

# DEVELOPMENT EDUCATION AND DEVELOPMENT: A (NEW) RELATIONSHIP FOR CHANGING ECONOMIC AND GEOPOLITICAL TIMES

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# Introduction

- Development education and development : a brief history of (very little) time together
- Stretching development imaginaries and changing geopolitics
- Reimagining DE and development: postcolonialism, cosmopolitanism and conversation
- Conceptual, strategic and political challenges

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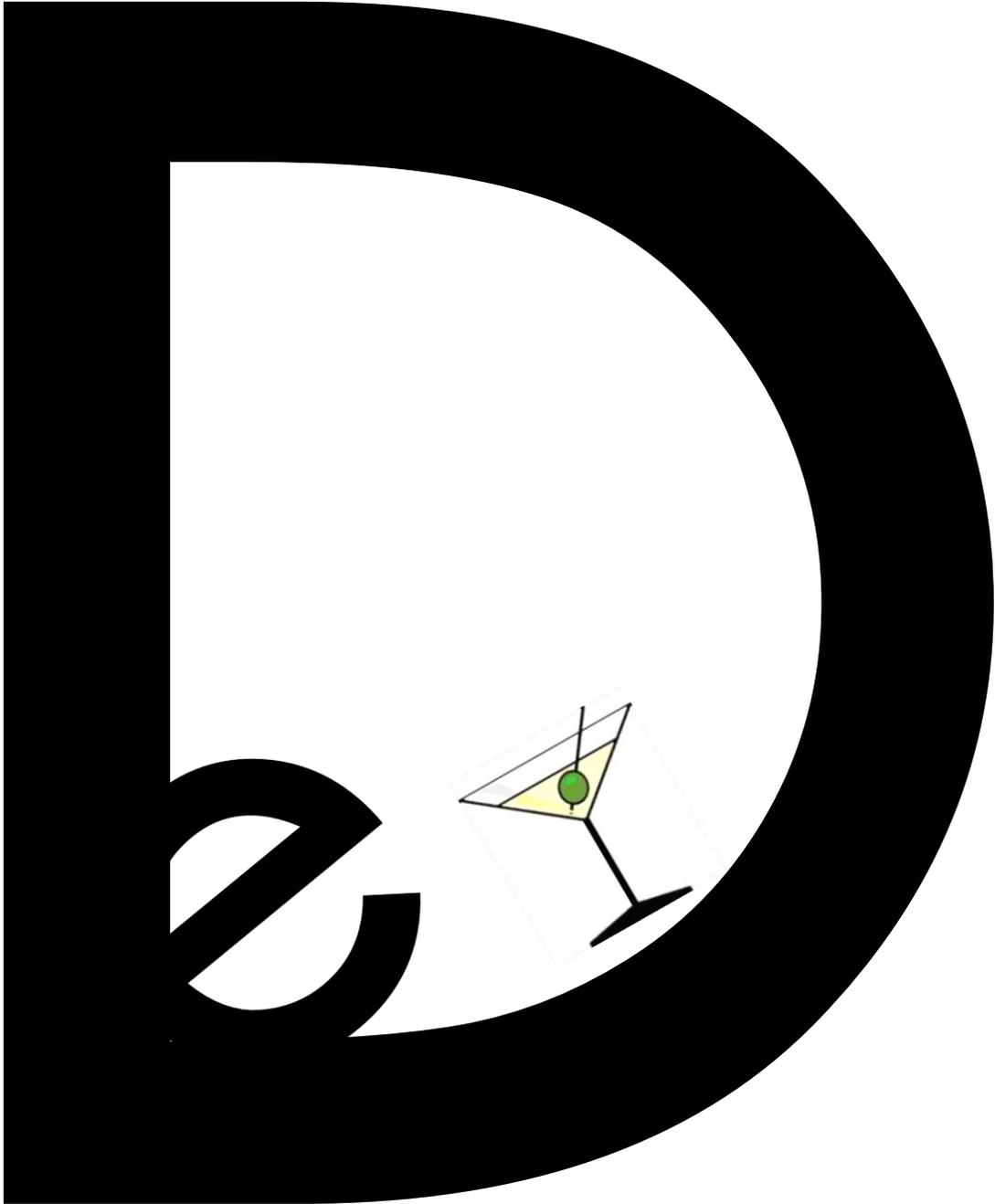
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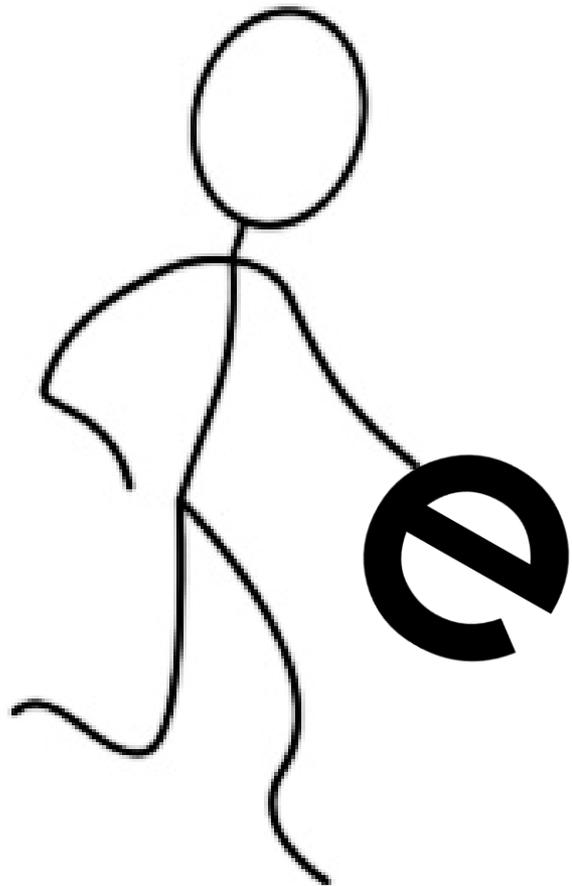
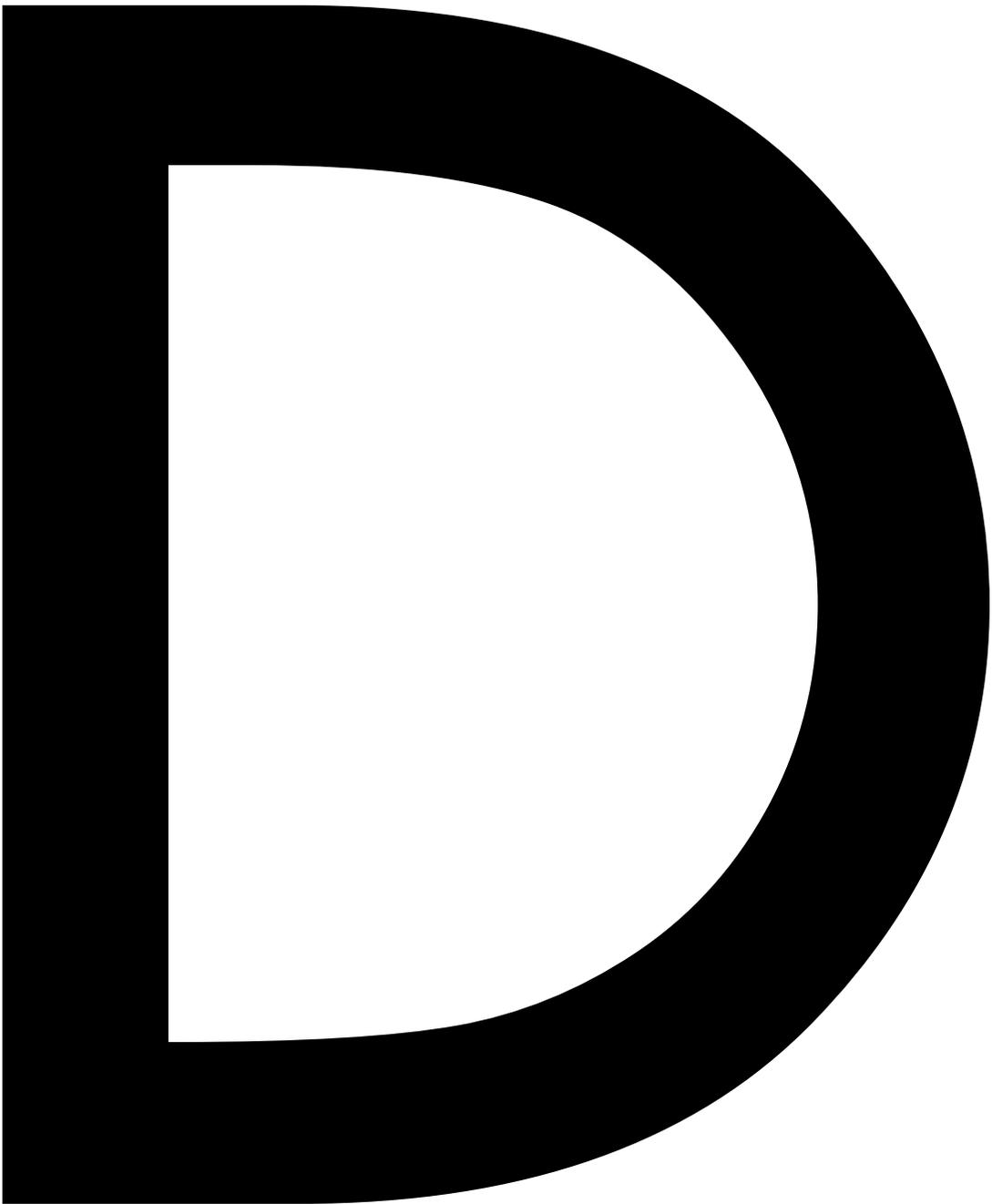
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# Development education and development studies: a brief history of (very little) time together

- 'no formal structures that connect development studies to development education' (Andreotti, 2007: 35)
- 'the terminology used to articulate it [DE] or even promote it rarely uses the term "development"' (Bourne, 2008)
- DE largely absent from development textbooks and academic debate
- Unwin in Desai and Potter (2006) – 'Doing Development research "at home": DE as a site for economy scholarship?
- DE constructed as outside 'development practice'

# Development education and development studies: a brief history of (very little) time together

## **DS academics:**

- ‘We do a degree in development studies – that’s development education’
- ‘... mainly related to school education’
- ‘PR in the UK’

## **Parallel divergences: neoliberal professionalisation?**

- Mainstreaming of DE and focus on ‘learning’
- Neoliberalisation of development and reinscribing of focus on development as ‘over there’
  - ▣ ‘... as far as they [students] are concerned development is about the developing world not PR in the UK’

# Development education and development studies: a brief history of (very little) time together

- Different languages, preoccupations
- “As development scholarship fails to engage culture, and postcolonialism fails to engage with economy and inequality (Sylvester 1999), so development scholarship has failed to engage with the social in the North and development education has increasingly failed to *critically* engage with inequality and poverty in the global South.” (Baillie Smith 2011)





# Stretching development imaginaries and changing geopolitics

Stretching imaginaries and images:

- ▣ Development ‘made sexy’ (Cameron and Haanstra, 2008)
- ▣ Global South as ‘playground’ for performing citizenship through international volunteering (Baillie Smith and Laurie 2011; Baillie Smith et. al. 2011)
- ▣ Multiple commodifications of development (e.g. Baillie Smith, 2008)
- ▣ Risks to credulity, reflexivity and critical knowledge
- ▣ Risk of strengthening self interest and re-embedding a colonial worldview ...

# Stretching development imaginaries and changing geopolitics

- Changed geopolitical context as key opportunity for reimagined DE?
- Changing geopolitics, austerity and the 'rising powers'
  - ▣ New actors, authorities and geographies of development
- New development ideas, spaces and debates? E.g.
  - ▣ 'One World' solution to post MDGs (Sumner and Tiwari 2010)
  - ▣ Giri: development as 'shared responsibility' (Giri, 2005; Baillie Smith 2008)
  - ▣ Global South NGO resistance to donor led managerialism, recognition of non-elite cosmopolitanism and reinvigorated search for solidaristic connections (Baillie Smith and Jenkins, 2011)

YOU'VE GOT TO STOP  
TALKING ABOUT ME AS  
IF YOU'RE NOT HERE!!



ERICK

# Development education and development studies

## Imagining DE as:

1. Important part of postcolonial development practice which challenges spatialising of neoliberal and colonial development (e.g. McEwan; Andreotti; Biccum)
2. Embedded cosmopolitanism:  
'we need to pay attention to the social contexts in which people are moved by commitments to each other. Cosmopolitanism that does so will be variously articulated with locality, community and tradition, and not simply a matter of common denominators'  
(Calhoun, 2002:92)

# Reimagining DE and development: postcolonialism, cosmopolitanism and a good chat

- Solidarity requires: ‘a shared sense of values and relevant facts and dispositions to act in certain ways’ and ‘*social relationships across difference*, the shared appreciation of material risks and benefits that are unevenly distributed and yet experienced as of common concern to the group’ (Nash, 2008:176)
- DE as:
  - ▣ practice connecting social identities, communities and histories with changing spatialities of development, strategies of solidarity and struggles for justice
  - ▣ facilitating and empowering people to participate in a ‘global conversation’ across and against North and South, integral to a global civil society– a form of deliberative democracy (Baillie Smith, 2008)

# Conceptual, strategic and political challenges

- DFID awareness review:  
focus on formal sector;  
provable link to poverty  
reduction
- Loss of DEC funding in the  
UK and locally embedded  
practice = moving in  
opposite direction to  
recognition of the value of  
meaningful participation,  
community engagement  
and voice in wider  
development practice



"Dear Mr. Gandhi, We regret we cannot fund your proposal because the link between spinning cloth and the fall of the British Empire was not clear to us."

*Written by M. M. Rogers and illustrated by Arif R. Fatah, Wahyu S., Ary W.S.  
Creative team for Search for Common Ground in Indonesia*

# Conceptual, strategic and political challenges

- DE, identity, community and locality: if ‘development needs citizens’ (DARE forum position paper, 2011), we need to show we are the ones who can engage them meaningfully and in all their complexity
- Embracing new spaces, practices and structures (e.g. International Volunteering; Beyond 2015)
- Engaging development scholars to:
  - ▣ foster critical *public* debate around development in partnership with DE practitioners
    - E.g. engage communities, schools, voluntary sector actors, faith groups in global and development debates as part of HE local community engagement
  - ▣ position DE within high quality development scholarship responding to postcolonial interventions, changing geopolitics and the ‘rising powers’



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