

The changing development landscape and new development paradigms: the end of development education or a chance to find its voice?

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Slides to accompany opening address to the conference, 'Global Justice Through Global Citizenship: the Role of Global Education and Public Awareness',
Brussels, November 20th -21st November, 2013

You can download the full paper at: www.mattbailliesmith.com/talksandpapers

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THE CHANGING DEVELOPMENT LANDSCAPE AND NEW DEVELOPMENT PARADIGMS: THE END OF DEVELOPMENT EDUCATION OR A CHANCE TO FIND ITS VOICE?

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Global Justice Through Global Citizenship: the Role of Global Education and Public Awareness,
Brussels, November 20-21 2013

“How we can possibly be giving £1bn a month, when we're in this sort of debt, to Bongo Bongo Land is completely beyond me ... To buy Ray-Ban sunglasses, apartments in Paris, Ferraris and all the rest of it that goes with most of the foreign aid. F18s for Pakistan. We need a new squadron of F18s. Who's got the squadrons? Pakistan, where we send the money.” Godfrey Bloom, MEP, July 2013

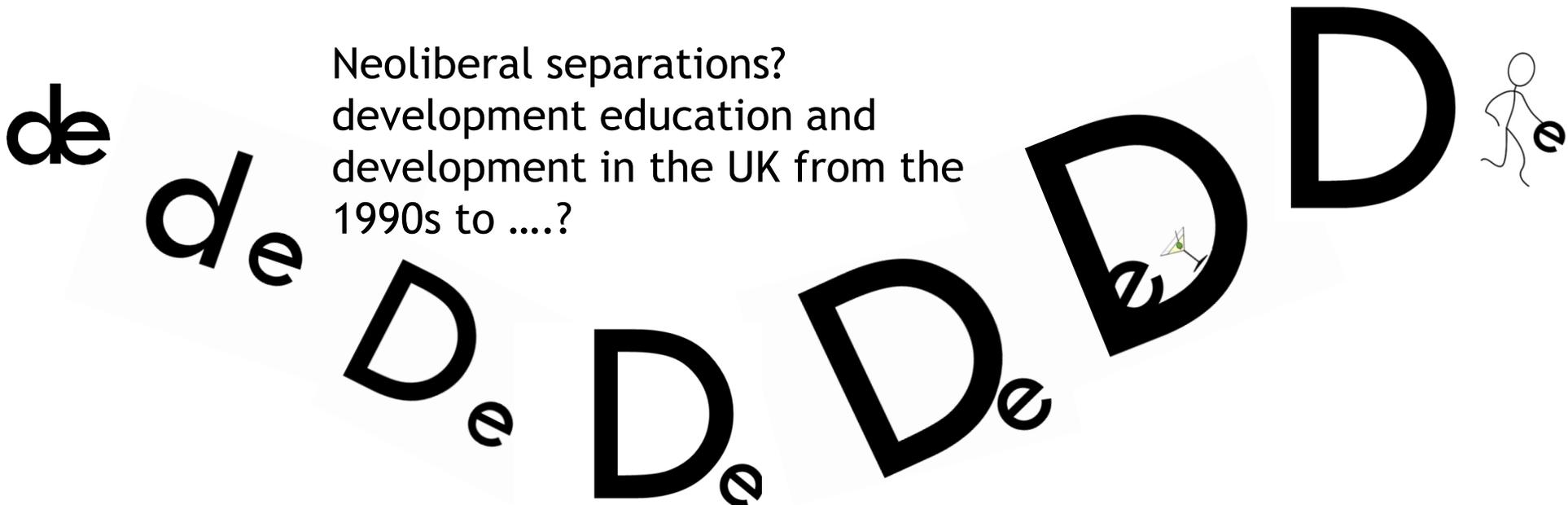


Save the Children Fund, 2013



“After years of headlines about Africa's poverty, its emerging middle class is now grabbing attention as a driver of growth and democracy and an expanding pool of consumers for market-hungry retailers.” Pascal Fletcher, *Reuters*, May 10th 2013

- **Changing development?**
 - the ‘end’ of development?
 - a postcolonial development project?
 - ‘World Development and ‘Development as ‘global justice’’
- **Research beyond evaluation: new knowledges?**
 - critiques of representations of development
 - polling on perceptions of aid and development
 - critiques of: NGOs; celebrities; volunteers ...
 - silences: subjectivities; beyond better communication ...
- **Where is DE scholarship?**
 - what knowledges does DE bring to the table?
 - how do we contribute to the big debates - e.g. post 2015; campaign for education?
 - where is the political in DE?
 - what kinds of scholarship do we offer?
 - can we offer a ‘hopeful’ politics and scholarship of development that goes beyond critique and offers tangible ways forward?



Neoliberal separations?
development education and
development in the UK from the
1990s to?

“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 2013)

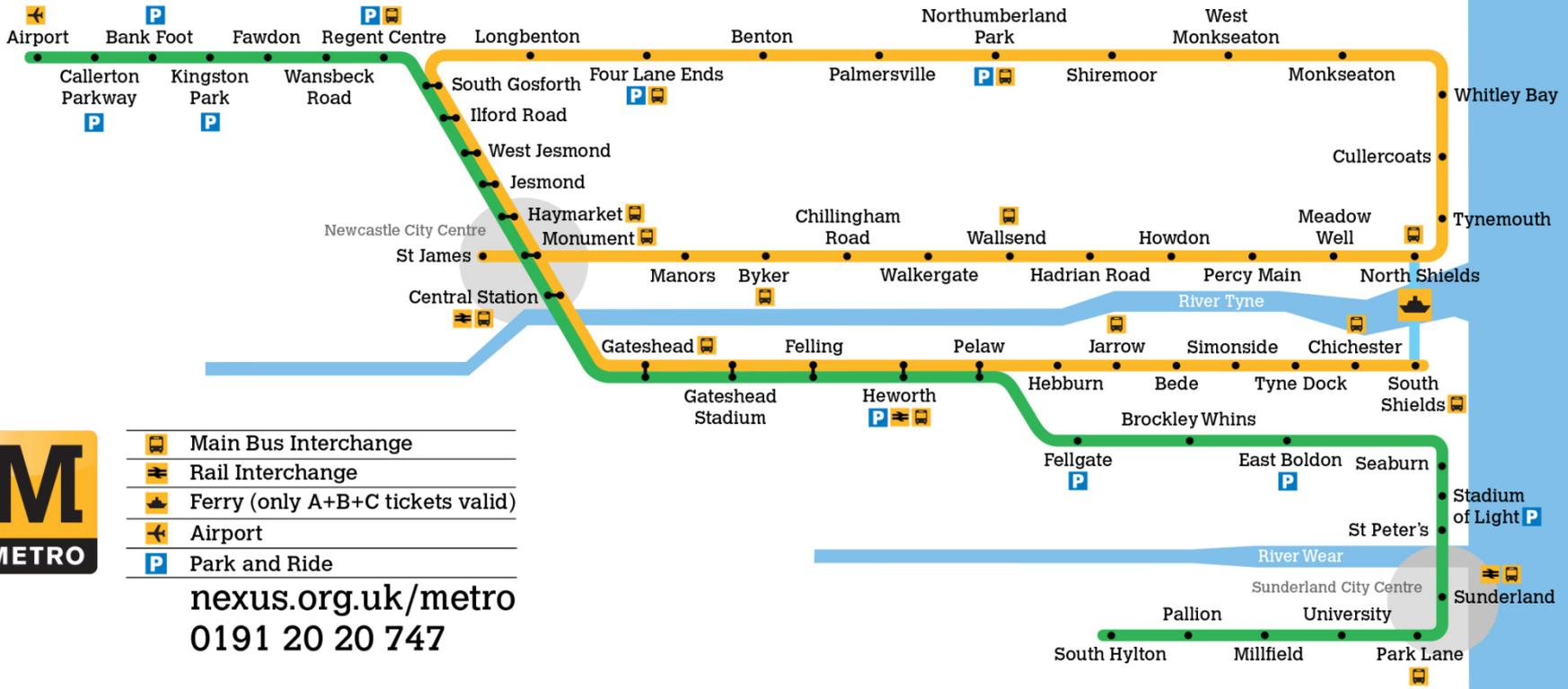
Adequacy of international solidarity
as: Shared concern? Common ground?
Empathy?



Solidarity beyond top down fixed identities
of rich/poor/giver/receiver
/campaigner/fundraiser ...

- Rooted in and defined through forging relationships between localities (Featherstone 2013)?
- Linked to citizenship as ‘in formation’ (Staeheli, 2011)?

Contemporary capitalism as antithetical to solidarity
in the everyday and in the workplace (e.g. Bauman
2013)



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