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Third Level Institutions and Non-Governmental Organisations (NGOs): Connections and Relationships

Eileen Connolly and Diana O Dwyer
School of Law and Government
Dublin City University

Centre for International Studies
School of Law and Government
Dublin City University
Ireland
Tel. +353 1 7008084
Fax + 353 1 7008036
Email cis@dcu.ie
Web: www.dcu.ie/~cis

Introduction

In a world where the amount of aid from developed countries is falling as a percentage of Gross National Product (GNP), development agencies that wish to maintain or increase their aid effort face the problem of bringing public opinion along with them. Development education, with its dual aim of informing and encouraging action, has an important role to play in winning this public support. It can explain the need for development assistance, provide information on development activities and persuade individuals to actively support the development project. To date the development education funds granted by Development Cooperation Ireland (DCI) have been directed mainly at primary or secondary level students and teacher training colleges. A recent exception has been funding for Suas (http://www.suas.ie/), an organisation which aims to raise awareness of development issues and encourage short term volunteering among third level students.

The purpose of this paper is to reflect on the role of development education by exploring the present and potential contribution of NGO/third level linkages. It will do this by examining the connections and relationships between NGOs and third level institutions in Ireland and by using the UK and US as a comparative international backdrop. This should help to highlight possible ways forward in enhancing the effectiveness of development education at third level.

Methodology

Initially a random website survey of international universities and NGOs was conducted with the aim of discovering the broadest variety of possible connections between NGOs and third level institutions. These connections were subsequently divided into two main categories, consisting of development education links and other links, which, while not necessarily related to development education, could possibly be expanded in that direction. Secondly, a more in-depth survey was made of the websites of five major UK NGOs, namely Oxfam, Christian Aid, Save the Children, UNICEF and Action Aid, with a particular emphasis on research links with third level institutions. Finally, the websites of seventeen Irish development NGOs and most of the Irish third level institutions were examined to ascertain whether the categories discovered from examining the international situation were relevant in an Irish context. *The Development Education Journal* in the UK and *INDEX* magazine published by Comhlámh in Ireland were also consulted as the main print sources of current information in the field.

The Irish NGOs surveyed were Action Aid Ireland, Aidlink, Trócaire, Concern, Christian Aid, World Vision Ireland, Wingspread International, Bóthar, Self Help Development International, Oxfam Ireland, Comhlámh, Afri, Church Missionary Society Ireland, Goal, Gorta, Suas and UNICEF. Third level institutions surveyed included the seven universities, the institutes of technology, the teacher training colleges, a sample of private colleges, such as Kimmage Development Studies Centre, the National College of Ireland, Griffith College, Portobello College and Dublin Business School and, in Northern Ireland, Queen's University Belfast and the University of Ulster.

It quickly became apparent from these initial website surveys that in order to capture the full range of development education activities currently underway both internationally and in Ireland, dedicated development education organisations like the Galway One

World Centre, community groups like Lourdes Youth and Community Services and solidarity groups such as the Latin America Solidarity Centre, would also need to be examined in addition to development NGOs as such. This research is currently underway and a broad cross section of these groups will be interviewed as part of the second portion of the research project.

Development Education

Although there is no generally accepted definition of development education, several definitions have been provided by different organisations, which will give an indication of what is involved. The UK Development Education Association (DEA) defines development education as 'lifelong learning that:
- explores the links between people living in the "developed" countries of the North with those of the "developing" South, enabling people to understand the links between their own lives and those of people throughout the world
- increases understanding of the economic, social, political and environmental forces which shape our lives
- develops the skills, attitudes and values which enable people to work together to take action to bring about change and take control of their own lives
- works towards achieving a more just and a more sustainable world in which power and resources are more equitably shared[1].

Development Cooperation Ireland (DCI) defines development education as 'an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels.' It also states that development education:
- is concerned with knowledge, ideas and understanding of issues that relate to global poverty and underdevelopment
- is an educational process based on learner-centred and interactive methodologies
- has a strong values dimension based on a commitment to social justice and human rights
- is oriented towards action to effect change for a more just and equal world.[2]

Many development education practitioners are reluctant to define it at all, seeing it as an inherently radical enterprise which would be constricted by efforts to place it in a definitional straitjacket:
'defining development education…runs contrary to its aim as a fluent, evolving process that encompasses process, content, methodology, skills and, ultimately social

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[1] http://www.dea.org.uk/dea/what_is_the_dea.html
[2] Ireland Aid, 'Deepening Public Understanding of International Development: Development Education Strategy Plan 2003-2005' p12, available at
http://www.dci.gov.ie/Uploads/DCI%20Development%20Education%20Strategy%202003-2005.pdf

transformation. A definition would limit this process and also confine it to a particular point in time'[3].

Bearing in mind these differences, the research will adopt the broadest possible interpretation of development education, so as not to unduly narrow the focus at this stage.

Development Education Links

Through the initial website survey of international and Irish NGOs and third level institutions, eleven main categories of development education links were identified:
- Third Level Courses in Development Studies
- Mainstreaming
- Teacher Training
- Development Education Courses
- Development Education in schools
- Development Education through community groups
- Development Education to the general public
- Development Education in developing countries
- Research and Publications
- Joint Membership of Networks
- Student/NGO Links

Third Level Courses in Development Studies
Development studies courses are self-evidently a form of development education, albeit one which is limited to a narrow audience with a specialised interest in development. In the Republic of Ireland development studies courses are available at University College Dublin (UCD) (http://www.ucd.ie/cds/) and Kimmage Manor (http://www.dsckim.ie/) and in Northern Ireland the University of Ulster is commencing a Bachelor of Science degree in International Development next year[4]. Third level institution/NGO cooperation might occur in this area when NGO staff are invited to speak as guest lecturers on development studies courses, but they are unlikely to have any input into course content.

Mainstreaming
Mainstreaming provides the best example of integration of development education within third level institutions. It is obviously only relevant as an NGO/third level link when it takes place after a process of collaboration between colleges and NGOs to determine course content, and/or when there is ongoing cooperation vis-à-vis the conduct of courses. This form of development education is present but not widespread in both the US and the UK. The best example is the Center for Advanced Study of International Development at Michigan State University (http://www.isp.msu.edu/CASID/), which has been responsible for mainstreaming development education modules into a wide variety of courses across a range of disciplines and co-operating with NGOs in terms of course content. More than 180 staff in over fifty departments are affiliated to the centre which

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[3] Stephen McCloskey, Coordinator of the One World Centre, Northern Ireland: 'The State We're in: Development Education in Ireland Today' in *INDEX*, Issue One, February 2003, p3.
[4] http://prospectus.ulster.ac.uk/course/?id=1717

promotes 225 courses relevant to international development[5]. The courses can be taken as modules in a range of disciplines. Interdisciplinary specialisations in international development are also available to undergraduates and postgraduates who enter the university in a variety of different streams. In addition, the university is involved in an outreach programme called the Michigan International Development Outreach Network (MIDEON), which aims to internationalise the curricula of numerous local community colleges and integrate development education into campus life. Given the more broad-based and interdisciplinary nature of the US third level system, mainstreaming is probably somewhat easier to accomplish than in a European or Irish context, where divisions between different faculties and disciplines tend to be more rigid.

Nevertheless, there has been considerable progress in mainstreaming development education in a number of UK universities. These include London South Bank University (http://www.lsbu.ac.uk/), Leeds Metropolitan University (http://www.lmu.ac.uk/), Bournemouth University (http://www.bournemouth.ac.uk/) and Anglia Polytechnic University[6], who have all been part of the DEA's *Global Perspectives in Higher Education* project. The project involved developing four exemplar modules which would integrate global perspectives into courses aimed at students in different disciplines such as tourism and business studies[7]. Bournemouth is probably the most advanced in terms of mainstreaming, having drawn up 'A Global Vision for Bournemouth University' in 1999[8]. The development education NGO Development Education in East Dorset (DEED)[9] was heavily involved in this process, working with the Business School to evaluate all their programmes in order to incorporate global perspectives in existing modules and develop new dedicated modules such as *Global Responsibility and Sustainable Business Practice* which is available as a module on the Bachelor of Arts degrees in Business Studies, Business and Management, and International Business Communication[10]. Depending on their subject area, different schools have focused on different aspects of development education. For example, the School of Design, Engineering and Computing has a sustainable product development focus[11], while the Institute of Health and Community Studies has concentrated on culture as a means of heightening global awareness[12].

In Ireland, a comparable incidence of mainstreaming is taking place in Trinity College, which since 1999 has been implementing a Broad Curriculum policy allowing students to take modules from different faculties instead of options from their own subject area. Many of the modules available under the Broad Curriculum are relevant to development education, including *Globalisation: Changing Worlds, Changing Minds*, *Sustainable Development and the Law* and *The Challenge of Development: Achieving the Millennium Development Goals in developing countries*[13]. DCU was the first Irish university to introduce interdisciplinary degrees and currently runs a number of interdisciplinary lectures and modules which are relevant to development education.

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[5] http://www.isp.msu.edu/CASID/about.html
[6] http://www.apu.ac.uk/apu/en/home.html
[7] http://www.dea.org.uk/higher/projects_he.html
[8] http://www.bournemouth.ac.uk/global_perspectives/
[9] http://www.glade.org/gold_deed.html
[10] http://www.bournemouth.ac.uk/global_perspectives/curriculum_example.html#ibal
[11] http://sustainable-design.bournemouth.ac.uk/
[12] http://www.bournemouth.ac.uk/global_perspectives/curriculum_example.html#ibal
[13] http://www.tcd.ie/Broad_Curriculum/courses.html

Teacher Training

Development education at primary and secondary level is much more advanced than at third level. This is reflected by the involvement of third level institutions in training primary and secondary teachers in development education, both as part of their initial teacher training and through in-service training. In the UK, the Centre for Global Education at Nottingham University (MUNDI) (http://www.mundi.org.uk/) trains teachers in development education in cooperation with development NGOs. Universities also co-operate with dedicated development education organisations in this area. An example is the *Global Dimension Project* run by the Manchester Development Education Project (http://www.dep.org.uk/) and Manchester Metropolitan University (http://www.mmu.ac.uk/), which aims to enhance the ability of teachers to teach development education[14].

In Ireland, NUI Maynooth, the Dublin teacher training colleges and Mary Immaculate College in Limerick all offer development education modules as part of their teacher training programmes. St Patrick's College, Drumcondra offers *Intercultural and Development Education* as a final year elective for example[15]. These modules originated from a pilot development education programme in the Dublin teacher training colleges from 2001 to 2003 involving development NGOs through the Network of Grassroots Development Education in Ireland (NODE)[16], Compass[17], Comhlámh (http://www.comhlamh.org/), and the now defunct National Committee for Development Education (NCDE). The programme is presently being put on a more permanent footing with the launch in December 2003 of the Development and Intercultural Education project (DICE) (http://www.cice.ie/dice.htm), based at the Church of Ireland College of Education, Rathmines, which also aims to initiate research in the field[18].

Development Education Courses

Internet research revealed few examples of third level courses for prospective development educators, apart from during teacher training. This indicates an apparent lack of formal training for people who teach development education in non-school settings such as youth and community groups, or indeed in universities. Presumably informal training by NGOs and experienced practitioners provides a substitute for this. However this is unlikely to involve third level institutions and so would not come under the heading of NGO/third level links.

Only one instance of third level institution/NGO collaboration in the field of training development education practitioners was found. The UK DEA and the Institute of Education at the University of London have introduced a one year Advanced Certificate in Training for Development Education[19], also known as the *Global Trainer* programme, which is aimed at people who train teachers, youth workers, adult or community group leaders and higher education practitioners in development education—in other words trainers of trainers in development education. It is interesting that the course is aimed at

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[14] http://www.dep.org.uk/itet/index.php
[15] http://www.spd.dcu.ie/main/courses/b_ed-education-03.shtml
[16] NODE was a network of Irish NGOs involved in development education which is now obsolete.
[17] Compass is a network of groups involved in development education at primary level:
http://www.comhlamh.org/training/25
[18] *INDEX* Issue Four February 2004 p8.
[19] http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=882&882_1=830&var1=&var2=ACTDEGT

trainers of development educators, rather than development educators per se. This emphasis on formal training for a small number of individuals who will then go on to train more development educators in an informal setting reflects development education's informal ethos compared to more conventional types of education. Paradoxically it also represents an effort to introduce some element of professionalism into development education, albeit at a further remove than is the case in primary school teaching for example.

Apart from the *Global Trainer* programme, no other academic courses appear to exist in the UK in the development education field. In Ireland, no such courses are currently available, but in the May 2004 edition of *INDEX,* reference was made to a one-day training session provided in Dublin by staff involved with the *Global Trainer* programme as a 'taster' of the course[20]. This may indicate a desire to introduce such a course in this country. The current accreditation debate[21] within the Irish development education sector, which seems to be focused on accrediting development education within the FETAC (Further Education and Training Awards Council) (http://www.fetac.ie/) system rather than in a university context, also indicates a desire for greater professionalism and recognition for the sector. For the moment however, development education training seems to be mostly limited to informal courses, such as Comhlámh's *Skills in Development Education* course[22] or Debt and Development Coalition Ireland's (http://www.debtireland.org/) debt training for development educators[23], although Lourdes Youth and Community Services have developed two FETAC courses for learners in their development education programme[24]. None of these appear to incorporate any third level institution involvement, although further research would be needed to confirm this.

Development education in schools
Besides training teachers, third level institutions are involved in development education at primary and secondary level in a number of other ways. In the UK, the Centre for Global Education at Nottingham University (MUNDI), in conjunction with NGOs, has devised school development education curricula and even conducted classes in schools[25]. In the Irish context, the Curriculum Development Unit at Mary Immaculate College, Limerick (http://www.cdu.mic.ul.ie/) has been the main institution involved in devising the development education curriculum at primary level. This has been done in partnership with NGOs like Trócaire. For example, the Team Planet sustainable development teaching resource for primary schools was created by the Curriculum Development Unit in partnership with Trócaire and the Catholic Agency for World Development[26].

Development education through community groups
Some third level institutions have become involved in devising development education courses aimed at community groups. In Ireland, the Development Studies Centre in Kimmage was involved in development education courses run by Lourdes Youth and

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[20] *INDEX* Issue Five May 2004 p7.
[21] See *INDEX* Issue Six September 2004.
[22] http://www.comhlamh.org/training/106
[23] *INDEX* Issue Three September 2003 p5.
[24] *INDEX* Issue Six September 2004 p9.
[25] http://www.mundi.org.uk/what-is-mundi/index.html
[26] http://www.cdu.mic.ul.ie/team_planet/default.html

Community Services, as were Banúlacht, Comhlámh, and the Debt and Development Coalition (Regan, 2003: 14).

Development education to the general public
In Ireland, the Development Studies Centre at Kimmage Manor runs evening courses on development-related topics which are open to the general public. It holds an annual *Understanding Development*[27] evening course and in 2005 is offering an evening course entitled *Understanding the Economics of Sustainability*, in collaboration with the NGO FEASTA (Foundation for the Economics of Sustainability). The latter course is aimed at 'anyone concerned with issues of the environment or sustainable development for reasons of work, active support or personal interest.'[28], which would presumably include NGO staff. Another example of this kind of third level institution involvement in development education is the provision of educational resources which can be accessed by the public or NGO staff, such as the Development Studies Library at UCD. On UCD's website it states that the acquisitions list was circulated to 52 organisations and individuals in 2002/3 (http://www.ucd.ie/cds/), some of whom were presumably NGO staff. Such libraries allow NGOs and third level institutions to share information in an organised way, making their respective research and publications available to each other and to the general public.

Development education in developing countries
Development education today is usually thought of in terms of educating people in the North about development issues. However, Paolo Freire, one of the writers on whose work the theory of development education is based, conceived of it as aimed at 'the oppressed' in Latin America. His concept of *conscientizacao* refers to a process whereby the oppressed come to perceive social, economic and political contradictions in the current socio-economic system (Freire, 1989: 19) and come to see their situation as a particular historical condition (Freire, 1989:71) which can be changed through revolutionary 'praxis' (Freire, 1989:36). In *Pedagogy of the Oppressed,* he does not mention the possibility of development education in the north, but as he is of the opinion that metropolitan societies will only ever develop other societies for their own benefit (Freire, 1989:161), it is unlikely that he would have supported it. Elsewhere he says 'the pedagogy of the oppressed cannot be developed or practiced by the oppressors. It would be a contradiction in terms if the oppressors not only defended but actually implemented a liberating education.' (Freire, 1989:39). Contemporary development education practice is obviously quite removed from these revolutionary ideals, and incorporates elements from many other writers besides Freire, yet development education in developing countries could still play an important role.

The provision of development education to people in developing countries does not appear to feature in the context of Irish third level institution/NGO links. It is difficult to determine on the basis of Internet research, but if Irish NGOs are involved in development education overseas, to date no evidence has been found of Irish third level institution collaboration. Internationally, US universities such as the Centre for International Education at the University of Massachusetts Amherst (http://www.umass.edu/cie/), collaborate with NGOs in providing overseas development education. The Centre specialises in International Development Education, and operates

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[27] http://www.dsckim.ie/parttime_course.aspx?guid=b6ab19f2-1922-4081-943a-f72023d5bb3d
[28] *Economics of Sustainability Brochure*, available at
http://www.dsckim.ie/parttime_course.aspx?guid=bf54a2fb-efe2-4011-af80-cb517bf3e655

in partnership with international NGOs such as Catholic Relief Services and Save the Children as well as developing country universities. Universities that are involved in development education mainstreaming and which offer distance learning to students in developing countries could also be placed in this category. London South Bank University's *Education for Sustainability* programme (http://www.lsbu.ac.uk/efs/), which can be taken online as a distance learning course is one example.

Research and Publications

From the evidence of the website surveys, monitoring, evaluation, and writings on the theory and practice of development education, appear to constitute the main elements of development education research at present. Evaluating the effectiveness of development education usually involves examining development education programmes in schools and producing a written report. There are plenty of instances of NGO/academic cooperation in this area. An example is UNICEF UK's Citizenship Education monitoring research project[29], which evaluates the effectiveness of development education in UK schools with the help of university academics. In Ireland, Mary Immaculate College, Limerick, Trócaire and 80:20 co-authored a 1999 report entitled *The World in the Classroom, Development Education in the Primary Curriculum*, which examined the effectiveness of development education at primary level. Such joint reports offer NGOs and third level institutions the opportunity to share differing perspectives on development education and indicate a certain parity of esteem is attached to the opinions of both parties by whoever commissions the research—in this case Ireland Aid. Another facet of cooperation in this area is the use of committees to oversee and evaluate development education projects, usually at the behest of a government body, such as DCI. It has become the norm for NGO staff and academics to serve on such monitoring or advisory committees, a prime example being the Development Education Unit Advisory Committee, which is made up of development education practitioners from academia and civil society[30].

Another type of link in this area involves NGO staff and academics contributing to the same journal or book on development education. An example is the recent Irish publication *From the Local to the Global: Key Concepts in Development Studies,* which included contributions from Queen's University Belfast and UCD, as well as the Debt and Development Coalition and Focus on the Global South[31]. In terms of writings on the theory and practice of development education, the UK *Development Education Journal* provides an example of a forum where NGO staff and academics can discuss their various philosophies and experiences of development education, and share information about the latest developments in the field. In Ireland, *INDEX* magazine fulfils this function, albeit with less academic input and fewer articles relevant to third level development education.

Joint membership of networks

Although this is quite a loose link, it illustrates the shared interests of third level institutions and NGOs and gives them a forum for interaction, particularly through annual meetings. In the UK, the Development Education Association (DEA) (http://www.dea.org.uk/) is an umbrella organisation of 240 groups involved in

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[29] http://www.unicef.org.uk/tz/teacher_support/cemp.asp
[30] http://www.dci.gov.ie/about_deac.asp?article=203
[31] Focus on the Global South is a programme of development policy research, analysis and action, attached to the Chulalongkorn University Social Research Institute in Bangkok: http://www.focusweb.org/.

development education, including NGOs, community groups and universities. Similarly the Development Studies Association (DSA) (http://www.devstud.org.uk/) is a development research network which counts among its members NGOs and academic institutions in both the UK and Ireland. On an international level, both the Global Development Network (GDN) (http://www.gdnet.org/) and the Society for International Development (SID) (http://www.sidint.org/) provide examples of networks open to third level institution and NGO membership. The Irish Development Education Association was only established in September 2004[32] but looks set to play a similar role to the UK DEA, with both NGOs and third level institution staff involved.

Student/NGO links
The most common student/NGO link appears to consist of college students fundraising for NGOs. This can take place in the context of development or human rights-related student societies or through the holding of occasional fundraising events by other student societies and sports clubs. Although not usually thought of as development education, raising money for an NGO can lead to increased awareness of development issues among both fundraisers and donors. From the perspective of development education, NGO/student links with a campaigning focus are probably more relevant than fundraising activities.

In the Republic of Ireland, five of the seven universities have student societies with some sort of development education focus. These include the One World and Suas societies, as well as university branches of NGOs, such as the GOAL society in NUI Galway. NGO/student links appear to be less developed in the Institutes of Technology and the private colleges than in the universities, so this is an area where new connections could be made. To give an indication of the kinds of activities in which student societies engage, in 2002/3 the DCU One World Society raised money for Amnesty, sold fair trade products, screened two John Pilger documentaries and hosted several guest speakers, including one from Christian Aid (http://www.redbrick.dcu.ie/~oneworld/).

NGO/student links often take place on an ad hoc basis and can be expected to vary in strength due to the transience of the student body. In some cases development education links have been put on a more formal basis however. Oxford Brookes University (http://www.brookes.ac.uk/), which has been designated as the UK's first fair trade university after a lengthy Oxfam-linked campaign by students[33], provides one example where informal student/NGO links have become institutionalised. Suas, which has branches in Trinity, UCC, NUI Galway and Mary Immaculate College, Limerick[34], provides another. Having started off as an offshoot of Trinity St. Vincent de Paul Society, the organisation has now been running extracurricular development education courses for students in UCD and Trinity for the last two years[35], with the help of facilitators from NGOs as well as university academics. The Irish Peace Society (http://www.peace.ie/) at the University of Limerick is a very active NGO-linked student society that organises trips to countries like Cuba, Lebanon and Ghana[36] and publishes its own journal *UL Perspectives, the Journal of Political Studies[37],* as well as discussion papers addressing

[32] *INDEX* Issue Seven February 2005 p2.
[33] http://www.peopleandplanet.org/tradejustice/fairtrade/casestudy.uni.php
[34] http://www.suas.ie/suas%20in%20ireland05/index.php
[35] http://www.suas.ie/mission05/index.php
[36] http://www.peace.ie/pastactivities.html
[37] http://www.peace.ie/pastacts/perspectives.html

international relations, politics and conflict resolution from quite an academic perspective[38]. It is unusual for a student society in that many of its members are PhD students with an academic interest in international affairs[39]. Both Suas and the Irish Peace Society illustrate how student/NGO links can be strengthened through the involvement of academic staff and postgraduate students who will tend to remain at the university for longer than undergraduates.

In some cases, NGOs have targeted their efforts at students taking courses which are particularly relevant to development or development education. One example is Norfolk Education & Action for Development (http://www.nead.org.uk/), a development education organisation which regularly runs *Global Perspectives* days for Bachelor of Education students at numerous UK universities[40] and the *Just Business* programme for teachers of economics and business studies[41]. Similarly, the NGO VETAID gives talks to agricultural science and veterinary students in Scottish colleges[42], sometimes as part of official course lectures, but more usually in the context of student-organised one-off talks. On the basis of the initial Internet survey it has not yet been possible to determine whether this is also a relevant trend in the Irish context.

Other Links

In the course of the website survey numerous connections emerged between NGOs and third level institutions, which, while not directly relevant to development education at present, could have the potential to be built upon and expanded in that direction. The following five types of links were identified:
- Research Links
- Management Links
- Joint projects in Developing Countries
- Conferences
- Educational Links

Research Links
Apart from the development education research links which were discussed earlier, the website surveys revealed several other kinds of research link. Cooperation between NGOs and third level institutions in the context of NGO-commissioned research publications provides one example. Although these publications are variously referred to on NGO websites as briefing papers, research papers and policy papers, for the sake of clarity, the term 'research paper' will be used here. Firstly, there were situations where academics wrote research papers for NGOs, in whole or in part. Using recent research papers[43] as a representative sample, two out of the five major UK NGOs produced research papers authored by university academics[44], but even for them this form of collaboration was the exception rather than the rule. It was far more common for NGO

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[38] http://www.peace.ie/read/discpapers.html
[39] http://www.peace.ie/about.html
[40] http://www.nead.org.uk/inset.htm
[41] http://www.nead.org.uk/jusbus.htm
[42] http://www.cpa.ed.ac.uk/bulletinarchive/1991-1992/07/noticeBoard.html
[43] The period examined by the survey was January 1st to November 22nd 2004.
[44] Oxfam and Save the Children

staff to write research papers themselves, but to consult academics for comments and expert opinion. Sometimes academic researchers were used to conduct primary research, while the actual report was written by an NGO worker. Even when research collaboration is defined loosely as involving consultation with academics, rather than academic authorship, the proportion of NGO research papers with academic links is quite low. For Oxfam the proportion was 22%[45], for Christian Aid 35%[46], Save the Children 33%[47], UNICEF 33%[48] and Action Aid 11%[49]. As the sample surveyed was small, these figures should not be regarded as definitive conclusions about the relative importance of academic collaboration for any of those organisations, the determination of which would require further quantitative research.

There were surprisingly few instances where NGO research papers referred to academic articles or books without indicating that personal consultation with the author had taken place. This may indicate a preference on the part of NGOs for interviewing academics or asking them for comments on a draft report, rather than reading academic material themselves. In terms of written source material, the research papers surveyed generally tended to utilise reports from other NGOs or from intergovernmental organisations rather than academic writing.

In Ireland, the first observation made from examining NGO websites was that very few seemed to publish their own research. Of the seventeen NGOs surveyed, only four (Trócaire, Afri, Comhlámh and Self Help Development International) appeared to publish any research at all. One reason for this is that many NGOs in Ireland are local branches of international organisations and rely on research conducted by head office or larger branches, usually in the US or UK. Oxfam Ireland, UNICEF Ireland, World Vision Ireland and Action Aid Ireland all provide examples of this. For the NGOs that did produce their own research, there seemed to be little if any academic involvement. Trócaire, which with thirteen papers[50] during the survey period[51], published the most original research, did not appear to have consulted academics on any of them.

Another variety of NGO/third level institution research collaboration was found through examining NGO journals. Of the five major UK NGOs surveyed, only Oxfam publishes an academic-style journal. From an analysis of their journal *Development in Practice* (http://www.developmentinpractice.org/), it seems to be more common for academics to write articles for NGO journals, than research papers for NGOs. This is probably because NGOs want to maintain intellectual ownership of research papers, while regarding journals as a forum for different views, which do not necessarily represent those of the organisation. According to the *Development in Practice* website, the journal 'offers practice-based analysis and research concerning the social dimensions of development and humanitarianism, and provides a forum for debate and the exchange

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[45] http://www.oxfam.co.uk/what_we_do/issues/key_papers.htm
[46] http://www.christianaid.co.uk/indepth/fulllist.htm
[47] http://www.savethechildren.org.uk/scuk/jsp/resources/archive-b.jsp?section=publication&filter=datepublished&sortbydate=2004&loadArticles=true
[48] This percentage only refers to downloadable publications, as details were not available on UNICEF's website about their other print publications http://www.unicef.org.uk/publications/download.asp
[49] http://www.actionaid.org.uk/index.asp?section_id=7
[50] http://www.trocaire.ie/policyandadvocacy/policyarchive.htm The policy archive is not available at present as it is being updated.
[51] The same period of January 1st to November 22nd 2004 was used for the Irish survey.

of ideas among practitioners, policy makers, academics, and activists worldwide'[52]. The presence of university academics on the journal's editorial board[53] also illustrates that journals are considered more 'academic' than research papers. In Ireland, Trócaire was the only NGO surveyed which published its own journal, and an examination of academic collaboration on the *Trócaire Development Review* appears to bear out the findings made in relation to Oxfam, with 20% of the articles in the 2003/4 edition of the journal authored by academics[54]. The presence of university lecturers on the journal's editorial board also corresponds to the Oxfam model[55].

Looking at research links from the other end, the use of NGO material in academic writing is commonplace. Unfortunately it is beyond the scope of the current survey to make any attempt to generalise about the role of such material, be it NGO reports or consultations with NGO staff, in academic research as a whole. All that can be said is that any academic research into development education will necessarily draw heavily on NGO experience, as has already been shown by the high incidence of third level institution/NGO cooperation in the area of monitoring and evaluation.

Another type of NGO/third level institution research link occurs when a university sets up its own research NGO. Examples of this include the Institute of Development Studies at Sussex University (http://www.ids.ac.uk/ids/), which set up the research NGO id21 (http://www.id21.org/) as a means of increasing the influence of academic research on development practice. In Ireland, the University of Limerick established the Irish Peace Institute (http://www.ul.ie/ipi/) in 1984 to research peace issues and engage in outreach. Setting up an independent NGO rather than a Centre within the university may have the objective of allowing more practical, non-'academic' work to be undertaken, as is the case with the Irish Peace Institute, and it may also serve to disassociate the NGO's work from that of the university, so that separate staff and resources can be committed to it. Despite the independent status of these NGOs, the relations between them and universities are clearly much closer than those between universities and NGOs in general. Setting up a research NGO in Ireland in the area of development education, using the two aforementioned examples as a model could be a possibility.

Management Links
A common link was for university staff to sit on NGO boards. This was true for at least three of the five major UK NGOs surveyed[56]. Most of the seventeen Irish NGOs examined did not provide board member information on their websites, but of the six that did[57], only one[58], seemed to have an academic on board, indicating a much lower level of third level institution/NGO links in this area than in the UK. However as most NGOs did not provide board member information on their websites, further research will be required to verify this assumption.

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[52] http://www.developmentinpractice.org/about.htm
[53] http://www.developmentinpractice.org/about.htm
[54] http://www.trocaire.org/policyandadvocacy/trocairedevelopmentreview/tdr0304.htm
[55] http://www.trocaire.org/policyandadvocacy/trocairedevelopmentreview/editorialstatement.pdf
[56] Not all of the NGOs supplied this information on their website. The three that provided such information and had university staff on their boards were Oxfam, UNICEF and Action Aid.
[57] Three of the six, Concern, Comhlámh and the Church Missionary Society are member organisations with directors drawn from the membership, so they do not have an external board of directors. World Vision Ireland and Aidlink both gave details of their boards, which did not include any academics.
[58] The only NGO that gave details of their board and which included academic staff was Afri. http://www.afri.buz.org/management.htm

Joint projects in developing countries
In the US some universities run projects in developing countries in partnership with NGOs or act as consultants on NGO projects. For example the Center for Development Education at the University of California and Los Angeles (UCLA) (http://www.gseis.ucla.edu/cide/) is working in a consultancy capacity for UNICEF to help reform the education system in Azerbaijan[59]. This level of cooperation does not appear to exist in the Irish context, but interviews with NGO staff could reveal information not available on the Internet. Many Irish NGOs are involved in educational projects overseas[60], so greater cooperation with third level institutions in this area could prove useful, particularly given the lack of overseas development education currently being carried out.

Conferences
Conferences provide another opportunity for NGO/third level institution interaction. Firstly academics may be invited to speak at conferences organised by NGOs. Recent conferences held by the five major UK NGOs mentioned earlier[61] in 2004 were examined to ascertain the level of academic involvement[62]. These results may not be entirely accurate due to a lack of systematic website listing of conferences and the small size of the sample. However, to give some general indication, the results were as follows: Oxfam held three conferences, 66% had university academics as speakers, neither Christian Aid nor Action Aid held any conferences involving academics, Save the Children and UNICEF held two conferences each, 50% of which involved academics. In Ireland, Trócaire[63] and Wingspread International[64] held conferences, neither of which involved academics. Again due to a lack of systematic website reporting of conferences, this data may not be completely accurate. Interviewing NGO staff would be the best method of ascertaining conference information.

A second variation of conference links occurs when NGO staff speak at conferences held in universities. This could mean the conference was organised by university staff or students, or simply that the campus was used as a venue for a conference organised by a third party. For example numerous NGO staff attended the October 2004 Irish Social Forum (ISF) (http://www.irishsocialforum.org/) which was partly held in UCD. The ISF is an annual conference modelled on the World Social Forum, and aims to provide an opportunity for social movements, NGOs, student organisations and academics to come together and discuss ways to bring about social change at all levels from the local to the global.

A third conference-related link is when university and NGO staff attend conferences organised by third parties, which are not held on university grounds. This is probably the

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[59] http://www.gseis.ucla.edu/cide/cide_projects_page.php?cat=5
[60] Examples include Suas: http://www.suas.ie/overseas%20partners05/partner%20projects.php, Concern: http://www.concern.net/overseas/programmeoverviews.ds2 and Trócaire: http://www.trocaire.ie/international/europe/europeintro.htm.
[61] Action Aid, Christian Aid, Oxfam, Save the Children and UNICEF.
[62] The time period surveyed was January 1st to November 22nd 2004.
[63] Trócaire held a conference entitled 'Keeping Our Word on the Millennium Development Goals: Addressing the EU's Responsibilities' in April 2004: http://www.keepourword.org/html/newsroom/040406_conference.htm
[64] Wingspread International hosted a seminar on 'Human Security and the UNCCD' in February 2004: http://www.wingspread.ie/archives/000020.html

most common form of NGO/academic staff interaction related to conferences. Large conferences held by government bodies or international organisations, such as the 15th International AIDS Conference held in Bangkok this year, provide an opportunity for academics and NGO staff to network and share information, in addition to listening to each other speak. NGO websites revealed a high level of attendance at such conferences. All of the five major UK NGOs surveyed were represented at the AIDS Conference for example.

Educational Links
From personal experience it seems to be relatively common for NGO staff to attend third level courses, such as the MA in International Relations at DCU, on a part time basis as a means of developing a broader understanding of development-related issues. Besides these forms of 'in-service' training, an obvious point is that many if not most NGO staff attended a third level institution at some stage, and will therefore have some degree of personal connection with at least one university or college. These personal links are more than likely the first building blocks used in constructing formal relationships between NGOs and third level institutions, whether in the area of development education or any other field. Given the wide variety of different qualifications possessed by NGO workers, possibilities abound to build on existing personal connections between NGO workers and many different third level institutions and departments, from marketing to engineering.

Conclusion

A general observation derived from the research is that while many connections exist between Irish NGOs and third level institutions, they tend to be informal and ad hoc, rather than formal and institutionalised. Development education at third level could be furthered by strengthening and institutionalising these existing links. The establishment of the Irish Development Education Association (IDEA) in September 2004 provides a nexus for organised information sharing within the development education community and a platform for the agreement of common goals, and as such is an example of the sort of institutionalisation of relationships which could help to strengthen development education. Further research, perhaps through interviews with IDEA's founders, will be needed to obtain more information on its plans for the future.

In terms of student society/NGO links, involving academic staff and postgraduate students appears to be one means of strengthening and institutionalising the existing personal connections between NGOs and undergraduate university students. Special attention would need to be given to building links between NGOs and students at other third level institutions, such as institutes of technology and private colleges. This is true for links between NGOs and other third level institutions in general, as almost all the examples of cooperation outlined above relate to connections between NGOs and universities.

Although some third level institutions currently offer courses on development issues to the general public, there is plenty of room for expansion in this area. Jointly organising evening courses between NGOs and third level staff could be a possibility, with alternate sessions facilitated by experienced field workers and academics, along the lines of the extracurricular model currently operated by Suas for university students. The evening course 'Understanding the Economics of Sustainability' developed by Kimmage

Development Studies Centre and FEASTA provides another model of this sort of cooperation. Interviews will be needed with Suas and FEASTA staff to investigate how this collaboration works. Although neither course is accredited, it could provide something of a model for NGO/third level institution cooperation in the area of mainstreaming.

Mainstreaming development education across a range of third level disciplines holds the promise of exposing far greater numbers of college students to development issues. If this can be done in consultation with NGOs in a way which harnesses their considerable experience in practicing development education, both third level institutions and NGOs could benefit. Mainstreaming could be fast-tracked for courses which are relevant to development work, such as medicine, engineering and marketing, and might help to encourage more students to become involved in working for NGOs in either a professional or voluntary capacity. In terms of one-off talks given by NGO staff to third level students, these could also be targeted at students whose skills might be useful in development work. One obstacle which could arise is that the action component of development education might be difficult to incorporate within the formal third level context. Similarly the polemical stance taken by NGOs on certain issues might clash with academic objectivity. These issues would need to be thrashed out through a process of consultation between NGOs and third level institutions, and raising them will form a part of the interview section of the research project.

Accreditation offers another opportunity for increased NGO/third level cooperation. Although efforts are currently focused on gaining FETAC accreditation for development education courses provided by NGOs, progression from these to relevant higher level qualifications in areas such as education, development studies and international relations could be an option. Scope also exists for greater input from third level institutions into the content of development education courses currently provided by NGOs. Although introducing more of an academic component would not always be suitable for informal courses, simply providing students with reading lists of academic material and facilitating access to academic libraries should they wish to pursue particular issues in greater depth would be a good idea.

Given the apparently low level of research collaboration between academics and NGOs in Ireland at the moment, potential seems to exist for greater cooperation in development research generally, as well as in the field of development education. One example could be third level institution involvement in monitoring and evaluation of NGO development education programmes. Similarly, third level development education modules might also benefit from NGO evaluation. Finally, collaboration on projects in developing countries seems largely unexplored by NGOs and third level institutions in Ireland and the UK, but could prove particularly suited to development education.

The points outlined above are merely what has arisen on the basis of initial website surveys, so clearly more in-depth research is needed to investigate the full range of interconnections and relationships which exist between Irish NGOs and third level institutions. Questionnaires could be used to collect more accurate quantitative data on the current state of NGO/third level linkages than is possible from Internet research. Interviews with experienced development education practitioners will also be useful in identifying practical ways of enhancing cooperation between NGOs and third level institutions in the future. As mentioned earlier, there is also a need for greater analysis of the role of smaller NGOs and development education organisations, as the research up

to now has mainly focused on the work of the larger development NGOs. All of this additional research is currently underway.

Appendix I: Websites

UK

NGOs
Action Aid
http://www.actionaid.org.uk/

Christian Aid
http://www.christianaid.co.uk/

Oxfam
http://www.oxfam.co.uk/
Development in Practice journal
http://www.developmentinpractice.org/

Save the Children
http://www.savethechildren.org.uk/scuk/jsp/index.jsp?flash=true

UNICEF
http://www.unicef.org.uk/
Citizenship Education monitoring research project
http://www.unicef.org.uk/tz/teacher_support/cemp.asp

Development Education Organisations
Development Education in East Dorset (DEED)
http://www.glade.org/gold_deed.html

Manchester Development Education Project
http://www.dep.org.uk/

Norfolk Education & Action for Development
http://www.nead.org.uk/

Development Networks
Development Education Association
http://www.dea.org.uk/

Development Studies Association (DSA)
(http://www.devstud.org.uk/)

Universities

Anglia Polytechnic University
http://www.apu.ac.uk/apu/en/home.html

Bournemouth University
http://www.bournemouth.ac.uk/
Global Perspectives
http://www.bournemouth.ac.uk/global_perspectives/

University of Nottingham
http://www.nottingham.ac.uk/
Centre for Global Education at Nottingham University (MUNDI) http://www.mundi.org.uk/

Institute of Development Studies at Sussex University
http://www.ids.ac.uk/ids/
id21
http://www.id21.org/

Institute of Education at the University of London
http://ioewebserver.ioe.ac.uk/ioe/
Advanced Certificate in Training for Development Education (The Global Trainer)
http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=882&882_1=830&var1=&var2=ACTD
EGT

Leeds Metropolitan University
http://www.lmu.ac.uk/

London South Bank University
http://www.lsbu.ac.uk/
Education for Sustainability programme
http://www.lsbu.ac.uk/efs/

Manchester Metropolitan University
http://www.mmu.ac.uk/

Oxford Brookes University
http://www.brookes.ac.uk/
How Oxford Brookes became the UK's first Fairtrade University
http://www.peopleandplanet.org/tradejustice/fairtrade/casestudy.uni.php

US

Center for Advanced Study of International Development at Michigan State University
http://www.isp.msu.edu/CASID/

Center for Development Education, University of California and Los Angeles (UCLA)
http://www.gseis.ucla.edu/cide/

Centre for International Education at the University of Massachusetts, Amherst
http://www.umass.edu/cie/

__International__

Global Development Network (GDN)
http://www.gdnet.org/

Focus on the Global South
http://www.focusweb.org/

Society for International Development (SID)
http://www.sidint.org/

Ireland

Development NGOs
Action Aid Ireland
http://www.actionaidireland.org/

Afri
http://www.afri.buz.org/

Aidlink
http://www.aidlink.ie/

Bóthar
http://www.bothar.ie/

Christian Aid
http://www.christian-aid.ie/

Church Missionary Society Ireland
http://www.cmsireland.org/

Comhlámh
http://www.comhlamh.org/

Concern
http://www.concern.net/

Goal
http://www.goal.ie/

Gorta
http://www.gorta.ie/

Oxfam Ireland
http://www.oxfamireland.ie/

Self Help Development International
http://www.selfhelp.ie/

Suas
http://www.suas.ie/

Trócaire
http://www.trocaire.ie/

UNICEF
http://www.unicef.ie/

Wingspread International
http://www.wingspread.ie/

World Vision Ireland
http://www.worldvision.ie/

Other Groups & Networks involved in Development Education
Africa Solidarity Centre
http://africacentre.ie/

Association of CSPE Teachers (ACT)
http://www.actonline.ie/

Attac Ireland/ Tobin Tax Initiative
http://attac.org/ireland/
http://www.tobintaxireland.ie/

Burma Action Ireland
http://free.freespeech.org/bai/

Calypso Productions
http://www.calypso.ie/

Children's Law Centre
http://www.childrenslawcentre.org/

Children in Crossfire (development education arm of Concern Universal)
http://www.concern-universal.org/cic.html

Cloyne Diocesan Youth Services
http://www.cloyne.irl.com/youth.htm

Compass: Development Education in the Primary School
http://www.comhlamh.org/training/25

Debt and Development Coalition Ireland
http://www.debtireland.org/

ECO-UNESCO
http://www.ecounesco.ie/

Fairtrade Mark Ireland
http://www.fairtrade.ie/

FEASTA (The Foundation for the Economics of Sustainability)
http://www.feasta.org/

IBBY (International Board on Books for Young People) Ireland
http://www.ibbyireland.ie/

ICTU Global Solidarity: A Development Education Project
http://www.ictuglobalsolidarity.org/

Ireland Palestine Solidarity Campaign
http://www.ipsc.ie/

Irish Social Forum
http://www.irishsocialforum.org/

Irish Woodworkers for Africa/Just Forests
http://www.justforests.org/

The Jesuit Centre for Faith and Justice
http://www.cfj.ie/

Kerry Action for Development Education
http://www.kade.ie/

Latin America Solidarity Centre
http://www.lasc.ie/

Liberties Inchicore Rialto (LIR), Anti-Racism Training Programme
http://www.siccda.ie/

Lourdes Youth and Community Services
http://www.homelessagency.ie/services/EducationTraining/Lourdes.html

Mayfield Community Arts Centre
http://www.mayfieldarts.org/newhome.htm

Nasc, the Irish Immigrant Support Centre
http://nasc.ucc.ie/

National Youth Council of Ireland
http://www.youth.ie/

One World Centre Northern Ireland
http://www.belfastdec.org/

Pax Christi
http://www.paxchristi.ie/

Poetry Ireland
http://www.poetryireland.ie/

SERVE, Development & Education Initiative of Redemptorist Pastoral Services
http://www.serve.ie/

Sustainable Ireland Cooperative Society
http://www.sustainable.ie/

Voluntary Service International
http://www.vsiireland.org/

West Papua Action
http://westpapuaaction.org/

Irish Third Level Institutions

Universities
Dublin City University
http://www.dcu.ie/

National University of Ireland, Galway
http://www.ucg.ie/

National University of Ireland, Maynooth
http://www.nuim.ie/

Trinity College Dublin
http://www.tcd.ie/
Broad Curriculum policy
http://www.tcd.ie/Broad_Curriculum/bchome.html

University College Cork
http://www.ucc.ie/

University College Dublin
http://www.ucd.ie/
Centre for Development Studies, UCD
http://www.ucd.ie/cds/

University of Limerick

http://www.ul.ie/
Irish Peace Institute
http://www.ul.ie/ipi/

Teacher Training Colleges
All Hallows College
http://www.allhallows.ie/

The Church of Ireland College of Education, Rathmines
http://www.cice.ie/
Development and Intercultural Education Project (DICE)
http://www.cice.ie/dice.htm

Froebel College of Education
http://www.froebel.ie/

Marino Institute of Education
http://www.mie.ie/

Mary Immaculate College Limerick
http://www.mic.ul.ie/
Curriculum Development Unit
http://www.cdu.mic.ul.ie/

St. Patrick's College Drumcondra
http://www.spd.dcu.ie/

Institutes of Technology
Athlone Institute of Technology
http://www.ait.ie/

Cork Institute of Technology
http://www.cit.ie/

Dublin Institute of Technology
http://www.dit.ie/

Dundalk Institute of Technology
http://www.dkit.ie/

Galway-Mayo Institute of Technology
http://www.gmit.ie/

Institute of Technology Carlow
http://www.itcarlow.ie/

Institute of Technology Sligo
http://www.itsligo.ie/

Institute of Technology Tallaght
http://www.tit.ie

Letterkenny Institute of Technology
http://www.lyit.ie/

Limerick Institute of Technology
http://www.lit.ie/

Institute of Technology Tralee
http://www.ittralee.ie/

Waterford Institute of Technology
http://www.wit.ie/

Other Irish Third Level Institutions

Development Studies Centre, Kimmage
http://www.dsckim.ie/
'Understanding the Economics of Sustainability' evening course
http://www.dsckim.ie/parttime_course.aspx?guid=bf54a2fb-efe2-4011-af80-cb517bf3e655
'Understanding Development' evening course
http://www.dsckim.ie/parttime_course.aspx?guid=b6ab19f2-1922-4081-943a-f72023d5bb3d

Dublin Business School
http://www.dbs.ie/

Griffith College Dublin
http://www.gcd.ie/

National College of Ireland
http://www.ncirl.ie/

Portobello College Dublin
http://www.portobello.ie/

Tipperary Institute
http://www.tippinst.ie/

FETAC (Further Education and Training Awards Council)
http://www.fetac.ie/

Northern Irish Third Level Institutions
Queens University Belfast
http://www.qub.ac.uk/

University of Ulster
http://www.ulst.ac.uk/

Irish Student Societies with a Development focus
The Irish Peace Society, University of Limerick
http://www.peace.ie/

One World Society, UCC
http://www.ucc.ie/students/socs/oneworld/

DCU One World Society
http://www.redbrick.dcu.ie/~oneworld/

Trinity One World Society
http://www.csc.tcd.ie/~oneworld/

One World Awareness Society, Mary Immaculate College
No website

Trinity College Suas Society
http://www.csc.tcd.ie/~suas/

GOAL Society NUI Galway
http://www.socs.nuigalway.ie/list_socs/viewSoc.php?id=48

Appendix II: Print Sources

Curriculum Development Unit, Mary Immaculate College, Limerick, Trócaire and 80:20, *The World in the Classroom: Development Education in the Primary Curriculum*, 1999.

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McCann, Gerard and McCloskey, Stephen, eds., *From the Local to the Global: Key Concepts in Development Studies*, Pluto Books, 2003.

Regan, Colm, *Development Education: An Introduction*, Development Cooperation Ireland, 2003. Available at http://www.dci.gov.ie/Uploads/DCI%20and%20Development%20Education.pdf

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Trócaire Development Review 2003/4, available at http://www.trocaire.org/policyandadvocacy/trocairedevelopmentreview/tdr0304.htm

UL Perspectives, the Journal of Political Studies, 2003. Table of contents available online at http://www.peace.ie/pastacts/perspectives.html#toc