



Creative Partnerships: Development Education & Black and Minority Ethnic Communities

Wednesday 22 March 2006, Equality Authority, Dublin
Facilitator: Vipin Chauhan

Workshop Report

The workshop was supported by:



Acknowledgements

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Introduction

This workshop was organised by the Centre for Global Education and facilitated by Vipin Chauhan as part of a larger capacity building in development education project supported by Irish Aid. The other key elements to the project include a development education journal, *Policy and Practice*, and an annual development education conference for practitioners.

Purpose

This workshop explored the key issues experienced by Black and minority ethnic (BME) and migrant communities when engaging in development education and the key issues faced by the development education organisations (DEOs) in involving BME and migrant communities in their work.

Workshop objectives

1. To identify some of the key issues faced by the DEOs in their work with BME/migrant communities
2. To explore the patterns of BME/migrant engagement in development education
3. To explore strategies for developing collaborative working relationships between DEOs and BME/migrant communities
4. To provide an opportunity for sharing experiences, networking and creating future partnerships

10.00-10.30	Arrivals, registration and refreshments
10.30-10.45	Welcome and introduction Programme details
10.45-11.30	1. Key issues faced by the DE movement when working with BME/migrant communities 2. Key issues faced by BME/migrant communities when engaging with DEOs/development education
11.30-11.40	Break
1.40-12.10	Key principles/good practice issues involved in BME/migrant community engagement in development education
2.10-12.45	Identifying strategies for more effective engagement and collaborative working

What is development education?

Development education aims to raise awareness and understanding of how global issues affect the lives of individuals, communities and societies and how all of us can and do influence the global society we live in - as active global citizens. It aims to bring global perspectives into all aspects of learning - the school classroom, universities, local community activities, and the media.

Development education is 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.

(Taken from the DEA website www.dea.org.uk)

Group work outputs from the workshop:

What are the issues and challenges facing development education organizations (DEOs)?

- Further education colleges are monocultural, both students and staff
- Irish law implications for non-nationals/non-EU people
- Issues of the right to work, those not in the world of work
- Not knowing who is out there
- Visibility
- Lack of capacity e.g. in terms of outreach
- Diversity of BME sector and knowing who to contact - often there is no one representative of a group or organization
- Uncertainty of agendas
- DEOs are keen to engage but jump in and deliver to the BME sector
- Time is not always taken to establish quality partnerships
- Barriers to awareness of cultural differences

- Funding - difficulties in the flexibility of shifting resources and qualitative vs. quantitative outputs

What are the issues and challenges facing BME sector?

- Fitting the criteria
- Volunteering vs. employment
- Lack of capacity
- Other priorities, other than development education
- BME organizations are often new/small/under funded
- Lack of voice - state agenda/support
- Dealing with resentment and justifying
- Acceptance of 'poverty' especially in the native populations
- Lack of educational opportunities within mainstream
- Quality of partnership and risk taking
- Being used - colonised
- Tokenism and the 'face' of BME development education
- Need for Irish language in certain jobs
- Constraints of the Northern Ireland/Irish curriculum to provide opportunities for greater BME involvement
- Need for positive action/discrimination?

Identifying strategies for more effective engagement and collaborative working - Group 1

- Better access to resources for BME groups
- More engagement between the two sectors at a community level - this should be part of a mission statement
- Improved information about fund raising and fund raising skills
- Explore joint bidding for funding
- Placements within DEOs for BME sector and vice versa - shared learning and improved communication and links

Identifying strategies for more effective engagement and collaborative working - Group 2

- Openness - be aware of 'tip-toeing' or political correctness
- Listen to subtleties (cultural or otherwise)
- Find each others strengths and needs
- Focus on strengths and agree on what they really are
- Planning together
- BME to play a prominent role (speaker, facilitator, involved in planning) and not just 'a face'
- Take into account each other's expectations, beliefs, values
- Establish (better) mechanisms to record and share learning within your organization and externally
- Learning becoming a tool of transformation

- Be clear about objectives and about measuring the outcomes and impact
- Consider working/learning from ‘unusual suspects’ especially across sectors
- Beware of assumptions and specify the specifics of engagement

Handouts:

DEVELOPING CREATIVE PARTNERSHIPS: KEY PRINCIPLES

Partnership of equals

Role in decision making processes

Acknowledging the diversity, depth and complexity of the BME/migrant voluntary and community sector

Acknowledging to and responding to the development education capacity building needs of BME/migrant organisations

The need for sustainable solutions and partnerships not just opportunism

DEVELOPING CREATIVE PARTNERSHIPS: UNDERPINNING BELIEFS AND VALUES

Key drivers for change (external or internal)

Motivating factors (tokenistic or genuine)

Desired outcomes (holistic or piece-meal)

Equal validation to DE activities of BME organisations

Capitalising on BME - Southern links

DEVELOPING CREATIVE PARTNERSHIPS: KEY INTERVENTION POINTS WITHIN DEOs

Community outreach, involvement and engagement

Composition of staff and volunteers

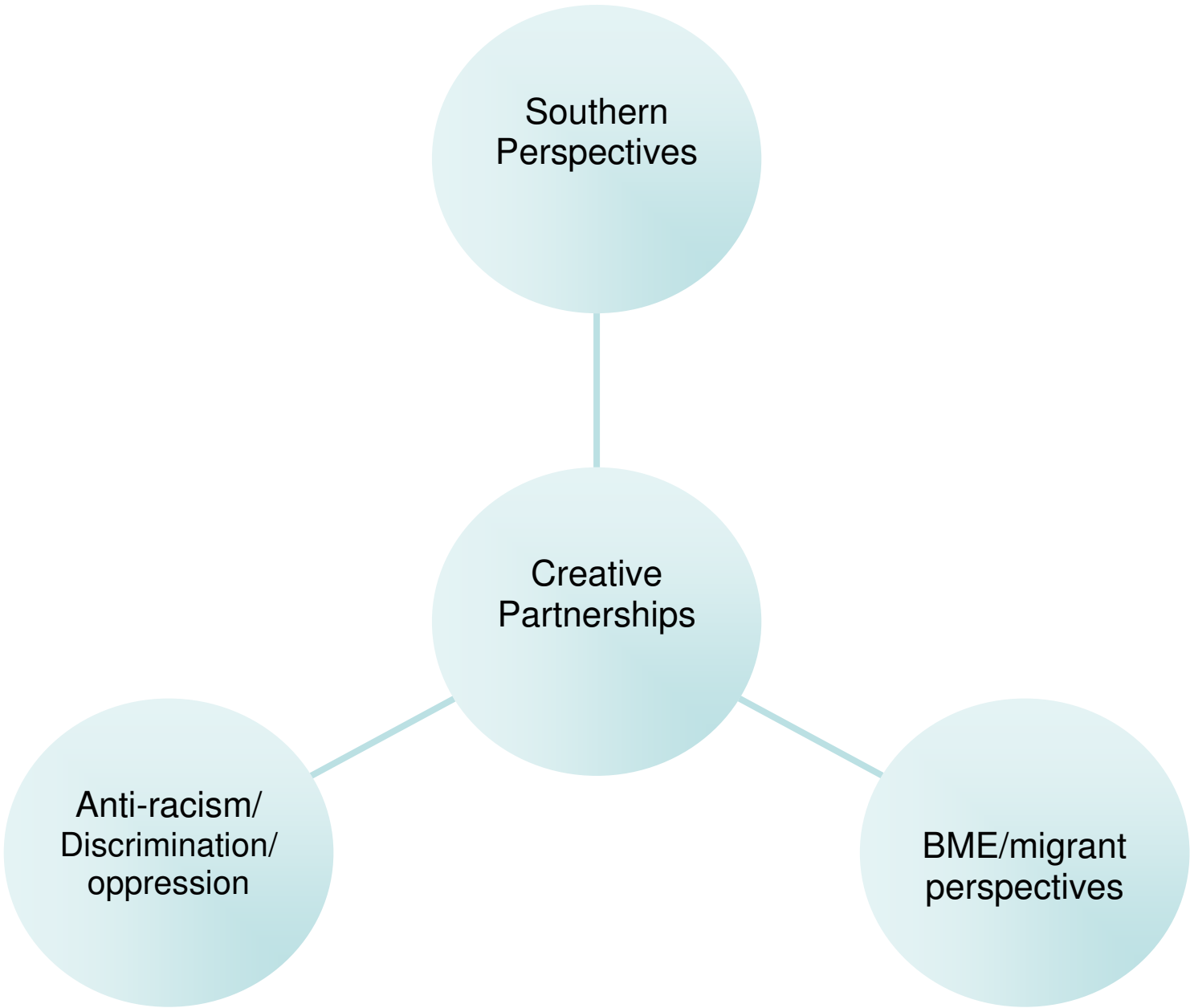
Composition of Governance bodies

Content, style and delivery of development education

Supportive infrastructure including training for anti-discriminatory work and professional development of BME/migrant staff

Assessing the impact and outcomes of our collective efforts

3 Fundamentals of Creative Partnership Development



Workshop participants

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Facilitator information

Vipin Chauhan is the Principal Partner of Lotus Management Consultancy Ltd., a practice that provides client based services to voluntary, community and public sector organisations. He specialises in capacity building training, mapping and scoping studies, data analysis, report writing, social action research and project evaluations. He has a background in youth work, community development, the Black (+ ethnic minority) voluntary sector, global education, regeneration, equality and diversity, social inclusion and management and organisational development.

Vipin is an Associate Lecturer at Leicester’s De Montfort University in the Faculty of Health and Community Studies and at Leicester University’s Institute of Lifelong Learning and is an Associate of the Co-operative College, Manchester and the Development Education Association, London.

Further resources

1. Chauhan, V. (2002) You, Me and the World. Young People Now. May issue.
2. Joseph, J., Akpokavi, K.B., Chauhan, V. and Cummins, V. (2002) Towards Global Democracy: An exploration of Black Perspectives in Global Youth Work. London: DEA.
3. Lewis, M. and Najmudin, R. (1999) Guidelines for Collaborative Working between Black and Minority Ethnic Groups and Development Educators. London: DEA.

4. McCloskey, S. ed. (2004) *The Global Dimension in the Black and Minority Ethnic Sector in Northern Ireland*, One World Centre.
5. Najmudin, R. and Budgett-Meakin, C. (2001) *Black Voices in Development Education*. London: DEA.
6. Ohri, A. (1997) *The World in Our Neighbourhood* London: DEA.
7. Williams, B. (1999) *The World in Your Pocket*. London: Actionaid.

CONTEXTUAL READING

1. Alexander, T. (1994) *Unravelling Global Apartheid: An exploration of World Politics*. Oxford: Polity Press
2. Chauhan, V. (2002) *Civilising Global Democracy*. *Development Education Journal*, June issue.
3. Fanon, F. (1967) *Black Skins, White Masks*. Penguin
4. George, S. (1994) *A Fate Worse Than Debt*. Penguin
5. Petras, J. and Veltmeyer, H. (2001) *Globalisation Unmasked*. Delhi: Madhyam Books.
6. Rodney, W. (1972) *How Europe Underdeveloped Africa*. London: Bogle-L'Ouverture.

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Report compiled and written by Catherine Simmons

The views expressed in this report are those of the workshop participants and can in no way be taken to reflect the official opinion of Irish Aid.

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