self-evident and vital, there is also a need for better ‘balance’ with the development and human rights dimensions. The lack of focus on issues of women’s rights and activism in education is particularly striking.

DE resources continue to reflect changes in the context of both education and development - in recent

years, the content of resources has changed to reflect changing realities and contexts e.g. from an initial focus on the Millennium Development Goals from 2000-2006 to the increase in resources focusing on climate change and climate justice; on interculturalism etc., on CSPE, on teacher education etc.

Overall there is no shortage of ‘general resources’ but, from a development and an educational perspective, there are very significant weaknesses and omissions (e.g. women’s rights and senior cycle post-primary, to name but two).

Many resources (perhaps the majority) remain heavily influenced by ‘branding’, ‘profiling’, fundraising and promotional concerns with education a secondary consideration. This also tends to be the case with campaigning resources where the ‘pros and cons’ of issues remain underdeveloped.

5.3 On accessibility and availability

No central resources library, database or reference point for browsing, accessing and/or purchasing resources: as regards DE resources, one of the key challenges remains that of how appropriate resources can be identified and accessed. It requires considerable time, tenacity and familiarity to review and then acquire resources. Currently, such resources are spread across a large range of organisations, locations and internet sites and currently there is no guide or catalogue available (previously one was made available by Trócaire and Irish Aid). The opportunity costs of accessing resources via individual organisations remain high.

Making such a reference point available digitally would go some way towards resolving the issue for those resources that could be made available in this format (once the issue of cost is addressed) but it would by no means resolve the issue for hard copy resources or for educators seeking such resources (there is still considerable

demand for such resources, even where they are available digitally).

There is also the issue of facilitating educators in browsing resources generally prior to identifying those resources most suited to their needs and areas of focus.

Available resources are frequently hard to access – the audit routinely found it difficult to identify and access available resources as they are frequently ‘buried’ in websites which are primarily focused on other priorities e.g. organisational profiling, fundraising, general information, advocacy etc. In some cases, resources previously produced are no longer available on the producing organisation’s website (or the website has ceased to exist e.g. Banúlacht or single issue campaign websites such as Make Poverty History) and resources then need to be accessed through other’s sites (this again requires prior knowledge etc.).

Changes and trends in online technologies over time carry an element of risk if digital publications are to be solely relied upon; websites require regular maintenance, overhauls and updating, which does not guarantee availability or access to publications; campaign changes and priorities ‘hide’ older material from user access so that all eyes are on the most recent work only – this can relegate DE resources (whether they are popular, regularly accessed or not etc.) and sometimes remove them, without warning, from teacher pages. There is a strong case to be made that available DE resources should be more prominently profiled on existing sites for an agreed period of time (this is especially the case with resources funded or part funded by Irish Aid).

Currently, there is no structured approach to cataloguing available resources by sector or theme – accessing available resources is currently haphazard and random; there are few guides to resources by development or human rights themes or by age groups, educational sectors or settings. There is a need for

considerable work to be undertaken to respond to this weakness so educators can search and access by sector/theme etc. Such work would also highlight sectoral and thematic weaknesses etc. The use of ISBNs remains very limited.

Lack of co-ordinated marketing of resources – currently, there is no co-ordinated approach to highlighting available resources so that educators can get a sense of what is available and most relevant to their needs. Organisations with financial resources can publicise their own resources but this capacity is not available to all. Such a co-ordinated approach could be highly productive.

Cost of resources – there are many free resources available, especially from agencies/organisations with financial capacity whereas smaller organisations with more limited budgets frequently need to ‘recoup’ costs leading to the need to price resources.

While the debate on charging for online and offline resources is not an issue for resource rich organisations, it is definitely an issue for ‘poorer’ organisations. This issue is compounded by the need to strongly brand resources in order to justify costs etc. and this could pose a challenge to those attempting to produce ‘controversial’ or ‘advocacy’ resources in DE thus undermining the spread of resources and perspectives.

In the course of undertaking this audit, the authors identified resources costing from €5 - €30 per copy.

NGOs and resource production - it is worth recording that DE resource production is dominated by a limited number of major aid and development agencies and human rights organisations – their contribution to resource provision is very significant. However, as already noted many NGO resources are strongly oriented towards promotion and fundraising even when described by such NGOs as development education.

5.4 On gaps and opportunities

Substantial needs and opportunities for resource provision continue to exist in different educational settings and contexts as well as regards development and human rights issues.

Firstly, there is an on-going need to 'update' resources in terms of both data and analysis as situations; realities and understandings continue to change. Secondly, key development, sustainability and human rights issues remain weak in terms of resource provision; most notably in this audit in terms of women's rights, development 'activism', aid and trade etc. Considerable curricula and syllabi gaps also remain e.g. in maths, languages, sciences, art etc.; educational theory and understandings of the educational process also require constant up-dating.

Additionally, the majority of resources remain targeted at teachers and educators directly with little available for learner-directed education.

Thirdly, there is an on-going need for resources reflecting Developing World perspectives and analyses.

Gaps and therefore opportunities thematically include:

- Women's rights which remain significantly weak (only 4 resources from the total); aid, trade and debt issues (especially at senior cycle post-primary where this theme features strongly in syllabi etc.); 'regional' and 'area' studies (which also feature in syllabi); in health, peace and conflict and, surprisingly poverty and hunger themes
- Resources focused on the action dimension in DE remain weak in both quantitative and qualitative terms. There is no agreement on what 'action' means educationally and it is most often reduced to a set of repeated and limited actions – e.g. fundraising, supporting established campaigns, fairtrade

and writing to politicians or signing petitions) – an important exception is in 'action projects' in CSPE (but many of these remain weak in development, environmental or human rights terms)

- Existing development and human rights campaigns remain weak educationally (as do overseas 'project' focused resources) and consequently there is considerable scope for improvement here
- There is also considerable opportunity for strengthening onward referencing and linking within resource production.

In sectoral terms, gaps and opportunities include:

- At Senior Cycle post-primary level which remains weak especially in terms of human rights components of the syllabus; this stands in stark contrast to the situation in Junior Cycle
- Despite its many possibilities, Transition Year remains relatively weakly serviced as regards resources; the same is true also of junior level primary
- Apart from resources for Youth Leaders, the youth sector in general is relatively weak especially at senior level and while resources for Youth Leader resources appear very strong we have reservations on this pattern as referred to above
- As there is a tendency for many resources to be of a general thematic character, resources are often tangentially relevant to the concerns and foci of different sectors and often try to cover too much thematically thus not having sufficient depth.

Note: as noted earlier, most resources have identified a subsidiary target audience which often times could just as easily be equated with the principal target audience e.g. a TY resource often lists youth as its subsidiary audience. As a result, the trends and patterns noted above should be interpreted with flexibility.

In educational terms, gaps and opportunities include:

- Continuing need for resources to support formal sector education in diverse subject areas such as junior and senior cycle post-primary e.g. maths, history, business studies, RE, senior geography, languages, Gaeilge, art etc.
- Opportunities exist also at subject level in primary education and there is also a need for additional and appropriate 'analysis' of issues at this level
- Considerable opportunity exists for both Irish Aid and NGOs to greatly strengthen the educational elements of promotional and 'aid focused' resources.

5.5 On 'change and campaigning' resources

- One striking observation arising from this audit is the lack of campaigning, advocacy and activism resources. DE exists to promote change and to encourage participants to become 'aware', to come to 'judgement' on issues and to participate in change. The change options offered in the majority of extant resources remain limited with fundraising 'obedient campaigning' and 'joining organisations or campaigns' as the dominant options; similarly limited action options exist in the areas of sustainability and human rights.
- Such resources have an important role in DE once approached educationally e.g. profiling the 'aid' work of organisations or particular campaigns or particular philosophies of approach and diverse visions of development, environmental and human rights.
- Events focused or driven resources e.g. One World Week are useful and consistent in building a constituency for an agenda and, in the case of NYCI as regards their approach to design and delivery with the annual involvement of young people through their organisations.

5.6 On the digital debate

- **The growth of new technology and media has increasingly influenced DE resources** – there has been very significant growth in CD and, now, DVD-based resources enabling the inclusion of interactive resources, videos, music etc. This has facilitated greater focus on a broader range of learning contexts and capacities and offers very considerable future opportunities. The sector has yet to adequately and creatively address the area of whiteboard resources.
- The demand for hard copy resources however continues and this is unlikely to change in the short-term. Interestingly, there is significantly increased opportunity for online DE direct with younger people.
- **A growing international resource base** – there is now a vast array of resources available online internationally (reports; databases; interactive resources; video and film; literature and music; art, news media and research. There is a growing need for guides to such resources and on how they can/ could be better used in DE.

6.0 Recommendations

In considering the brief recommendations that follow, it is important to remember the limitations of this audit already referred to.

6.1 A central library/resource centre:

There is a pressing need for a central resource library/centre through which resources can be identified, accessed and purchased (as appropriate). Such a reference point is needed for the long-term agenda of DE. It is recommended that a feasibility study be jointly commissioned with relevant NGOs to consider the TOR for such a centre and the challenges and needs associated with establishing it.

Making many resources available through a central website such as www.developmenteducation.ie would go some way to satisfying need but as all resources will not be available free online and as many end users remain uninformed of the range and diversity of resources it would be unlikely to satisfy needs.

6.2 A national resource database:

It is recommended that the database associated with this audit be maintained and expanded in the coming years; that it be made available online with a range of associated resources and supports and that all producers of resources be encouraged to submit an annotation as new resources are developed.

It is also recommended that the database be expanded to include a far larger range and diversity of resources beyond those produced in Ireland and those formally recognised as DE resources.

6.3 Ongoing need for resources: as educational methods, approaches and ideas will continue to change and develop

there will always be a need for additional resources. Similarly, the need to update materials and analysis of development, environment and human rights issues will require the ongoing production of resources as will responding to the gaps and opportunities identified in this audit. It is therefore recommended that resource production remain central to strategies and funding streams within Irish Aid and across the NGO sector. It is hoped that this audit will assist with identifying and responding to priorities within this context.

6.4 Research into impact: one of the constant issues that arose in the course of undertaking this audit is that of assessing the value and impact of resources in terms of their stated aims and objectives. This is particularly the case with the many free resources as no cost is involved. It is recommended that research is initiated into assessing the actual use of resources and their impact among a diversity of sectors and users.

6.5 Hard and soft copy resources: as there is continued evidence of the need for and value of hard copy resources and as there are ongoing difficulties in accessing and downloading soft copy resources, it is recommended that both forms of resources continue to receive support funding.

6.6 Educational content: this audit has highlighted the educational potential of 'promotional' and campaigning resources which continue to form a sizeable proportion of available 'DE' resources. It is recommended that both Irish Aid and the NGO sector review the educational components of such materials with a view to ensuring their greater relevance to DE and related areas overall.

6.7 Availability, accessibility and promotion: It is recommended that all significant resources produced access

an ISBN number; that funded resources remain available for a specified period as a condition of funding (5 years); that resources remain accessible and visible on websites and that, where feasible and appropriate, copies are made available to websites such as www.developmenteducation.ie

6.8 Audit of third level resources: as this audit was unable to undertake a review of major resources used at third level, it is recommended that such a review be initiated in order to better ensure the effective servicing of resource need in that sector.

Appendix 1 - Template for resource audit annotations

1. Title	
2. Author	
3. Publisher and ISBN	
4. Year of Publication	
5. Themes	Key theme/focus of the resource – keep to a minimum list.
6. Topic/Brief annotation	<p>To include:</p> <ul style="list-style-type: none">• Content summary• Issue description, presentation and analysis• It's relevance and suggested use• Mechanical details:• No of activities/worksheets• Factsheets• Suggested sources for additional information
7. Format	<p>Select one of the following:</p> <ul style="list-style-type: none">• Book• Leaflet• CD-ROM• DVD• Magazine/Comic• Online Video• Teacher's Pack – poster/cartoons/photographs focus• Website• Whiteboard• Game <p>Note: where a printed resource accompanies videos/posters etc. this should be indicated in no.6 Topic/Brief Annotation above</p>
8. Primary audience/sector	<p>Who is the target audience? If there are curriculum links then the primary focus is on formal sector education ie schools.</p> <p>Select ONLY ONE of the following:</p> <ul style="list-style-type: none">• Junior primary• Senior Primary• Junior Cycle• TY• Senior Cycle• Third Level• Youth leaders• Youth 12-15• Youth 16-18• Youth 18+• Adult and Community• General public

9. Secondary audience/ sector	<p>Limit to ONE only, if obviously stated/intended by resource:</p> <ul style="list-style-type: none"> • Junior primary • Senior Primary • Junior Cycle • TY • Senior Cycle • Third Level • Youth leaders • Youth 12-15 • Youth 16-18 • Youth 18+ • Adult and Community • General public
10. Comments/ why resource was produced	<p>Any relevant information relating to why resource was produced ie: as part of a set; a reprint; part of a campaign; a single day event; an annual themed week; etc</p>
11. Resource strengths	<p>Use these or add more, as appropriate. Delete as relevant.</p> <ul style="list-style-type: none"> • Content accessible? • Layout accessible? • Sector involved in the production/peer-reviewed ie teachers consulted in a post primary resource? • Curriculum links to formal education sectors, where relevant? Lesson plans included? • Suitable for variety of age groups, abilities and contexts? • For more than one sector? • World perspectives (not just Irish)? • Formal class subjects linking: English; Geography; Science; Business Studies; CPSE; SPHE; etc. <p>Add any other strengths</p>
12. Availability and link (where possible)	<p>Include any descriptive stuff about where to buy it, cost of purchase €, links to supporting material such as Youtube videos etc.</p> <p>Where it is available online (PDF) download a copy of it so that the annotation can be put on de.ie in 2013</p>

Appendix 2: Content Framework Matrix

		Junior Primary	Senior Primary	Junior Cycle	Transition Year	Senior Cycle	Adult & Community	Third Level	Youth Leaders	Youth 12-15	Youth 16-18	General Public	TOTALS
	No. of resources	15	22	55	26	12	25	22	29	7	4	19	236
Primary Emphasis	Educational Activities	14	20	37	16	6	14	9	27	6	3	1	153
	Analysis of issues	5	9	31	19	10	21	22	19	6	2	14	158
	Factual data	13	20	47	22	10	20	9	23	6	4	17	191
	Onward links	8	11	31	15	4	14	9	23	4	2	12	133
Accessibility	Available	15	22	54	25	12	25	21	28	7	4	19	232
	Not Available			1				1	1				3
	Available to download online	12	19	43	20	11	21	15	22	5	3	17	188
	Free	14	21	42	22	11	21	15	24	6	4	17	197
	Not Free	1	1	11	4	1	4	7	5	1	1	2	38
Subsidiary Target Audience	Junior Primary		4										4
	Senior Primary	10	3										13
	Junior Cycle				2				5				7
	Transition Year			8		2					2		12
	Senior Cycle			11	1		1	2					15
	Adult & Community				1			2	5	1	3	9	21
	Third Level						3					1	4
	Youth Leaders	4	7	2	13	2	8			2			38
	Youth 12-15			15	1				3				19
	Youth 16-18		1		4	4							9
	Youth 18+							1					1
	General Public				1		5		2	1			9

Appendix 3: No. of resources by thematic focus and sector

	Junior Primary	Senior Primary	Junior Cycle	Transition Year	Senior Cycle	Youth Leaders	Third Level	Adult & Community	General Public	Youth 12-15	Youth 15-18	TOTAL
Human Development	1	2	17	9	2	2	12	4	8	4	2	63
Human Rights, Justice	1	5	15	3	3	3	2	0	0	1	1	34
Climate Change and Sustainable Development	4	5	2	2	0	6	0	4	1	0	0	24
Interculturalism and Equality	3	3	7	1	0	6	0	1	1	0	0	22
Aid/Trade/ Debt	1	2	3	4	1	3	0	6	3	0	0	23
Development Education	2	1	1	2	1	3	4	2	0	0	0	16
Poverty, Wealth, Hunger and Food	2	4	4	2	1	1	1	0	2	0	1	18
Other (images, HIV, regions, CST etc.)	0	0	2	1	1	3	3	1	4	2	0	17
Peace and Conflict	1	0	4	2	1	2	0	1	0	0	0	11
Activism	0	0	0	0	0	0	0	4	0	0	0	4
Women and Gender	0	0	0	0	2	0	0	2	0	0	0	4
TOTAL	15	22	55	26	12	29	22	25	19	7	4	236