

Focus of Presentation....

Trends in surveys... causes of poverty in the countries of the Global South and what they see as fitting responses in Ireland to this poverty....

Where our attitudes come from...

Implications for development educators and activists.

Key Areas of Investigation....



Countries are Poor Because...?

e.g., from 1990 Survey.... Third World Countries are poor because of...?

- natural disasters like floods, earthquakes and drought
- better off countries take advantage of the Third World
- Third World people are basically too easy going and/or incompetent
- populations are growing rapidly
- their governments do not do enough to help their own poor

Countries are Poor Because...?

e.g., from 1990 Survey.... Third World Countries are poor because of....?

- corruption in their own countries
- the low status of women in Third World countries
- they lack education
- debt repayments

Tick as very important, important, unimportant, don't know

Causes of Poverty... 1990 Rankings.

Lack of Education – 1

Inaction by TW govs – 2

Corruption in TW – 3

Natural Disasters etc – 4

Overpopulation – 5

Int Debt Repayments – 6

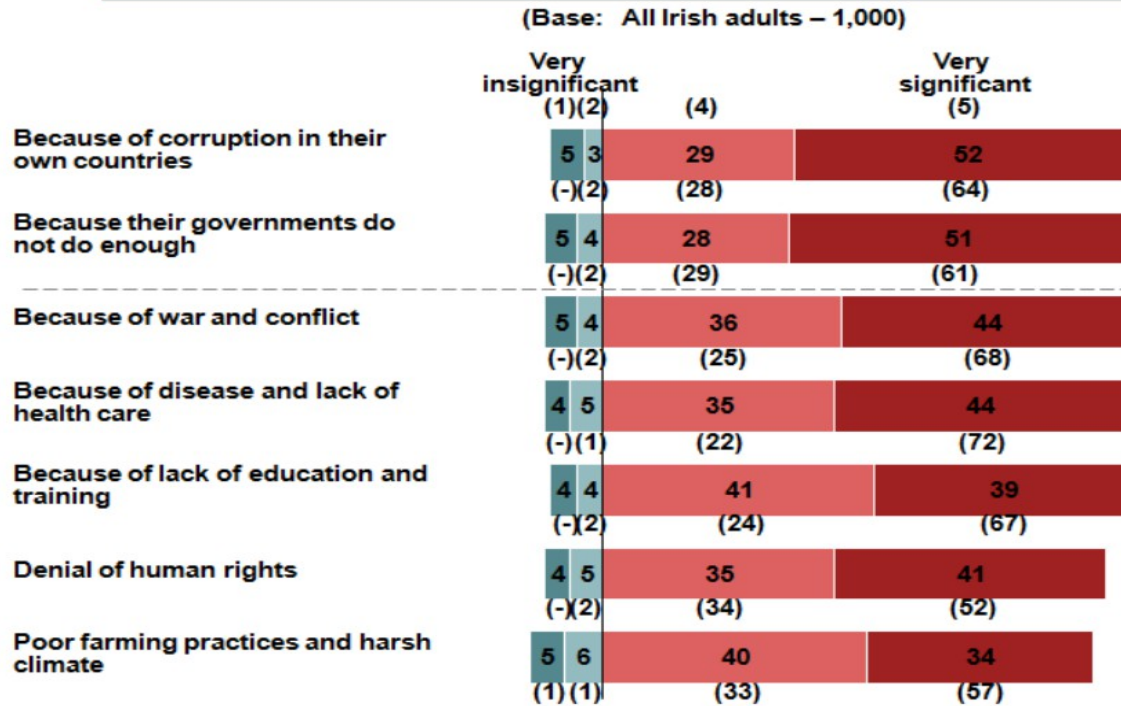
Better off Countries Take Advantage – 7

Low Status of Women in TW – 8

TW People are easy going/incompetent - 9



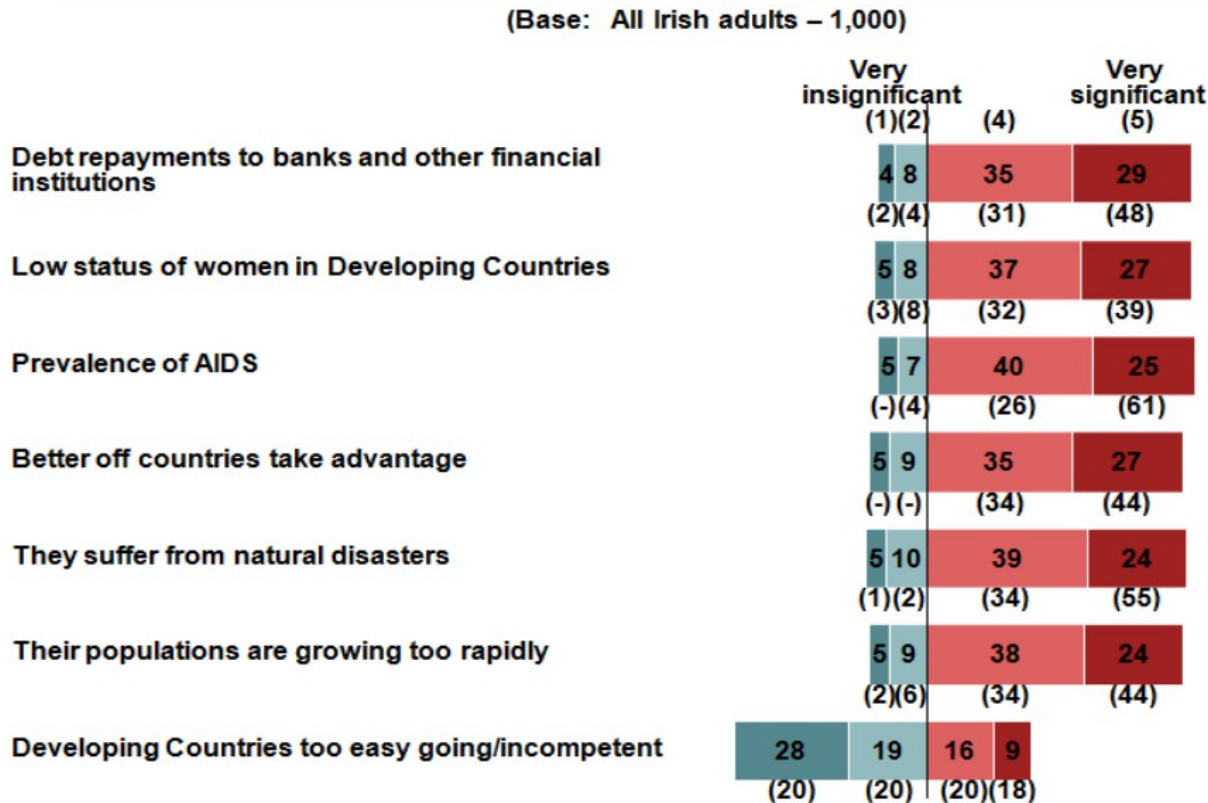
Causes of Poverty... 2013 Rankings.



() = 2003 Irish Aid Study

Click to switch to "Workspace 4"

Causes of Poverty... 2013 Rankings.



() = 2003 Irish Aid Study

Other causes suggested in the question got very similar responses, except for the inherently racist argument that “developing countries are too easy going/incompetent” with which 47% of respondents

So What?

Lack of education and **neglect of TW countries by their own governments** in 1985 (top 2 causes);

Lack of education, inaction by TW governments, corruption in TW and natural disasters in 1990 (top 4 causes);

Disease and lack of healthcare, war and conflicts in these countries, they **lack education and training** and **corruption across many sectors in their own countries** (top 4 causes in 2002)

Corruption in their own countries, because **their governments do not do enough**, because of disease and lack of healthcare and **because of lack of education** (top 5 causes in 2013).

So What?

Options which suggest broader structural or global causes of poverty consistently score low in people's perceptions of the causes of poverty, e.g.,

The better off countries take advantage of the developing countries (12/14 in 2002 and 11 in 2013),

Debt repayments to banks and other financial institutions in the West (10 in 2002 and 8 in 2013)

Low status of women in developing countries (13 in 2002 and 9 in 2013).

What Ireland Can Do...?

e.g., from 1990 Survey....

'There are various ways in which a country like Ireland can help TW countries. I am going to read out a number of suggestions which people have made. Using this card, please say how helpful or unhelpful you think each one would be.'

Options... Very helpful, Somewhat helpful, Not helpful,
Don't know...

What Ireland Can Do...?

e.g., from 2013 Survey....

There are various ways that people think a country like Ireland can help so-called 'developing countries'. How helpful or unhelpful do you think each of the following actions below would be? [Please circle one number in each row] ...

Options.... Very unhelpful, Quite unhelpful, Neither/nor, Quite helpful, Very helpful, Don't know...

What Ireland Can Do... 1990 Rankings.

- Sending Skilled People to Train and Educate – 1
- Supporting Self-Help Programmes so 'poor can help themselves' – 2
- Training people from TW in Ireland – 3
- Emergency Aid such as Food and Medicine – 4



gorta
Self Help Africa

What Ireland Can Do... 1990 Rankings.

- Creating better understanding in Ireland of TW – 5
- Support to groups working to raise status of women– 6
- Support to groups seeking political change in TW – 7
- Buying more products from TW countries – 8
- Paying a reasonable price for products from TW even if raises the price here - 9



What Ireland Can Do... 2013 Rankings

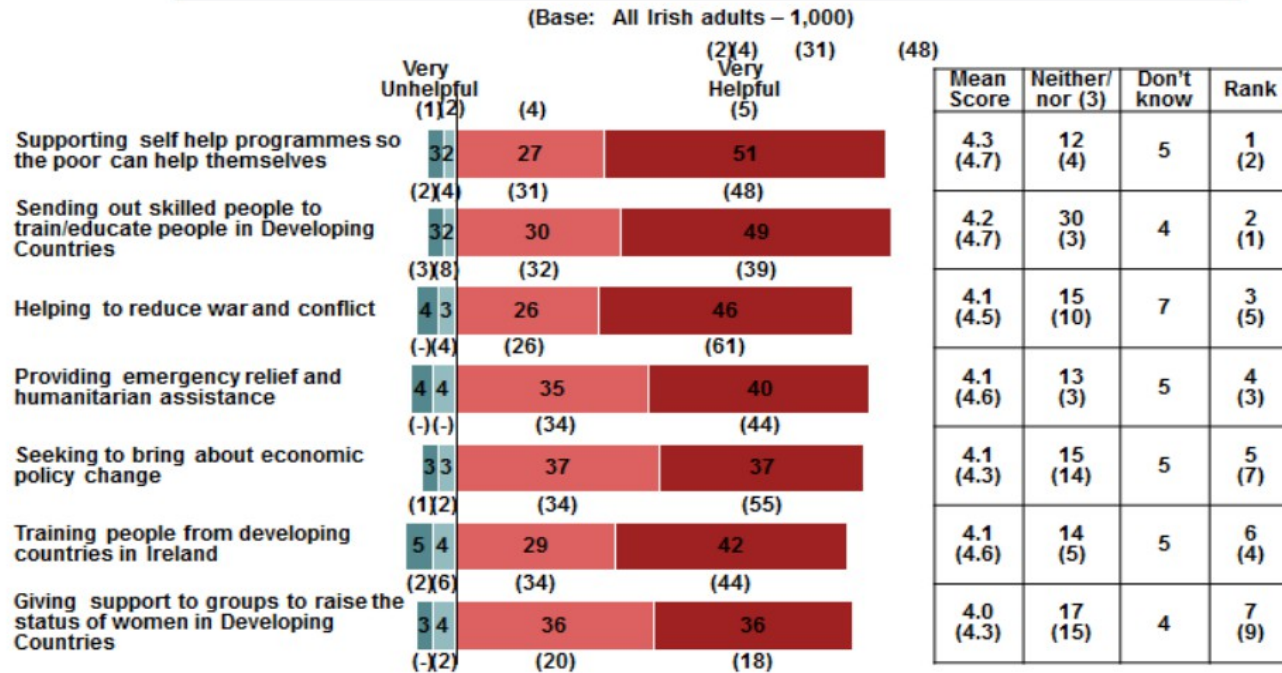
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Previous Next 10 (10 of 18) 175%

8) “Every little bit helps” when it comes to Ireland’s role in helping poor countries.

Respondents were asked to rate the perceived effectiveness of a range of potential interventions. When asked “There are various ways in which a country like Ireland can help Developing Countries. How helpful or unhelpful do you think each one would be?” respondents gave a range of answers with no clear endorsement for any measure in particular.



() = 2002/03 NCDE Study

What Ireland Can Do... 2013 Rankings

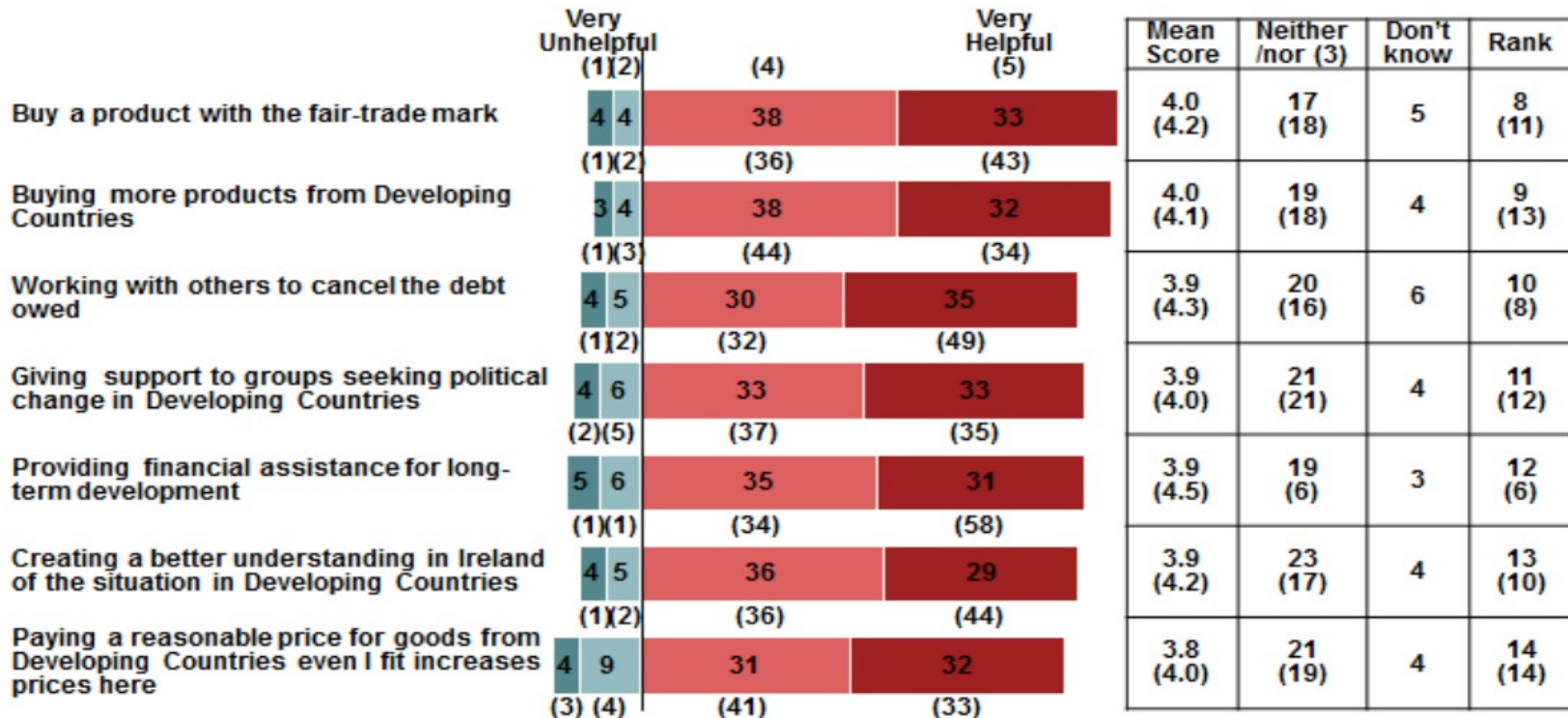
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Previous Next 11 (11 of 18) 200%

d drops when increased prices are mentioned.

(Base: All Irish adults – 1,000)



() = 2002/03 NCDE Study

So What?

In a range of 'solutions', 'help' or 'assistance' (14 in 1985, 2002 and 2013) options given, **sending skilled people** scores highest in 3 surveys – 1985, 1990 and 2002 (scores second in 2013);

Supporting self-help programmes so that the poor can help themselves scores in second place in 1985, 1990 and 2002 and first in 2013;

Training people from TW in Ireland scores third in 1985 and 1990, 4th in 2002 and 6th in 2013 and

Giving emergency aid scores fourth in 1990 (sending food aid is 5th in 1985), 3rd in 2002 and 4th in 2013 and helping to reduce war and conflict is 5th in 2002 (on its introduction) and 3rd in 2013.

So What?

Further down the list are options such as **raising the status of women in TW countries** (11 in 1985, 6 in 1990, 9 in 2002 and 7 in 2013);

Buying more products from TW or 'developing countries' (4 in 1985, 8 in 1990, 13 in 2002 and 9 in 2013);

Paying a reasonable price for products from TW countries even if it increases the prices here (7 in 1985, 9 (last) in 1990, 14 (last) in 2002 and 14 (last) in 2013),

So What?

Buying a product with a fairtrade mark rather than a similar product without it (not in 1985 or 1990, 11 in 2002 and 8 in 2013),

Supporting groups seeking political change (12 in 1985, 7 in 1990, 12 in 2002 and 11 in 2013) and

Creating a better understanding in Ireland of the situation in TW or 'developing countries' (14 in 1985, 5 in 1990, 10 in 2002 and 13 in 2013).



General Comments...

Sense that Irish people are very concerned about global development but that they don't know very much about it and are concerned about Aid....

“Respondents ‘do not believe that aid is sufficient to bring about positive change’ (Amárach, 2013, p 2). The research also found that 55% of respondents felt that it was pointless donating aid due to the high levels of corruption in the recipient countries which results in the aid being wasted ... 53% of respondents felt powerless in relation to bringing about positive change, and believed that poverty resides with the developing countries themselves, and that ‘my day to day actions don’t really affect people in the third world’” (Amárach, 2013, p 2) (in Murphy, 2014, p.8).

What Does All this Mean?

Different kinds of attitudes/discourses of global development going on here....

1. Patronising (to act as a patron towards, with connotations of condescension)...

- reflects discourses of trusteeship (sense of responsibility for the well-being of the other)
- 'Othering' of TW or 'developing countries' – in need, lacking etc....
- Care, concern and 'helping' considered important – even if it is to 'help people to help themselves'....

What Does All this Mean?

Different kinds of attitudes/discourses of global development going on here....

2. Modernist (progress based on modernisation)

- causes of 'problems' identified as 'internal' to a country and associated with poor governance or corruption
- causes of 'problems' not identified as related to global structural inequalities evident in capitalist expansionary processes of globalisation
- 'solutions' value of 'progress'
- development involves meeting 'basic needs'
- 'technical/instrumental solutions to dev problems' seen as significant

Where Do These Attitudes Come From?... Internal 'factors'...

Missionary Tradition in Ireland – Ireland 'not a coloniser' – we 'get on well' with others... [Education, Health and People at the heart of Missionary Endeavour]... by 1965, 7,085 Irish missionaries working in Africa, Asia and L.America

Institutionalisation of State Development Co-operation in early 1970s... [with technical assistance - sending 'skilled personnel' as central]

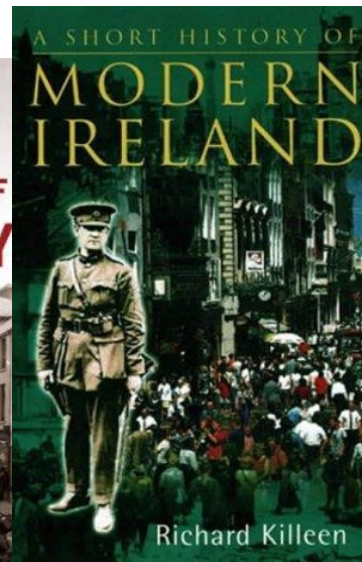
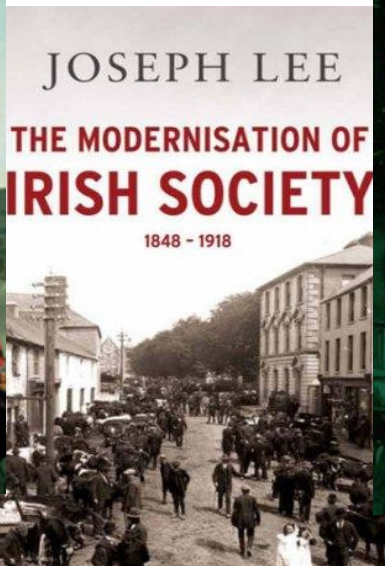
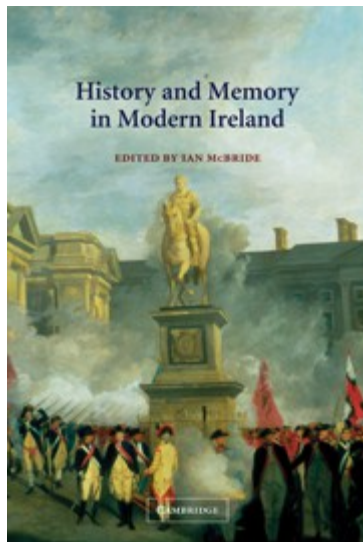
Establishment of NGOs in Ireland in the late 1960s and early 1970s – many by missionaries or by others related to the church – Concern, Trócaire, Gorta, later GOAL... [seen as a 'good thing', 'helping the less fortunate']

Radharc Film- Night Flight to Uli, 1969



Where Do These Attitudes Come From?... Internal 'factors'...

Constructed Memory and Narrative of Irish Development = discourse of modernisation... [values modernisation on the one hand and care in the community on the other, values education and skills transfer, foreign direct investment and aid (we got a lot of it from the EU in the 1980s and 1990s)... values individuals and community organising and care, e.g., SVP and heroes in community care...]



Where Do These Attitudes Come From?... Other 'factors'...

Strength of global discourse of modernisation and development assistance coupled with human development goals and Ireland being central actor in the global development system

On-going support for Development Co-operation in Ireland maintained by significant government funding (€637.10 million in ODA in 2013) and role of NGOs as service providers for State

Relative lack of critique in Ireland of modernisation and patronising discourses – those that address structural causes of inequality also deal in these discourses...

Stereotypical representations of Global Development in Ireland reflects problematic development frames.... “the framing of development issues by Irish NGOs via their communications and campaign materials contribute to the low levels of public support for, and understanding of development issues, including the structural causes of inequality and poverty, which can be said to be at odds with the aims of development education” (Murphy, 2014, p.7)

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Bar Stool Soapbox: Climate Change



Finding Frames Research

The Surface Frames that were found to dominate this analysis included: charity, help the poor and poverty, which are all linked to the triggering of the moral order deep frame

“This is due to the fact that these tap into a notion that situates people from developing countries in constant need of saving, and lacking the ability to be able to break the cycle of poverty. This indeed raises cause for concern about how NGOs are communicating with the public. The overriding triggering of the moral order deep frame only serves to emphasise a divide between rich and poor, black and white, or superior and inferior. Consequently, the ‘us and them’ mentality is reinforced, and perhaps this can be directly linked to the low levels of public knowledge and increasing scepticism around aid impact that is apparent in the recent research studies conducted in Ireland” (Murphy, 2014, p.52).

Finding Frames Research

Images of Poster Children are dominating communication materials
Images of women, either with children or working in fields, are also dominant in the materials. This was significant enough for the researcher to assign a new category entitled 'Gender Frame'

Transaction is the dominant call to action - “throughout the majority of artifact analyses, the overriding message was, that by donating money, the potential donor could help change the lives of the ‘world’s poorest’. Women and children were predominantly portrayed as the victims, and it was considered significant that the majority of links on the websites depicted images of children alongside the calls for transactions” (Murphy, 2014, p. 56).

‘Finding Deeper Frames’ emerged as an unexpected collapsed theme -

Using frames theory is complicated... It can't be a 'ticking box' exercise and “must ask questions around if such programmes might be based on a modernisation framework that is ultimately driven by a Western agenda, or if these can be considered to be truly ‘focusing attention on the need for structural change, based on a reformulation of the global North’s political economic relationship with so-called developing nations’ (Bryan, 2008, p75). Ultimately, this is what the researcher is referring to by allocating ‘finding deeper frames’ as a collapsed theme” (Murphy,

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Climate Change**



Significance for Dev Education and Activism?

Attitudes shape and are shaped by behaviour – linked to relationships and practices – constructed in a context but they have effects....

If 'blame' countries for poverty – not inclined to challenge deeper structures in society which cause it...

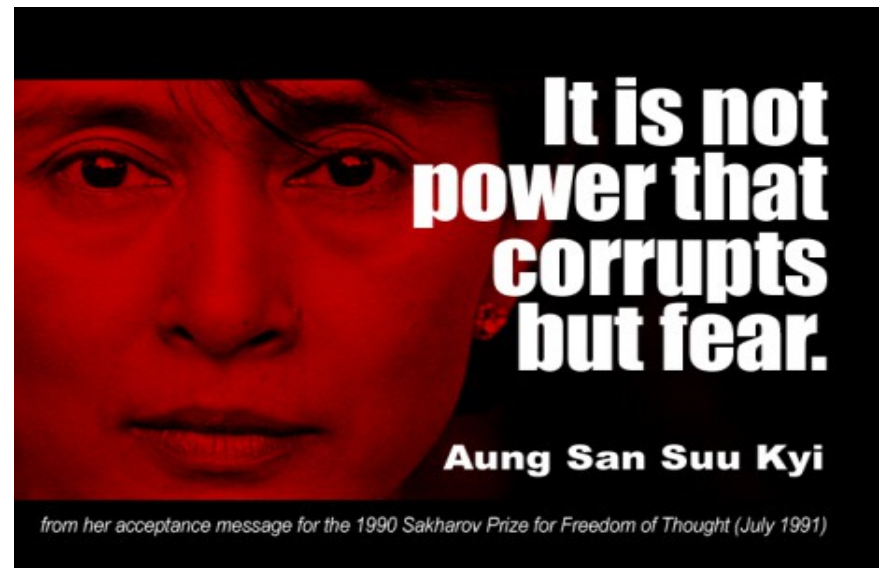
If poverty seen as a reality for the 'Global South', the connections not made to our lives here...

If 'supporting self-help programmes' and 'sending skills' are regarded as the most significant responses to poverty, what about addressing political and economic dimensions of global poverty and inequality?...

Significance for Dev Education and Activism?

Question – to what extent is development education perpetuating or challenging these stereotypical discourses of development?

Key Role for Dev Ed = exploring and challenging development assumptions (our own and those we are working with) and the implications of different assumptions on understanding of power relations, inequality, justice, poverty etc at global and local levels...



Significance for Dev Education and Activism?

Important to challenge limited and problematic representations of global development by agencies and in the media – good step the establishment of the World's Best News...

Move beyond the connection between Fundraising and development education...

FRIDAY, October 11th 2013

THE WORLD'S BEST NEWS

WE CAN END POVERTY

TheWorldsBestNews
#TWBN

SPORT
Zidane and Ronaldo fight it out for 10th annual match against poverty

COMMENT
Confusing a country for a continent: How we talk about Africa by Art John

INSIDE

Irish Aid Programme cuts malaria death rate in Malawi by 95%
Irish Aid's annual report last month demonstrated how their hospital partner scheme was associated with an 86 per cent reduction in maternal mortality and a 50 percent drop in stillbirths and early neonatal deaths in the Chusamam Maternity Hospital in Sudan.

ENVIRONMENT
Bhutan to become world's first wholly organic country
Bhutan plans to become the first country in the world to turn its agriculture completely organic, banning the sales of pesticides and herbicides and relying on its own natural and farm waste for fertilisers.

TECHNOLOGY
Texting helps Kenyan farmers tackle hunger
Small farmers in Kenya are getting better at watching crops with texting weather patterns – using their mobile phones.

9 out of 10 people worldwide now have access to clean water, see page 3

HALF OF THE WORLD'S POOR HAVE "DISAPPEARED"

Since 1990, over 700 million people lifted out of poverty

Economic recovery in developing countries and public investment in health, education and poverty reduction programs have lifted millions out of poverty. Extreme poverty has halved since 1990, and the proportion of people who try to survive on less than \$1.25 a day has fallen from 47 percent to 22 percent. This means that there are now about 700 million fewer poor people than there was in 1990.

In association with Dechra, the network of organisations tackling poverty throughout the world

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Significance for Dev Education and Activism?

Dev Ed and Activism connected – role for each in making what has become the technical and the personal more political...

Need to reflect on why we, in Ireland, have such an apolitical analysis of what has happened in here and to see what that means in terms of our understanding of what's going on elsewhere...



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Significance for Dev Education and Activism?

Need to look closer for alternatives – what are people actually doing to imagine and create alternatives, here and in the countries of the Global South?... if we believe there is no alternative then there is no alternative... when we believe that change is happening it can shift understandings, mindsets, attitudes, practices.... e.g., Water Charges....



Thanks...

Any Comments/ Questions??????