The Ubuntu Network Impact Report 2015-16:
A review of the impact of Ubuntu funded projects on student teachers’ capacity and intent to integrate Development Education into their teaching and professional practice.
The Ubuntu Network is funded by Irish Aid.
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The Ubuntu Network would like to thank all student teachers who participated in the surveys and focus groups for engaging in this research work, and to wish them all the best in their future careers.
Section One: Introduction

1.0 Introduction

The purpose of this research report is to explore the capacity of Initial Teacher Education (ITE) student teachers to engage with Development Education and integrate it into their post primary teaching and professional practice. It is particularly concerned with examining the implications of those Development Education interventions, supported by the Ubuntu Network, on the knowledge, attitudes skills and behaviour of student teachers. This research will contribute to the Ubuntu Network’s strategic priorities with particular respect to enhancing the ‘delivery’ of quality Development Education and contributing towards research which ensures that Development Education practice is evidence based.

This introduction will begin by presenting a definition of Development Education; the Ubuntu Network is then introduced and a summary of the Development Education initiatives that the Network has supported in 2015/2016 is outlined. The aim and objectives of this research are identified, the research methodology clarified and finally, the structure of this report is outlined.

1.1 Defining Development Education

The Ubuntu Network defines Development Education as an active and participatory educational process that supports the learner to:

- Build critical consciousness and an awareness of inequality, injustice and unsustainable practices both locally and globally
- Develop the skills necessary to explore development issues – skills such as critical thinking, critical media literacy, information processing and communication
- Feel a sense of responsibility and agency to be active citizens that work towards positive change (The Ubuntu Network, 2016: 8).

This definition further reflects Irish Aid’s definition of Development Education as:

an educational process aimed at raising public 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 acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels (Irish Aid, 2007: 6).

Essentially, Development Education definitions including that provided by Irish Development Education Association (IDEA) (2011) predominantly advocate four primary components:

- Knowledge, ideas and understanding of development issues including wealth and poverty, progress and inequality and international relationships
- Attitudes and values concerning social responsibilities and beliefs
- Skills and capabilities including critical and analytical thinking
- Behaviour, experiences and action regarding meaningful participation in society.

Active learning and participatory methodologies are further endorsed as a crucial aspect of development education (Bryan and Bracken, 2011). In this respect, the Ubuntu Network advocates an approach to Development Education concerned with teaching differently rather than teaching more and a focus on developing critical thinking underpinned by innovative pedagogies and practices. Other forms of education aligned with the Ubuntu Network’s approach to Development Education include Human Rights Education, Intercultural Education, Citizenship Education and Global Education. In particular, the Ubuntu Network views Development Education and Education for Sustainable Development as intrinsically linked and complementary concepts; comprising consistent content, pedagogy and ideologies (Hogan and Tormey 2008).

Having presented a definition of Development Education supported by the Ubuntu Network, the following section provides an overview of the Ubuntu Network and the Development Education interventions it has supported in 2015/2016; the interventions which are the focus of this review.

1.2 The Ubuntu Network

The Ubuntu Network was established in 2006 to support the integration of Development Education into post primary Initial Teacher Education (ITE) in Ireland. It is based within the Department of Education and Professional Studies at the University of Limerick. The core of the Network, the Ubuntu Assembly, is made up of members involved in the integration of Development Education in to post primary ITE programmes including teacher educators from Higher Education Institutions (HEIs), representatives from
Non-Governmental Organisation (NGOs) and Development Education organisations. The Network is governed by the Ubuntu Management Committee, comprising nominated members of the Ubuntu Assembly and independent consultants, led by an independent Chair. A coordinator is responsible for the operation of the Network with an Academic Coordinator’s responsibilities including the Network’s alignment with the work of the Department of Education and Professional Studies and its compliance with University policies and procedures (Please see Appendix 1: Ubuntu Network Organisational Structure).

1.2.1 Network Aim and Objectives

As outlined in their Strategic Report 2016-2020, the Ubuntu Network’s mission is to:

…support teacher educators to embed into their work a living understanding of and commitment to education for global citizenship, sustainable development and social justice. As a result graduate post primary teachers entering the workforce can integrate into their teaching, and into the schools where they work, perspectives that encourage active engagement to build a more just and sustainable world (2016:9).

In advancing their mission, the Ubuntu Network has identified six areas of strategic importance:

- **Delivery**: Ensuring a strong focus on Development Education within post primary ITE programmes
- **Research**: Supporting Development Education research as it pertains to ITE and formal education more broadly
- **Capacity Building**: Building the capacity of teacher educators to engage with Development Education and integrate it into their teaching and professional practice
- **Policy**: Promoting Development Education in education policy reform
- **Curriculum**: Supporting the inclusion of Development Education principles and practices within ITE and post primary curricular reform
- **Solidarity**: Acting as supporting structure for all parties involved in the integration of Development Education in ITE
Within the context of Development Education ‘delivery’, the Network provides administrative support and allocates up to 35% of its funds to its member ITE institutions\(^1\) to deliver Development Education interventions, appropriate to the nature and structure of the ITE programmes and to the ‘Ubuntu Network Framework for the Integration of Development Education in ITE’.

This framework, devised in consultation with the Ubuntu Assembly, advocates an approach to Development Education which is inclusive of the following 5 components:

1. **Introduction to Development Education**: Students are introduced to Development Education theoretical underpinnings, ideologies, relevant issues, challenges, perspectives and debates
2. **Subject-Specific Development Education**: Students explore how Development Education relates to subject areas, curriculum, pedagogy and practice
3. **Development Education aligned with core ITE components**: Students experience Development Education through other core components in the programme for example the Philosophy of Education, Teaching for Diversity, ICT & Education and Education Policy
4. **Development Education and School Placement**: Students teach Development Education in the classroom, observing Development Education in their schools and engage with the World Wise Global Schools project
5. **Research and reflection incorporates DE perspectives**: Development Education entries in the Professional Portfolio, in Inquiry-based projects (theses) and Development Education-related volunteering/ study trips.

In 2015/2016 proposals were submitted by eight member ITE institutions to the Ubuntu Network, concerned with the integration of Development Education, particularly at Professional Masters of Education (PME) level. All proposals identify aims and objectives which reflect the *Ubuntu Network Framework for the Integration of Development Education in ITE* (Please See Appendix 2: The Ubuntu Network’s Call for Proposals). All proposals were successful in securing funding for their work, and

---

\(^1\) University of Limerick (UL); University College Cork (UCC); Trinity College Dublin (TCD); National College of Art and Design (NCAD); National University of Ireland, Galway (NUIG); Maynooth University (MU); St. Angela’s College, Sligo; University College Dublin (UCD). At writing, the membership had grown to 14- in addition to the above members also included Crawford College of Art and Design; Limerick School of Art and Design; Dublin City University; Galway Mayo Institute of Technology (Letterfrack); Hibernia College; and St. Patrick’s College Thurles (MIC).
their content and activities are summarised in the following Table 1 including numbers of student teachers regisittered:

Table 1: Development Education (DE) Interventions supported by the Ubuntu Network 2015/2016

<table>
<thead>
<tr>
<th>Partners, Target Group and Contact Hours (Academic Year 2015/2016)</th>
<th>DE Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Limerick</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73 PME Year 1 Students (8-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71 PME Year 2 Students (0-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>250 Undergrad Degrees, Year 1 (3*)</td>
<td>-Sustainable Development Goals -Poverty reduction -Media representation -The role of education in society, specifically learner empowerment &amp; critical thinking.</td>
<td>-Compulsory lectures &amp; workshops -Locating DE within the teaching of mathematics, business studies and music -Linking DE to core modules including Teacher Identity &amp; Agency -Include DE in School Placement (SP) assessment criteria -Increase awareness of World Wise Global Schools and encourage engagement on SP -DE related portfolio entries -Provision of DE texts and journals.</td>
</tr>
<tr>
<td>250 Undergrad Degrees, Year 2 (3*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The entirety of both of these modules is underpinned by a teaching for social justice ethos</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>University College Cork</strong>                                   |           |            |
| 120 PME Year 1 Students (6-Compulsory)                        | -Theories and concepts associated with a critical understanding of development and critical DE pedagogies -Multicultural Education. | -Lectures &amp; workshops -Conference: ‘Linking critical pedagogy and DE’. Cross curricular/interdisciplinary nature of DE -Emphasis on DE as a research topic including seminars providing an overview of potential theoretical approaches |
| 5 PME Year 2 Students (additional 6 – optional)                |           |            |</p>
<table>
<thead>
<tr>
<th><strong>Trinity College Dublin</strong></th>
<th>- Publish and/or showcase DE lesson planning and research work on School of Education website.</th>
</tr>
</thead>
</table>
| 20 PME Year 1 Students (12) | - Awareness and appreciation of cultural values in Irish, European and Global contexts  
- Democracy, social justice, equality and inclusion  
- Concept of Development  
- History & Rationale behind DE  
- Critical Media Literacy. |
|                          | - A DE Elective comprising 12 hour long workshops and lectures  
- Devising a subject specific DE theme and creating the appropriate resources  
- Examining pedagogy and methodology and linkages with subject area  
- Assessed SP visit to a DE led class  
- Submission of a reflective statement derived from learning experiences in delivering DE lessons  
- 5 Year 2 PME students undertaking a DE led research project examining embedding DE themes within a subject based curriculum. |
| **National College of Art and Design** | - A week long intensive programme involving NGOs  
- Potential for a Teaching and - Learning Unit to support the delivery of DE, referred to as ‘Learning to Look’  
- Autonomous and self-directed learning. Group work, active learning, peer teaching, visual and creative pedagogies  
- Linked with CSPE and Digital Literacy  
- A DE led art and design scheme during SP  
Pre and post SP DE related sessions and a visit  
- DE resources produced and exhibited  
- 7 students have expressed an interest in conducting a research project. |
<table>
<thead>
<tr>
<th>Institution</th>
<th>Programme Details</th>
<th>DE Focus Areas</th>
</tr>
</thead>
</table>
| National University of Ireland, Galway | 130 PME Year 1 Students (9) 10 BME Year 3 (4) 35 MGO Year 1 (4)                      | -Debt Justice  
- Fairtrade  
- Racism  
- DE Theory & Practice. |
| Maynooth University             | 105 PME Year 1 students (14) 104 PME Year 2 students (6) 30 B.Sc. Ed. Year 42 students (6) | -Critical engagement with issues of social justice and human rights education. |
| St. Angela’s College, Sligo     | 78 B.Ed. Year 2 (11) 82 B.Ed. Year 3 (1) 80 B.Ed. Year 4 (1*) 36 BA/PME 1, B.Ed. 2,3,4 (5) | -Raise awareness, interest and stimulate debate regarding development issues and DE. |
| University College Dublin      | 35 PME Year 1 students (2)                                                         | Development/Underdevelopment, justice, equity and sustainability. |

- A DE Day comprising DE subject-specific workshops led by experts and practitioners including Maths and DE; Literacy Development and DE; a cross-curricular and whole school approach to DE  
- Requirement to teach a DE lesson in Block 3 SP  
- DE related portfolio entry required.

- A DE Week combining collaborative plenary and workshop sessions  
- Devising lesson ideas, project work and posters to be exhibited  
- Encourage DE on SP  
- DE reflection for e-portfolio  
- Link with Teaching, Learning Assessment and Curriculum Module.

- The design, delivery and evaluation of a DE lesson in elective subjects including Gaeilge, Economics, Biology and Religious Education.  
- An assessed microteaching component and related computer lab sessions focused on the creation of resources and a poster  
- DE related microteaching workshop with staff  
- Lunchtime workshop for staff and students including students and staff representing the microteaching placement schools. Facilitated by an NGO. Presentation and discussion of posters.

- Lectures & workshops including those delivered by DE experts sourced through the Ubuntu Network & NGO ‘The Global Schoolroom’  
- Staff DE capacity building activity including SP tutors.
1.3 Research Aim and Objectives

The aim of this research is to explore and examine the extent to which participation in Development Education initiatives has impacted on the capacity of post primary student teachers to engage with development issues and integrate them into their teaching.

The research objectives include:

- To enhance the delivery of the Development Education interventions supported by the Ubuntu Network
- To understand the factors which limit and/or enable effective Development Education interventions
- To strengthen research as an Ubuntu Network strategic priority and ensure that Development Education interventions are evidence based
- To contribute to the development of policy and good practice in guiding the integration of Development Education within ITE programmes

1.4 Research Methodology

In moving to identify the strategies employed to capture progress, the IDEA (2015) identify the benefits of a ‘blended approach’ to collating impact information which meets funder accountability requirements while also capturing complex change and critical engagement; recommending ‘blended’ strategies including focus groups/interviews and the integration of quantitative and qualitative data. In addition to the generation of measurable information concerning resources, activities and target groups, this review is also concerned with capturing the depth, complexity and critical nature of student teacher capacity in both a practical and feasible manner. Accordingly, both quantitative and qualitative measures, specifically pre and post surveys, focus group discussions and secondary documentation were employed. The format of the focus group discussions and the wording of the pre and post surveys are available at the end of this report.
A structured pre-questionnaire entitled *Development Education in the PME: 2015-2016* was administered to 536 primarily PME Year 1 student teacher respondents across eight ITE institutions in September 2015, on commencement of PME Year 1 Academic Year. It was circulated electronically to all registered student teachers in eight ITE institutions who were funded by the Ubuntu Network in 2015-6. The response rate equaled 178 (N=178).

In addition, a structured post-questionnaire was administered to the same 536 student teacher respondents in the same eight ITE institutions in May 2015, on completion of PME Year 1 Academic Year. The response rate equaled 91 (N=91). Both surveys were piloted before circulation to the student teachers. The survey included both Likert and open-ended questions. The full text is given in Appendix 3.

Table 2 below gives details of each institution response rates:

*Table 2 Distribution of pre- and post-survey response rates*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Pre-survey response rate %</th>
<th>Post-survey response rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10.93</td>
<td>14.29</td>
</tr>
<tr>
<td>B</td>
<td>32.24</td>
<td>28.57</td>
</tr>
<tr>
<td>C</td>
<td>0.00</td>
<td>7.69</td>
</tr>
<tr>
<td>D</td>
<td>25.14</td>
<td>18.684</td>
</tr>
<tr>
<td>E</td>
<td>8.74</td>
<td>14.29</td>
</tr>
<tr>
<td>F</td>
<td>12.02</td>
<td>3.30</td>
</tr>
<tr>
<td>G</td>
<td>8.74</td>
<td>13.19</td>
</tr>
<tr>
<td>H</td>
<td>2.19</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A greater number completed the pre-survey, administered on commencement of the first semester, before student workload increased, and assignment deadlines and exams became looming. The reduced completion rate at the end of Year 1 may be as a result of burn out at the end of the academic year, when more demands are placed on students.
A total of 6 focus group discussions were conducted with 26 PME Year 1 student teachers across six of the Network’s member ITE institutions: Institution A; Institution B; Institution C; Institution D; Institution E; Institution F. Focus group participants were selected by the relevant institutional personnel based primarily on availability. Appendix 4 gives the format of the focus group discussions. In addition, the researcher was invited to observe 3 group presentations incorporating 12 student teachers representing Institution C. These presentations showcased collaborative group work, which had culminated in the creation of DE lesson plans and resources.

An analysis of internal secondary documentation was employed which addressed project proposals and end of year reports from each of the member institutions, strategic reports and DE workshop/lecture outlines. External secondary documentation was also analysed including academic journals, books and reports.

The data analytic plan was designed which emphasised the open, flexible and complex nature of student teacher engagement with DE as opposed to narrow, limiting, prescribed and pre-set learning expectations. It included the themes of knowledge and understandings of DE, attitudes towards DE and DE skills and practice. The analytical framework is set out in Section 3, showing the four themes and progress markers.

Data was analysed in alignment with these themes. Survey items were analysed using Statistical Package for the Social Sciences. Frequencies and descriptive statistics were applied. Focus group responses were categorised according to emergent themes using an inductive approach of data analysis and thematic analysis (Lewis 2009). Transcripts were studied, themes were identified and responses were indexed, organised and classified in line with the emerging themes. The computer assisted qualitative data analysis software – Nvivo was used.

1.4.1 Ethical Approval

This study was approved by the Research Ethics Committee located in the Faculty of Education and Health Sciences at the University of Limerick (Please See Appendix 5: Participation Information Sheet and Informed Consent Form).
1.5 Conclusion and Report Structure

The introductory section of this report has outlined the background, rationale and objectives of this research concerned with exploring and examining the extent to which participation in Development Education initiatives at ITE level, initiatives supported by the Ubuntu Network, has impacted on the capacity of post primary student teachers to engage with development issues and integrate them into their teaching. Section 2 will present a brief overview of the context informing Development Education thinking and practice, with specific reference to Irish ITE settings. Section 3 will outline the analytical framework adopted for this study. Section 4 presents’ findings and Section 5 will derive conclusions.
Section 2: Development Education Contexts

2.1 Introduction

The purpose of this section is to provide a brief overview of key Development Education policy and the higher education institutional contexts and trends with a specific focus on Irish ITE and post primary settings.

2.1 Educational Contexts

In a broader higher education context, Gaynor (2009) argues that global development issues have traditionally remained on the margins of Irish higher education policy and curricula, as they are relegated to a small number of specialist courses, staff and low tier journals dealing with issues and problems ‘over there’. Within the context of ITE and post primary education, commentators including Tormey (2003) outline how Development Education is often viewed as an additional subject on top of an already overloaded curriculum, as opposed to its holistic and thematic curricular integration and the reflection of its principles within the ethos of education institutions, their structures of authority and the relationship between staff and students (Cremin, 1993).

However, the IDEA (2011) outline that Development Education is moving from the periphery to the centre of mainstream education provision in both the UK and Ireland, with considerable advances made in curriculum development, in-service training and educational policy development since the 1990’s. The Ubuntu Network (2016) also agrees that the Development Education sector in Ireland has never been stronger, with the expanding capacity of organisations such as Irish Development Education Association (IDEA), World Wise Global Schools (WWGS).

The Ubuntu Network (2016) identify further positive developments including: the DES National Strategy on Education for Sustainable Development (ESD); the formation of the ESD Advisory Committee; the new Junior Cycle Framework, with its focus on Statements of Learning, key skills and emerging subject specifications and the proposed framework for in-service teachers’ learning, titled Cosán. Enabling developments in ITE, arising from the Teaching Council of Ireland’s (2011) revised criteria and guidelines for the professional accreditation of programmes include an increased emphasis on the School Placement element of ITE; a renewed focus on the student teacher becoming a reflective practitioner and
researcher; emerging partnerships between schools and universities with a view to fostering the school as learning organisation and the coming together of ITE institutions to form Centres of Excellence. In explaining this increasing recognition of Development Education, Honan (2005) writes of the growing consciousness of the ‘global context’ in which education takes place.

In this regard, issues of global social justice and equity are cited as key motivators behind the support of Irish educational institutions for Development Education. Engaging with Development Education is viewed as relevant in advancing an institutional commitment to social justice and responsibility; a commitment outlined in the mission statements of the Ubuntu Network’s member institutions, for example:

   Enabling our graduates to contribute to justice and equality, locally and globally;

   We offer a range of professional education programmes underpinned by the values of empowerment, positive professional relationships and social justice;

Further related to this global context is the rise to prominence of the internationalisation agenda, comprising initiatives supportive of Development Education including an increasing focus on comparative and international curricula including the establishment of development related academic modules and programmes. In this context, higher education institutional knowledge and learning regarding contemporary geo-political issues and international educational contexts is increasingly valued (Healy and Nakabugo, 2010).

The Irish Higher Education Authority (HEA) endorses the concept and practice of internationalisation, citing that Higher Education institutions should ‘set out their international vision in an institutional strategy that is related to their institutional mission’ (2011:18). Irish teacher education institutions have been deemed as lacking in internationalisation initiatives and are encouraged to strengthen their engagement by the Irish Department of Education and Skills (DES, 2012).

Moreover, higher education institutional engagement with global development issues can serve to enhance collaboration and synergy with national government departments including Irish Aid and advance inter-institutional collaboration in this field, thereby contributing towards ‘Societal Engagement’ a concept and practice further prioritised by the HEA (2011).
2.2 Irish Aid Context

Turning to the role of the Department of Foreign Affairs and Trade (DFAT), the overseas development programme, Irish Aid, has provided funding for formal Development Education activities since the 1970s. Development Education is a prominent aspect of Irish Aid's work as demonstrated by the establishment of a Development Education Unit in 2000 and the White Paper on Irish Aid (2006) which states that:

the government intends that every person in Ireland will have access to educational opportunities to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just and equal world (Irish Aid 2006).

Irish Aid's Development Education Strategy Plan 2007 – 2011, which was extended to 2015\(^2\) following an external review in 2011, sets out Irish Aid's priorities and strategies as regards Development Education, including the integration of Development Education throughout the post primary and ITE sector:

The focus on continuous professional development of post-primary teachers, through funding for third-level institutions providing teacher education and funding to organisations working with post-primary teachers will be maintained. Promoting development education within the second-level school curriculum will continue to be a strategic priority. This includes support for quality education resources to support teacher education and learning (2007:11).

Irish Aid has also stated their commitment to strengthening research on Development Education in the Irish Aid Development Education Research Strategy (2015 -2016).

The benefits to Irish Aid in supporting Development Education at higher education, post primary and ITE level include advancing awareness, understanding and skills concerning complex issues of poverty and underdevelopment and strengthening the support of civil society for the work of development agencies (McEvoy, 2010).

\(^2\) The Global Education in Ireland report published by the Global Education Network of Europe (GENE) in 2015 indicates that the Civil Society and Development Education Unit in Irish Aid are currently working towards the preparation of a successor Development Education Strategy.
2.3 Conclusion

This brief contextual review has identified that though global issues and Development Education have often resided at the margins of higher education policy and curricula, Development Education is gaining in relevance, evidenced in the commitment made to global social justice concerns within the mission statements of Irish ITE institutions; the rise to prominence of internationalisation in higher education and the related role of Development Education, the potential for advancing multi-sectoral and inter-institutional collaboration in this field and the necessary contribution of Development Education towards achieving Irish Aid’s poverty reduction priorities.
Section 3: Analytical Framework

3.1 Introduction

The purpose of this section is to illustrate the analytical framework adopted in exploring the capacity of Initial Teacher Education (ITE) student teachers to engage with Development Education and integrate it into their post primary teaching and professional practice, following participation in Development Education interventions, supported by the Ubuntu Network, 2015/2016. Areas of impact are first outlined, followed by a discussion concerning the progress markers adopted which form the basis of the data analysis method employed within this report.

3.1.1 Areas of Impact

Learning outcomes within the context of ITE, were key factors in determining the areas of impact with respect to student teacher capacity; outcomes as set out by the Teaching Council, Ireland with respect to:

…the standards of teaching, knowledge, skill and competence together with the values, attitudes and professional dispositions which are central to the practice of teaching (2011:24).

In line with Teaching Council (2011) recommendations, this review supports the relevance of designing, delivering, monitoring and evaluating Development Education interventions with respect to enabling the student teacher to meet expected learning outcomes in the areas of knowledge, skills, attitudes and behaviour. Assessing Development Education learning outcomes in alignment with these specific learning areas is also recognised in national and international Development Education definitions and debates (Irish Aid, 2007; UNESCO, 2013; IDEA, 2015; GENE Review, 2015).

3.1.2 Progress Markers

The IDEA (2015:4) present varied national and international evaluatory frameworks and tools; distinguishing between quantitative, standardised and uniform measures and more qualitative measures and methods concerned with complexity and depth. Irish Aid’s 2015 Development Education Annual Grants Application supports a Results Based Approach to evaluation, emphasising linear and logical change concerned with planned activities, desired outcomes, key indicators, baselines, targets and means...
of verification. Though uniform indicators and linear logic are useful in facilitating clarity and accountability, commentators including Bracken and Bryan (2010) and Van Ongevalle, Huyse and Van Petegem (2013) identify limitations with respect to: capturing depth and complex long term change; depicting the nature of critical engagement; exploring process over activities and outcomes; recognising local contexts and facilitating multiple perspectives and understandings.

In attempting to capture depth and process, depict critical engagement and recognise local contexts and multiple perspectives, those components outlined in The Ubuntu Network Framework for the Integration of Development Education in ITE have been deemed relevant in identifying progress with respect to knowledge, skills, attitudes and behaviour. The Ubuntu Assembly with support of the staff and academic coordinator, devised the Ubuntu Network Framework for the Integration of Development Education in ITE, which is appropriate to the nature and structure of the ITE programmes in Ireland. This framework advocates an approach to Development Education (DE) illustrated below:

![Ubuntu Network Framework for the Integration of DE into ITE](image)

**Figure 1 Ubuntu Network Framework for the Integration of Development Education in ITE**

The components of the framework are the level and nature of knowledge and understanding concerning Development Education; attitudes and values towards Development Education; subject specific and curricular Development Education understanding and skills and Development Education practice,
research and reflection. Progress markers (Van Ongevalle, Huyse and Van Petegem, 2013) are adopted due to their usefulness in capturing a change process which is not rigid nor time bound.

**Table 3 Analytical Framework**

<table>
<thead>
<tr>
<th>Development Education Learning Outcome</th>
<th>Progress Marker</th>
<th>Method</th>
</tr>
</thead>
</table>
| Knowledge & Understanding concerning Development Education and Local & Global Development Issues. | Student teachers have been introduced to Development Education; its meaning and purpose.  
Student teachers are attaining factual information about global and local development issues including poverty, climate change, world trade, debt justice, education & development, immigration and the refugee crises, and have engaged in critical thinking relating to why poverty and inequality exist, what constitutes developed and underdeveloped and the nature of international relationships. | Pre and Post Surveys  
Focus Groups Secondary Documentation (Please See Appendix 3: Pre and Post Surveys and Focus Group Process and Themes) |
| Values & Attitudes towards Development Education and their responsibilities in this context. | Student teachers are demonstrating support for the relevance of Development Education at ITE and post primary level.  
Student teachers are critically reflecting on their global and local social responsibilities, their behaviour and beliefs. | Pre and Post Surveys  
Focus Groups Secondary Documentation |
| Skills concerning Development Education and teaching subjects. | Student teachers are attaining skills with respect to curricular and subject specific Development Education, the use of resources | Pre and Post Surveys  
Focus Groups Secondary Documentation |
<table>
<thead>
<tr>
<th>critical engagement and use of resources.</th>
<th>and supporting a critical Development Education pedagogy.</th>
</tr>
</thead>
</table>
| **Behaviour regarding the practice of Development Education as teacher professional learning and development.** | Student teachers are teaching and observing Development Education and engaging with the World Wise Global Schools project on SP.  
Student teachers are completing Development Education professional portfolio entries and inquiry-based research projects (thesis).  
Student teachers are participating in Development Education-related volunteering/study trips. | Pre and Post Surveys  
Focus Groups  
Secondary Documentation |
Student teachers have been introduced to Development Education; its meaning and purpose;
They are attaining factual information about global and local development issues including poverty, climate change, world trade, debt justice, education & development, immigration and the refugee crises;
They have engaged in critical thinking relating to why poverty and inequality exist, what constitutes developed and underdeveloped, and the nature of international relationships.

Student teachers are demonstrating support for the relevance of Development Education at ITE and post primary level;
They are critically reflecting on their global and local social responsibilities, their behaviour and beliefs.

Student teachers are teaching and observing Development Education and engaging with the World Wise Global Schools project on SP;
They are completing Development Education professional portfolio entries and inquiry-based research projects (thesis);
They are participating in Development Education-related volunteering/study trips.

Knowledge & Understanding concerning Development Education and Development Issues.
Values & Attitudes towards Development Education and their responsibilities.
Skills concerning Development Education and teaching subjects, critical engagement and resources.
The practice of Development Education as teacher professional learning and development.

Figure 2 Illustration of the Analytical Framework employed- four core areas of impact, with progress markers as defined by Ubuntu members.
3.4 Conclusion

The purpose of this section was to present the rationale behind and present the analytical framework adopted to explore the capacity of Initial Teacher Education (ITE) student teachers to engage with Development Education and integrate it into their post primary teaching and professional practice. It has illustrated an internationally and nationally recognised approach to exploring Development Education impacts with respect to learning outcomes in areas including knowledge, attitudes, skills and practice. The Network’s strategic priorities are adopted in determining progress with respect to learning outcomes. The methods used to generate both qualitative and quantitative data were described earlier and include pre and post surveys, focus group discussions and secondary documentation. The following section describes the findings in relation to the analytical themes identified here.
Section 4: Findings

4.1 Introduction

The following section will present findings generated from pre and post surveys, and from six focus group discussions conducted with twenty-six respondents; primarily PME Year 1 student teachers and including two respondents completing a B.Ed. degree course. The focus group discussions took place in six of the Development Education projects funded by the Ubuntu Network in 2015-6. Findings collated from secondary documentation included a review of initial project proposals, lecture/workshop outlines, project reports, and the Ubuntu Network’s Strategic Report 2016 – 2020 are further incorporated.

As discussed in Section 3, the analytical framework adopted aligns with the identification of learning outcomes in areas including knowledge, skills, attitudes and behaviour. These are also learning outcomes which reflect the Ubuntu Network’s strategic priorities including: promoting the concept, understanding and relevance of Development Education; supporting curricular and subject specific Development Education; and advancing Development Education teaching, research and reflection. A summary of the key finding generated, is presented on conclusion of specific themes.

4.2 Knowledge & Understanding of Development Education and Local & Global Development Issues

Findings are presented under the headings Development Education Access and Awareness; Understandings of Development Education; Knowledge of Development Issues; Critical Knowledge and Understandings.

4.2.1 Development Education Access and Awareness

Pre-survey findings show that Development Education was a relatively new concept for PME Year 1 student teachers, with just 16% of respondents being previously aware of the term. In focus group
discussions, the majority of respondents also indicated that they were unaware of Development Education prior to attending PME Year 1. Responses included for example:

To be honest, for me, I felt so ignorant that I didn’t know what it was (Student 3, Institution A);

Researcher: ... had you experience of Development Education before you started?
Student 4: Not particularly, no (Institution D);

I don’t think we were really aware of it until this year. We hadn’t really thought about it (Student 1, Institution E).

Post-survey findings also illustrate a lack of awareness of the term Development Education upon entry to the programme When asked to identify the most beneficial Development Education related activity undertaken during the academic year, one student wrote,

The introductory lecture on Development Education, as otherwise I would still be oblivious to it.

Findings collated from secondary documentation, specifically end of project reports identify that a total of 1,570 students have participated in Development Education activities and the total number of Development Education contact hours was 155 (see details in Table 4 on the next page).
Table 4 Numbers of Students and Contact Hours of Development Education in ITE programmes arising from Ubuntu supported projects, 2015-2016

<table>
<thead>
<tr>
<th>Member ITE institution</th>
<th>Programme and Year in which Dev Ed intervention took place</th>
<th>Approx. # of Student Teachers who took part</th>
<th>Approx. hours of direct Dev Ed. (contact hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU</td>
<td>PME, year 1</td>
<td>105</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>PME, year 2</td>
<td>104</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>B.Sc. Ed, year 4</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>NCAD</td>
<td>PME, year 1</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>NUIG</td>
<td>PME, year 1</td>
<td>130</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>BME year 3 (UG)</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MGO year 1</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>St. Angela’s</td>
<td>B. Ed. 2.</td>
<td>78</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>B.Ed. 3</td>
<td>82</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B. Ed. 4</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>BA/PME 1, B. Ed. 2, 3 &amp; 4</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>TCD</td>
<td>PME1</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>UCC</td>
<td>PME, year 1 (compulsory)</td>
<td>120</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PME, year 1 (optional)</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>UCD</td>
<td>PME, year 1</td>
<td>35</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PME, year 2</td>
<td>95</td>
<td>7</td>
</tr>
<tr>
<td>UL</td>
<td>PME, year 1</td>
<td>73</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>PME, year 2</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>UG Degrees, year 1</td>
<td>250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>UG Degrees, year 3</td>
<td>250</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1570</strong></td>
<td><strong>155</strong></td>
</tr>
</tbody>
</table>
All twenty-six focus group respondents have identified that they have been introduced to the concept and practice of Development Education. In addition, post-survey findings indicate that when asked to indicate the Development Education activities engaged in during the first year of the PME, the highest percentage of, at 96.1%, identified the activity: ‘An introduction to Development Education (e.g. lecture, presentation)’.

In addition, in one institution, a large number of B.Ed. students across the four years were also exposed to the concept and practice of Development Education arising from a project implemented with the Year 2 cohort:

... even though it was the Second Years that did that poster competition, she [the ITE lecturer] brought down her other students from Third and Fourth Year and got them to go around. They were all displayed in the Library Building and they all went around and they all made comments on all of the posters and rated them and, so it was exposed to at least half of the B.Ed. programme (Student 1, Institution E).

However, findings also indicate the potential for confusion surrounding the meaning of the term ‘Development Education’:

Student 4: Even the names we’re using: “Development Education”, even if you say it in the schools: “What is Development Education? Where are you going with this?” It could be school development; it could be like development of people with special needs. I don’t think people associate it with Third World, or countries like that or whatever, developing world. They don’t. I think the word itself is wrong.

Researcher: Well, there’s a movement now towards Global Education?

Student 4: I think that’s better.

[General agreement]

Student 3: At least you know its world education… (Institution D).
Key Finding: A total 1,570 students have gained increased access to and demonstrate an enhanced awareness of Development Education as a concept and educational approach arising from participation in projects throughout the academic year 2015-6. The eight projects by the funded Ubuntu Network provided the opportunity for 1,570 student teachers to engage in 155 hours of development education delivery. These projects introduced the concept of Development Education to student teachers and engendered enthusiasm and interest for the inclusion of global topics in their teaching. This awareness moved from low levels of recognition of the term to providing definitions and insight into the concept. In some instances, student teachers have found the term 'Development Education' confusing, as they believed the term lacked identification of global or world aspects.

4.1.2 Understanding of Development Education

Understandings of Development Education were particularly explored in focus group discussions, with findings illustrating the primacy of understandings centered on its role in enabling awareness and understanding of global issues and contexts; of local development issues and challenges; global interdependency; global and local poverty, economic disparity and enhancing empathy with respect to such issues. Findings illustrating understandings as regards the nature and characteristics of Development Education are presented in the following Table 5:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Indicative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness &amp; Interdependency</td>
<td>creating a bigger picture for your students (Student 1, Institution B); it’s about our global interdependence and interconnectedness (Student 1, Institution F); with a local connection you see that there’s not just inequalities in Syria and what’s going on in Palestine or whatever place in the world is so far removed, it’s also going on locally such as poverty, homelessness in Ireland you know...even members of the travelling...</td>
</tr>
</tbody>
</table>

Table 5 Understandings of Development Education
<table>
<thead>
<tr>
<th>Community</th>
<th>Whatever you have... it would be difficult I think to tackle the other far removed part without the other, to bring it home (Student 3, Institution C);</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Development Issues</strong></td>
<td>Essentially, at its core is a sense of awareness about sustainability, human rights, these kinds of issues (Student 1, Institution C).</td>
</tr>
<tr>
<td><strong>Local Development Issues</strong></td>
<td>It’s not even in developing countries but in developed, and the differences that lies in those’(Student 1, Institution B); both the global and at home issues as well, issues that are happening here (Student 5, Institution C); If it’s not about them they can go: “Oh why do I need to know about that?” While if they can make it more of a situation that they can link to (Student 1, Institution C); And it’s not just about people abroad who have challenges and issues, it’s here as well (Student 1, Institution F).</td>
</tr>
<tr>
<td><strong>Poverty &amp; Economic Disparity</strong></td>
<td>...getting them to see what everyone goes through. The various lifestyles and day-to-day things that happen and challenges that people face across the world (Student 1, Institution B); I think it also allows them to understand themselves more, find their place a bit... they know where they stand, I don’t know if they appreciate how well off they are or how comfortable their lifestyle is. So it’s good to educate them in that way and to put a name on it (Student 2, Institution B).</td>
</tr>
<tr>
<td><strong>Empathy &amp; Compassion</strong></td>
<td>One of the most important things is looking at empathy and building on empathy with the students and starting that. That would be the starting point that I would consider (Student 4, Institution C); And to promote...equality, understanding and compassion (Student 1, Institution F).</td>
</tr>
</tbody>
</table>
In addition, findings demonstrate an understanding of Development Education based on its centrality in promoting an educational approach centred on human development and citizen action, thereby challenging a predominant educational framework which prioritises academic achievement:

It goes back to the question: How do we value knowledge and education? What are we educating for? Essentially, we’re only educating for points to go to college. Are we educating to be social, to be involved in the world, to be active citizens? There are certain elements of the curriculum that promote that but overall we’re more academically focused… (Student 5, Institution A);

There’s a mentality that education is just about learn this and doing exams…. I think that [Development Education] breaks that down a bit cos it makes them look: “oh well look, I’m actually educating myself about the world, how I can make a difference and the things that affect people’s lives” and that’s what education is about, not just doing an exam (Student 1, Institution B);

Additionally, student teachers recognised the action and empowerment aspects of Development Education in capacity building for change in society:

Also that they can take action in their daily life. It may be just recycling or be aware of the water usages, something like that. That they can, they may be only one person in the world among five billion or whatever it is. They can take a little bit of action now that will help down the line (Student 3, Institution B);

Really think it’s about this kind of idea about empowerment, so to empower young people to make their own informed opinions, decisions, have their own ideas about things (Student 1, Institution C);
... give them more autonomy and power to actually say: “I can change something if I’d be a little more active or researching something”. It all goes towards them being more active within their own lives and society in general (Student 5, Institution A).

Key Finding: Students demonstrate an enhanced understanding of Development Education as a concept; its key characteristics as centred on global interdependence and acknowledged the linkages between local and global development agendas. Many recognised the relevance of Development Education in supporting a more holistic educational philosophy which contrast with the academic focus of much education and also includes the action and empowerment for change.

4.1.3 Knowledge of Development Issues

Project proposals and lecture/workshop outlines identify that the following development issues were to be addressed within the Development Education intervention: global food production; inequality; children’s rights; community development; education’s role in society; social justice; human rights; environmental issues; critical media literacy and nature and relevance of Development Education. Focus group respondents outlined that they have engaged with development issues including child labour, development aid, critical literacy and the nature of the fashion industry, and that in this regard their knowledge and understanding of development issues has strengthened:

... shopping bag full of different products and examined where they were from. How much stuff is imported, and he gave a load of facts – I couldn’t reel them off now – about Coca Cola – they took up so much water. The effects these companies have on the communities where they start their businesses and the child labour they incorporate and that we’re drinking that. River Rock is Coca Cola, I didn’t know that. (Student 5, Institution B);

...it told you things you would never hear in the news (Student 2, Institution B);
Even the fact that the university got the likes of Vanessa Andreotti, the speakers that we had were phenomenal (Student 2, Institution A);

Topics mentioned in the focus groups included:

There was global warming, there was the fashion industry... recycling too (Student 2, Institution E);

And we did media and literacy (Student 2, Institution E);

....discussed where Development Aid originated from an historical point of view....... Hunger, poverty and homelessness were kind of the main topics we discussed and how they affected Ireland and the rest of the world (Student 1, Institution E).

Post-survey findings further identify that students have engaged with development issues including homelessness and environmental concerns. In addition, post-survey findings highlight how 28.5% of respondents have participated in: ‘A discussion with an NGO in relation to a Development Education issue’, further indicating increased access to knowledge:

Organising a spokesperson from the Simon Community talking on the issues of homelessness

Global warming and ozone depletion.

However, though findings demonstrate that knowledge and understanding with respect to development issues has strengthened, students’ concerns about addressing complex development issues in the classroom, and the limitations of their knowledge of these areas was also illustrated:

There was no proper going into the actual problems. It was just like Development Education but there was no discussion on climate change or different issues going on… I didn’t have an actual knowledge of climate change... I wanted to teach them about how,
what’s happening with climate change, what are some of the solutions (Student 2, Institution D);

And it’s a lot easier to teach your own subject area. It’s like second nature; you’ve been doing it for so long. Whereas Development Education, you’ve to make a conscious effort, like what am I actually saying here or what am I trying to get across? (Student 3, Institution D);

Student 4: I would say I don’t know enough about it to be telling the students.
Student 1: Yeah exactly, I’d be the same (Institution D);

But even adults, even we would be confused cos you read one paper which could have one opinion. And then you talk to someone on the street who’ll have a completely [different opinion], like even the refugee crisis... I think as adults we’re confused (Student 2, Institution C);

Development Education issues really need to be discussed with a lot more structure and help for students to understand it and particularly difficult topics need to be followed up and make sure, you know, students had time to read up on it within a subject and framework (Student 1, Institution F).

The role of external development experts in providing this expertise was supported by a number of respondents:

...so bring someone in from a development [NGO] (Student 2, Institution D);

It might be nice to have, maybe people come in from Irish Aid or Ubuntu specifically talking about their work and how different NGOs can be used (Student 1, Institution F).

In a similar vein, ‘Discussions with visiting NGOs’ featured prominently in post-survey responses to the question concerning the most beneficial activity engaged with during PME Year 1.
However, the importance of providing an expert from within the ITE programme was also endorsed:

Maybe…..have a nominated person in the PME to go to for the Dev. Ed. Questions (Student 1, Institution B).

Key Finding: The participating student teachers in focus groups named particular topics that were addressed, saying they learned much about global issues from their participation in the Ubuntu supported Development Education projects. Though students have increased their knowledge of development issues through participation in projects, the need for access to increased knowledge of development issues has emerged. Support for external development experts in facilitating this knowledge was identified.

4.1.4 Critical Knowledge and Understanding

Moving to explore the critical nature of knowledge gained, pre and post questionnaires were useful in measuring student teachers’ attitudes to a number of development topics – specifically Overseas Development Aid, the refugee crisis, and educational opportunities. Pre-survey findings show that 60.7% of respondents support the statement that the Third World must be supported to become more like developed countries, illustrating the risk of a limited critical understanding of the causes of poverty and inequity and the potential for an understanding of the 'developed' world as advanced and superior. This figure fell to 44.7% of post-survey respondents, indicating positive change. One can infer there that students have come to question models of development and the imposition of Western beliefs and value systems on the developing world. With regard to educational opportunities, 64.4% of pre-survey respondents recognise unequal access to education in Ireland, also indicating critical awareness. This percentage increased further to 74.0% of post-survey respondents. A high percentage of pre-survey respondents, at 30.0%, accepted that educational access is equal, suggesting limited awareness of unequal access. However, his figure fell to 15.5% of post-survey respondents; a positive development with respect to critical understandings.

Within focus group findings, a particularly nuanced and critical understanding of development
issues was demonstrated. Findings illustrating an understanding of development issues as complex and sensitive also emerged:

I think you definitely need to be careful with how you present it; what pictures you use and what they portray and what impact they can have on students. South Africa has really rich [neighbourhoods] and really poor slums and there’s usually a fence diving it. If you got an aerial photo you could show them that maybe. You could highlight that to show, yes there is poverty but there’s also people living comfortably looking down over the fence……. I think it’s important to remember that all the time cos they’re so easy to influence. And one picture could stick with them (Student 1, Institution B);

It might be difficult for them maybe to comprehend what is actually going on and how they could contribute you know, they see it and there’s nothing they can do. You know: “Why are you showing me this if I can’t do anything about it?” (Student 1, Institution D);

In terms of a language such as French there are ways it can be brought in: colonisation and the problems that invariably come from that and still have repercussions today…” (Student 1, Institution F).

Focus group findings also demonstrate that previous assumptions have been challenged with respect to stereotyping; the use of images; poverty in economically wealthy countries; positive representations of the South; charity; learning from Southern knowledge and values; the role of the North in perpetuating poverty and inequality in the South and the meaning and purpose of education, as presented in the following Table.

Table 6 Assumptions Challenged

<table>
<thead>
<tr>
<th>Assumption Challenged</th>
<th>Indicative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stereotyping</td>
<td>I’ve found this challenged me, some of my own stereotypes, some of my own prejudices. I’ve felt my own back going up. I’m an educated person, I should know all this stuff already……and I was like: “wow, [I] didn’t even think they had</td>
</tr>
<tr>
<td>The Use of Images</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
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<tr>
<td>food in that country”. It challenged my own stereotypes (Student 5, Institution B);</td>
<td></td>
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<tr>
<td>The girls in the group thought that one case was a child bride but it was totally opposite. But yeah, it created really good dialogue then, just how everyone has gaps in their knowledge, nothing to be kind of intimidated of (Student 6, Institution D).</td>
<td></td>
</tr>
<tr>
<td>...coming back to being careful of the pictures you use. It made you aware that (Student 1, Institution B);</td>
<td></td>
</tr>
<tr>
<td>We were saying that some images you’d choose without realising they’d be offensive, maybe to some of the students.....the hidden message (Student 2, Institution E);</td>
<td></td>
</tr>
<tr>
<td>...the point of political literacy, so that you’re not seeing an image in a really reductionist way but have the literacy skills to question and understand motivations behind presentations of images, colours, things like that, so, all kinds of things that go along with methodologies. That was really interesting. These days, everything is so visual: Instagram and Facebook… Critical thinking is crucial (Student 1, Institution F).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Poverty in Northern Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>It made us think about all these different things going on, so many sections of the world we don’t see.....the number of people living in the slums and stuff under Las Vegas, which you wouldn’t see. Think of the wealth and gambling that’s going on there and there’s problems going on underneath that. (Student 4, Institution B);</td>
</tr>
</tbody>
</table>
| Positive Representations of the South | I didn’t realise, Development Education is always like thinking negative, but there are actually positives to it. Celebrating different cultures and music (Student 2, Institution B);

Student 4: it’s a celebration of the culture as opposed to the……..struggling aspects, do you know what I mean?
Researcher: Focus on the positive?
Student 4: Like it’s not all doom and gloom. Even in these bad situations great art can come out of it. (Institution A);

| Charitable Understandings | A very important part of that was it’s not just about the charity or giving to the poor country, whereas before the only part of Dev. Ed. they might have had in the school was the Trócaire boxes... Rather than just like: “Oh, I’ll give a bit of money to charity and that’s all we’ll learn about it”. But it’s actually: “we’re going to focus on this interdependence in the world”, rather than just in your classroom and they are over there……we had a guest speaker in and she was great....... She’d spent her whole life working with this information and she was telling us how there’s this global view of the rich North giving to the poor South that needs to be changed cos nothing will come of it if it’s continuously viewed that way where: “We’re giving to you and you’ve nothing to give to us”......There has to be an understanding and a learning and a constant interaction rather than “Ok we’ll give to them and turn away and do our own thing”. There needs to be a kind of conversation……but there’s more that needs to be done. I think it opened my eyes to that anyway. (Student 3, Institution A);

| Learning from the South | And the other thing is that it can get very deep and down and depressing but we’ve actually things to learn from these |
societies…..they were talking about the danger of thinking: “our way’s the right way because we’re more developed in some areas”. It’s not like that. We’ve to learn from other countries and cultures…..that came through for me anyway (Student 7, Institution A)

**Exploitative Interdependency**

In terms of, to step out of your comfort zone cos you’re so comfortable here. But that uncomfortable truth of: “what I do and what I buy affects other people”. You have to choose your own ways and how you’re going to interact with society.... cos you do have a direct influence on what’s going on in trade and Fairtrade... it’s an uncomfortable truth; what I’m doing right now is affecting millions of people elsewhere (Student 5, Institution A).

**The Meaning of Education**

We’re so caught up in teaching this and teaching that like you know, it did make you slow down and think about it. And that had the same effect on the kids as well. Look at this list and look at this list and this is someone else’s life. How they’re different and how they’re the same. They kind of went: “this is bigger than just a lesson” (Student 2, Institution E);

I’ve learnt over this project or especially the methodologies, it really strengthened that. It made me really want to go back and focus my whole outlook on how to approach teaching around empowerment (Student 5, Institution C).

The relevance of collaborative research and reflection in strengthening critical knowledge and understanding was also noted:
I think that it takes doing your own research project where you really, where you put the body of research together that you get really shocked by it. Or you can really like understand how complicated it is. Even delivering it to them I think it takes a research project as the educator first so that you can piece together the pieces (Student 6, Institution C).

This was also evident in researcher observations of collaborative research projects concerned with humanitarian aid, the Syrian crises and notions of charity and charitable institutions, which were completed and presented by student teachers.

Examples of critical engagement with development issues by post-survey respondents also emerged in responses concerning the most beneficial Development Education activity engaged with in Year 1 of the PME. Indicative quotes include:

Creating awareness using historical bias in post primary textbooks;

…walking debate about the consequences of where the chemicals we use in the lab come from to the area they are produced or mined.

The main responses to this question stated methodologies and subject specific Development Education. Others named Development Education Day, workshops, Global Schools and walking debates were highlighted, but not the subjects or topics that were addressed in these activities. In the focus groups, two students did identify topics and subjects where learning was clear:

Organising a spokesperson over from the Simon Community talking on the issues of homelessness;

Our course director…invited a musician who works in music dev. ed. to do a workshop with the music class on how to teach dev. ed. through music-making activities.
Post-survey findings further illustrate a strong tendency towards critically engaging with development issues. When asked to identify a development related issue that they would like to address within their principal subject area, inequality, human rights and the refugee crises were particularly emphasised. Indicative quotes include:

Changing perceptions: Oftentimes what we are taught in the western world is considered 'right' when we have not considered the impact it has had on other countries. This needs to change;

Unequal distribution of water and conservation;

Power of Media and portrayal of other places/people (Orientalism Edward Said);

The human rights of refugees;

Intergenerational justice - global warming focus;

Cheap labour in third world countries;

Statistics and misuse of statistics.

However some student highlighted the need for sensitivity when engaging in controversial or complicated development issues. In particular, one student identified challenging young people’s views when the perspective on the development topic goes against the usual portrayal, or challenges what they hear at home on the topic:

I think we’ve realised how complicated it is (Student 2, Institution C).

But then there’s issues could be really strong: “There’s a war going on, I just left”. You know, how do you deal with an issue such as that? Could be very personal and get very upset. I think it’s a very sensitive (Student 4, Institution D);
…the kids might have their own perception of certain things. So there might be resistance from them, if you were trying to bring in and they’re like: “Oh that’s not what I heard at home or that’s not what my, or I heard on the news” … I think we probably need more on it in college because even the facts, like, I do understand the concept but the different components as such…I think more on the different concepts actually taught to you in college… You really have to stick to the facts (Student 1, Institution E);

Another student spoke of the same issue, saying though the presentation of information on the topic was the role of the teacher in facilitating learning:

I think it’s definitely important to give the students the information and then step away. Let them educate themselves. Let them do their peer learning too. There might be a child in your class that has understanding and real life experiences that you can’t even explain cos that was their life or whatever the case may be. And I think it’s important in that case, you’re facilitating the learning and letting the students learn from their peers as well (Student, 2, Institution B).

Key Finding: Evidence of critical engagement is present and students have challenged their own assumptions on issues such as stereotyping, charity and the developing world. Some student teachers are inclined towards critical engagement with Development Education in their future practice as post-primary teachers, as a result of their participation in Development Education interventions, naming specific issues and topics which challenged their thinking about the world. They identify research and collaborative reflection as ways to strengthen their critical engagement. However, some students are wary of controversial and complicated issues especially if topics challenged the usual views on the topic. Further knowledge of develop topics and confidence may help in developing their understanding of the teachers’ role at time like this.
4.2 Values and Attitudes towards the relevance of Development Education, Engaging with Development Issues and Social Responsibility

The extent to which students regard Development Education as relevant and value social responsibility was explored within pre and post surveys and focus group discussions. This theme is presented under the following headings: Why is Development Education Relevant; Interest in and Support for Development Education; Nature of Support for Development Education Integration; Interest in and Support for Development Issues; Attitudes towards Social Responsibility.

4.2.1 Interest in and Support for Development Education

A high level of interest in and support for Development Education was evidenced by the research. Student teachers’ appreciation for Development Education was relatively high upon entry to the programme and for the most part this increased as they reached the end of Year 1. (Table 4). Those that indicated an interest in development issues increased from 86.6% of pre-survey respondents to 92.3% of post-survey respondents. In the pre-survey, 84.3% of respondents agreed\(^3\) that they would like to raise awareness of development education in their teaching, this rose to 89.7% of post-survey respondents. The questionnaire data also revealed that students were predominantly happy that Development Education is a component of their teacher education programme. Refreshing too is the increased support for linking local and global development issues, with fewer (10.3%) post-survey students indicating that local issues should be addressed before moving on to global issues.

<table>
<thead>
<tr>
<th>Attitudes to Development Education (general)</th>
<th>Pre (n =178)</th>
<th>Post(n= 91)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in Dev Ed issues</td>
<td>86.6%</td>
<td>92.3%</td>
</tr>
</tbody>
</table>

\(^3\) Agree refers to ‘strongly agree’ plus ‘agree’.
It is important that pupils are supported to think about development issues.  
<table>
<thead>
<tr>
<th>Question</th>
<th>95.3%</th>
<th>94.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to raise awareness of development issues in my teaching</td>
<td>84.3%</td>
<td>89.7%</td>
</tr>
<tr>
<td>I have a responsibility to address issues like these in my teaching</td>
<td>72.6%</td>
<td>80.8%</td>
</tr>
<tr>
<td>We should focus on local development issues rather than global development issues.</td>
<td>20.5%</td>
<td>10.3%</td>
</tr>
<tr>
<td>I am happy that Dev Ed is part of my PME programme</td>
<td>75.9%</td>
<td>82%</td>
</tr>
<tr>
<td>I would like to conduct some research on Dev Ed as part of my PME</td>
<td>31.5%</td>
<td>42.3%</td>
</tr>
</tbody>
</table>

**Key Finding:** There was a high level of interest and support for Development Education upon entry to the PME programme. This increased during the programme as a result of interventions. The figures clearly show that student teachers are more inclined to voluntarily engage with Development Education post-intervention.

**4.2.2 Why is Development Education Relevant?**

In respect of the relevance of Development Education, focus group participants highlighted the importance of Development Education in terms of enabling pupils to gain an awareness of their global context and adopting an ‘outward looking’ perspective; of global interdependencies; of local development challenges and of global and local economic disparities. The relevance of Development Education in advancing a more holistic understanding of education concerned with social justice and its role in enabling active engagement with development issues is further apparent:

> It was really eye opening cos most of the time here we’re really focused on Irish education (Student 4, Institution A);

> we need to understand the bigger picture and how our responsibilities are tied (Student 1, Institution F);
your world is bigger than just your own life. We’re all involved in a global kind of atmosphere now, even the new Economics and stuff like that; they’re all related to each other. We kinda need to develop links with other countries and links with different places and stuff like that so we fully explore (Student 5, Institution A);

You’re trying to think of something that’s bigger than the classroom or something that’s bigger that the exams so it could come out there (Student 1, Institution E);

. a contributing citizen to society……. it’s about how to integrate into society as much as you can (Student 1, Institution F).

Key Finding: Students see Development Education as relevant due to its role in enabling an understanding of global and local development issues and it contribution towards a more holistic understanding of education.

4.2.3 Nature of Support for Development Education Integration

Surveys indicated that student teachers are better able to see the links between development issues and their subject areas (Table 5). Some 78.2% of post-survey respondents support the integration of Development Education into their subject area, an increase from 61.5% of pre-survey respondents. Students appear to see the value of Development Education and see opportunities for it in their subject areas. At the same time some uncertainly exists about the syllabus and exam structure restricting teachers’ autonomy to teach about development issues. A small number of students (8.4% in pre and 7.8% post) stipulated that they would only teach it if it was likely to be on the exam. A greater number (17.8% in pre and 20.8% post) indicated that they would not teach development issues unless they were stipulated in the subject syllabus, raising a concern with respect to the motivation and interest to voluntarily engage with Development Education. However, 57.6% of post-survey respondents disagreed\(^4\) with the latter statement (an increase from 51.5% of pre-survey respondents), and just 20.5% of post-survey respondents selected ‘Neither Agree nor Disagree’, a decrease from 31.9% indicating greater clarity on how Development

\(^4\) Disagree refers to ‘strongly disagree’ plus ‘disagree.'
Education can be integrated in subject areas. Moreover, support for the relevance of Development Education was also demonstrated in focus group findings:

We’ve enough to be doing but it’s generally worthwhile, genuinely worthwhile (Student 5, Institution A).

As regards the nature of Development Education integration, the most popular option was that it be included within individual subjects (78.2% of post-surveys). A significant 48% felt that it should be taught as a subject in itself. A mere 11.5% felt that it should be restricted to Transition Year (69.2% of post-survey respondents disagree with the statement, an increase from 61.2% of pre-survey respondents) suggesting a strengthening recognition of Development Education as more than just an ‘add-on’ subject.

**Table 8** Student teachers’ attitudes to Development Education (integration) Pre and Post PME1 in 2015-2016

<table>
<thead>
<tr>
<th>Attitudes to Development Education (integration)</th>
<th>Pre (n=178)</th>
<th>Post(n=91)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can see links between Dev Ed and my subject area.</td>
<td>67.5%</td>
<td>88.5%</td>
</tr>
<tr>
<td>It is important that Dev Ed is integrated into my subject area.</td>
<td>61.6%</td>
<td>78.2%</td>
</tr>
<tr>
<td>If these issues are not on the syllabus then I would not teach about them.</td>
<td>17.8%</td>
<td>21.8%</td>
</tr>
<tr>
<td>If it is not on the exam, then it is not relevant to my teaching.</td>
<td>8.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Development Education should be taught in Transition Year only.</td>
<td>14.0%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Development Education should be taught as a subject in itself.</td>
<td>33.9%</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

In further exploring Development Education’s curricular integration at post-primary level, focus group findings were varied in that a number of respondents supported a more low key, ad hoc approach to its integration, others endorsed the need for its inclusion as a separate subject in enabling cross-curricular integration and in addressing time limitations. The need for its integration within Transition Year so as to ensure the time and space necessary for critical reflection was also supported, as outlined in the following Table 6.
Table 9 Curricular Integration at Post-Primary Level

<table>
<thead>
<tr>
<th>Curricular Approach</th>
<th>Indicative Quote</th>
</tr>
</thead>
</table>
| ‘Integrated’        | I think it’s important not to make it a big thing in the sense of, not making it a whole class, just to add in 10 minutes every now and again at the end of a lesson (Student 1, Institution B)  

bring it through your own classes but not making it a focus of the class but just bringing it in, like a side thing (Student 2, Institution D). |
| Transition Year     | a group like TY is a perfect opportunity... and it would be done properly for them rather than skimmed across (Student 1, Institution D)  

Student 2: I think it could be a good TY module.  
Student 1: Time is definitely the key. A TY module actually called Development Education (Institution E). |
| A Separate Subject  | I think that’s something that could be looked at in terms of an actual subject on Development Education. If you have that alongside your other subjects it’s easier to cross, like link it... and at least in that respect they’re not just being shown videos and they go off to your next class, and there’s no way you can help [go further] ...That’s what schools understand and relate to I think and that’s what works in a school (Student 4, Institution D)  

I reckon the real issue though for taking Dev. Ed. forward into the future in the classroom is to get the Leaving Cert on board... get the people who are putting the Leaving Cert together and the Junior Cert, that’s where the...cohesion needs to happen...at the top level and then down at the bottom...There’s no pressure really to make |
sure you tackle them. So I suppose you could rest on your laurels quite easily, or say, I’m not doing that again!.. There’s no exam reward at the end or whatever…

.... I think it should be scheduled in, part of the curriculum and then I think it will, just pick up itself (Student 1, Institution C)

I think you do need that subject where you can say: “This is what is going to happen” (Student 6, Institution A)

If there was actually a teacher doing Development Education, I guess…. with Geography and the new politics subject and History as well and it’s easier (Student 4, Institution D)

It’d nearly need to be the curriculum for it to work in schools (Student 2, Institution D)

Key Finding: Though a lack of certainty exists as to the exact status of Development Education integration into subject teaching, it may be concluded that Development Education requires integration as a stand-alone entity, so as to ensure appropriate time and commitment.

4.2.4 Challenges to Integration

Findings depict challenges in integrating Development Education into specific subject areas with respect to maintaining a balance between a focus on the development issue itself and the subject area, all within a limited timeframe:

.... too much focus on the issue, where you could have weaved it in to what you were doing instead of just focusing on [the development issue] (Student 2, Institution D);
it’s hard to bring it into the topic itself. You’re just skimming the very top just for vocabulary purposes and then you’re gone again. So it might be very hard to get in depth into the actual subject (Student 3, Institution D);

…with History it was hard to fit it in with all the content you had to cover so it was at the end and was a bit tacked on (Student 7, Institution A);

…wanted to do something like homeless crisis in Dublin, you know that getting into that is going to be really, really close to home. And like the workload you can’t give it like, the justice it would deserve (Student 1, Institution C);

It’s hard to address issues like that in a way that’s not tokenistic, that looks at both sides in 10 minutes at the end of class (Student 8, Institution A).

**Key Finding:** Students grapple to see how they can provide adequate depth to a topic without deviating from the subject specification or curriculum. Students see the links with their subject areas but find it challenging to address development topics in short time-frame.

4.2.5 Prominence of Development Education

In this context, findings illustrating the rising prominence of Development Education also emerged:

it’s being brought in, in more places which is great. I think it is really important (Student 5, Institution B);

I think it’s in the process of gaining importance. I know before, I didn’t deal with it in school at all. But then when I mentioned it in school to the younger teachers, the older teachers said: “What is that!” But then the younger teachers said: “O yeah, I looked into that”. You know it’s starting to gain momentum… I think it’s starting to move in the right
direction. But I know from my own experience, I didn’t have any, but I can see how it is starting (Student 4, Institution B);

And you can see opportunities….in Junior Cycle programme with its short courses......it might be implemented in some schools for short course or even longer course (Student 5, Institution A);

...holistic approach, so that it really ties in with the whole new approach they’re taking like it’s all just coming at the right time… (Student 3, Institution A).

This finding is also supported in secondary documentation, as outlined in section 1 with respect to increasingly supportive national educational and development contexts. In a similar vein, focus group respondents emphasised that Development Education is a subject in which their peers are interested in and supportive of and which is valued by post-primary schools, including post-primary pupils as evidenced in the following quotations resulting from experiences on SP:

They’re so interested in learning about it. They’re sitting beside somebody that they didn’t live on the same road as them, didn’t live in the same village as them, didn’t even live in the same town as them. But they’re already learning so much more about the other person that is culturally different or socially different or whatever the case may be. But they’re two completely different ends of the spectrum. And they’re both so interested in that and they’re both really learning. I don’t want to be rude and ask him: “where do you actually come from?” But by learning it, it’s ok. Not being nosey (Student 2, Institution B);

They [post-primary pupils] were very enthusiastic about it and they seemed to really enjoy doing it and taking part and applying it to their subjects (Student 3, Institution A);

The increasing prominence of Development Education is further apparent in findings indicating that students have encountered Development Education activities on School Placement. The quotations below refer to some of the activities they experienced:
we did the shoe boxes and there’s Dev Ed for TYs (Student 1, Institution B);

she actually set up a Development Education module for the TY group and she brought in
say, people from Trócaire to make them more aware and things like that (Student 3, Institution D);

What they actually did was they allowed the students to decide. The students chose the
project which I think was very worthwhile cos I think that then, from the get-go, they were
interested... And then, a different project altogether, we actually had some African guests
over, from Zambia from the partner school (Student 2, Institution A);

I noticed the connection to the Hope Foundation...There were pictures of an orphanage
and visitors from Eastern Europe a number of years ago (Student 1, Institution F).

In addition, almost all pre-survey respondents have been involved in at least one Development
Education related activity at post primary level. Fundraising was by far the most common activity
experienced at post primary level, identified by 81.4% of respondents, followed by volunteering
projects at 48.8% and YSI projects at 20.0%. Activities relating to ‘World Wise Global Schools
Projects’ featured lowest at less than 1%, potentially reflecting the relatively recent introduction of
this initiative in 2013. Post survey findings further demonstrate how 66.2% of respondents have
engaged with Development Education while on School Placement including A World Wise Global
Schools Development Education project, other activities including Concern debates, Young Social
Innovators, a fundraising project, a Transition Year unit and The Global Teacher Award
workshops/lectures series.

Key Finding: Development Education is becoming increasingly prominent in educational
contexts and is identified as part of Junior Cert reform. While on School Placement, student
Teacher encountered Development Education in different forms. This reflects the growing
acknowledgement that Development Education is an interesting and valuable subject by
educational stakeholders.
4.2.6 Attitudes and Values towards Development Issues and Social Responsibility

94.8% of post-survey respondents agree with the statement that it is important to support pupils to think about development issues, increasing from 86% of pre-survey respondents. 80.7% of post-survey respondents in comparison to 72% of pre-survey respondents agree that they have a responsibility to engage with their pupils in development issues. 92.3% of post-survey respondents agree with the statement that that they are interested in development issues, an increase on 86% of pre-survey respondents.

These figures demonstrate high and increasing levels of supportive attitudes and values. Though 74.0% of post-survey respondents agree that refugees must be supported in an Irish context, a rise from 65% of pre-survey respondents, 59.7% of post-survey respondents agree that Irish ODA spending is worthy, a reduction from 68% of pre-survey respondents, indicating an increasing support for the refugee crises in tandem with a decreasing support for Irish Aid (Please See Table 4.7).

Table 10 Student teachers’ attitudes to a range of development issues Pre and Post PME1 in 2015-2016

<table>
<thead>
<tr>
<th>Attitudes to Development issues</th>
<th>Pre (n =178)</th>
<th>Post (n=91)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland’s provision of Overseas Development Aid (€600 million in 2015) is a worthy spend.</td>
<td>68.1%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Ireland should support refugees to make a new and fulfilling life here.</td>
<td>65.6%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Developed countries should do all they can to make Third World countries more like them.</td>
<td>60.7%</td>
<td>44.7%</td>
</tr>
<tr>
<td>All children in Ireland have equal access to third level education.</td>
<td>30.1%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Education can empower people to bring about change in their society.</td>
<td>96.3%</td>
<td>96.1%</td>
</tr>
<tr>
<td>We should sort out the development problems in Ireland before tackling global issues.</td>
<td>57.1%</td>
<td>35.1%</td>
</tr>
</tbody>
</table>
Perspectives concerning an emphasis on global or local development issues within the context of Development Education was further addressed and pre-survey findings illustrate a lack of certainty in this context, with 35.4% neither Agreeing nor Disagreeing with the statement that: ‘We should focus on local development issues rather than global development issues’. This figure increased to 51.2% of post-survey respondents; suggesting perhaps an increasing recognition of the complex interdependency between local and global development issues. The potential for local issues to be afforded increased priority is evident in pre-survey findings which show that 57.0% of respondents agree with the statement that: ‘We should sort out the development problems in Ireland before tackling global issues’. 35.0% of post-survey respondents agree with this statement, suggesting a diminishing commitment to the primacy of local development issues.

In this context, the existence of poverty internationally and nationally, and the interdependence between the local and the global was also noted by post-survey respondents:

Why is poverty classed/labelled e.g. Deis schools, when it is now impacting on every school and home - regardless of income hope is priority;

I think it needs to be a current issue that is also relatable at a local level.

Finally, post-survey findings also demonstrate that a large number of students have engaged with the Global Teacher awards during PME Year 1.

Key Finding: Attitudes and values towards development issues are increasingly supportive. Though the potential for local development issues to be afforded increased priority is apparent, the interdependency between local and global development issues is particularly recognised.

4.3 Development Education Skills with Respect to Subject and Curricular Integration

This section explores the extent to which student teachers have attained understanding and skills as regards subject specific and curricular Development Education, have engaged with a critical,
learner centred pedagogical approach, the challenges to subject and curricular integration and the relationship between Development Education and other ITE components.

4.3.1 Subject Specific and Curricular Development Education

A high percentage of pre-survey respondents, at 67.4%, agreed that they can see links between Development Education and their subject area. This figure increased considerably to 98.4% of post-survey respondents. A very high percentage of post-survey respondents, at 87.0%, indicated that they have participated in: ‘An activity that allowed you to consider how Development Education relates to your subject area’. Focus Group findings further indicate that students have gained an increased understanding and awareness of how Development Education relates to their subject area and have reflected on this. Previous assumptions regarding the integration of Development Education within their subject area were also challenged, with particular respect to its integration in the subjects Irish and Maths. Skills with respect to the cross-curricular integration of Development Education were also developed:

Yeah it definitely got me thinking about how it can be incorporated (Student 1, Institution E);

The option now is to make a decorative headpiece based on the four seasons... How can I make this into Development Education issue or is it just going to be a milliner’s fancy piece? (Student 3, Institution B);

one part of it was that we covered the different subjects that we teach so a lot of us then had questions about how would we put Dev Ed into Languages? (Student 1, Institution A);

If you think of Math, you might just think of Algebra and Geometry, but using those statistics and facts, probability [related to development issues] … you can help open their eyes to what’s outside the classroom (Student 4, Institution B);
Before the Development Education Day that we had, I thought that you couldn’t bring that in at all, like it’s more an English or an CSPE topic but after the workshops that we had, dedicated to Maths, you could see that especially in the video, little elements of that were incorporated into the classroom in Development Education but putting it into Maths, which was really nice (Student 3, Institution B);

I went in: “How am I going to learn to bring development Education into Irish?” It’s not prominent like Spanish is in loads of countries… I went in with that in my head. “This is going to be so boring… we’re not going to learn anything”. I went in and it was staring me right in the face... I just learnt so much... How did I not realise that? That was one of the things that stood out for me so much. That’s how I’m going to use it in my classroom; even if I’m just going to ask questions about the movie. Or give the kids the questions first and find the answers in the movie. That’s integrating it into the classroom and I was just totally blown away. First of all, I was so mad at myself because how did I think it couldn’t be brought into Irish? Obviously it can in so many ways... I just hadn’t thought of it (Student 2, Institution B);

Even the pack The Whole School Approach workshop…it had a list of a load of subjects and photo pack and cds. Even I was looking at the likes of Geography and History and they’d be my subjects, but the ideas that are in that pack, I could adapt them and incorporate them into the subjects I teach (Student 1, Institution B);

I did a cross-curricular... I found that was really helpful. It gave you that kind of perspective; that realistic feel. It really brings it down, down to your level (Student 1, Institution B);

I thought it was very good. Like it was different, he was very open and he had his own way of showing us what he wanted to show to the kids. But I think you could definitely incorporate it (Student 4, Institution D).
Key Finding: Students can see the link between Development Education and their subject area and its curricular integration, this understanding strengthened as a result of the intervention. Previous assumptions regarding the integration of Development Education within their subject area were also challenged, notably in languages and Maths.

4.3.2 Pedagogical Skills

In response to the pre-survey question asking how development issues may be addressed within specific subject areas, prominent responses included group work, presentations, debates, statistics, projects and case studies, and subjects including music, geography, CSPE and English were emphasised. Indicative quotes include:

Music students could explore this issue through songs/music from different cultures, maybe writing poetry and putting it to music (composition) and trying to learn about other countries. Opening their eyes and ears to other cultures can lead to discussions about people from countries who may be war-torn and forced to migrate. Irish traditional songs could be used to study theme of Irish migration and empathy for migrants globally can be won through such activities;

Choose a novel or poem about this topic area and discuss this problem in greater detail, for example, by asking students questions about this issue, how this issue is related to society today, what effect this issue has on society and humans in society, etc.;

I would make my learners more aware of these issues by bringing in newspaper articles in my French classes to discuss issues relating to development education that are in the news;

Use group work to discuss where inequality exists and what are the implications. Explore solutions through group art projects to be exhibited in the community;

Group Debate; Think, Pair, Share; A whole class discussion.
Focus group findings further illustrate that students had gained practical experiences of appropriate methodologies, with visual methodologies including film and images emphasised as particularly useful. Findings also demonstrate how Development Education lectures and workshops were also conducted in a participatory and active manner:

And then even the activities, [the] CSPE [workshop], we went through the Fair View pack which was great. There were 31 strategies (Student 3, Institution B);

Student 2: I think the pictures are the best ways to show the differences. We can actually see, or see the case as it is, or having to read a case study or something like that’.

Student 1: More real life I think. Really see it, brings it before your eyes

... 

Student 2: There was a methodology of having, like, a ball of wool…

Student 3: Oh yeah, making like the web and how everything is interconnected and that was really good. I really liked that (Institution B);

Doing the workshops, Development Education, the strategies they used is what we’d be taking forward as well as giving us hard copies, photo packs, cds and lesson plans, ideas and stuff like that (Student 1, Institution B);

I think what he did with the map was good. He put the map on the ground and we were talking about different artists and where they had come from and we’d find them on the map, where these places were. Simple things like that. That was good, the visual aspect. Visual is always good for kids, I suppose (Student 4, Institution D);

Student 1: And we have the teaching methodologies as well which really opened it up. It was fantastic looking at walking debates and how to bring into the classroom.

All: [general agreement]
Student 1: Just, I think it’s important to say as well that the delivery… was fantastic. That it wasn’t all theory based, that we were engaged… It was very tangible for us. (Institution C);

….and different techniques for incorporating it like Development Education techniques like the Walking Debate and more active methodologies for teaching (Student 1, Institution E);

More active learning, a lot of kind of group mind mapping, Walking Debate... and visual representation and…using pictures (Student 1, Institution F);

there were active learning methodologies that you could practice and not just preach…. we could get into groups and do those kinds of things. So like that it was also nice that we got to work together and on a group project on development themes and helped us put it into practice and helped us really see where to put emphasis (Student 1, Institution F);

the lessons were really good at helping us facilitate our own impressions and hear our voices so it wasn’t didactic or lectury, it was discussion. It was really good; we could learn from one another that way (Student 1, Institution F).

81% of respondents indicating that they have engaged in: ‘Active learning methodologies for Development Education (e.g. 'Walking Debate', examining photographic images, group discussion, jigsaw approach)’.

Development Education methodologies including walking debates also featured prominently in responses given to the question concerning the most beneficial activity engaged with during PME Year 1. Indicative quotes include:

Learning teaching methodologies that I could use to teach DE in the classroom;

Group methodologies workshop;
With respect to how development issues may be addressed within specific subject areas, in comparison to strategies including group work, presentations, debates, statistics, projects and case studies, which featured prominently in pre-survey findings, strategies including walking debates and poetry were also referenced in post-survey findings. Moreover, though pre-survey respondents made particular reference to appropriate subject areas, post survey respondents referred more to the development issues they would engage with and related methodologies. Indicative quotes include:

- Presentation, walking debate, independent research etc.;

- When studying Foreign Trade or Chain of Production, we could look at a case study of unethical trading and discuss the implications and what could be changed to fix the inequality;

- research and project based work. Cross curricular projects with geography and science links;

- While teaching about diseases, I would use a video on the above topic and then hold a class discussion after;

- Ask students to imagine and draw a place in Africa for example. Compare their drawings to a set of real life images from that place in Africa. Start a debate/discussion about the differences/commonalities between them, discuss media’s role in this image we have.

The importance of maintaining access for students to new and relevant Development Education
methodologies was also emphasised:

Student 3:  I think we could have more...I mean to have a little base to choose from. We only did one and there is more out there.

Student 1:  You know your pool is so small.

Researcher:  you’d like a little bit more in terms of methodologies?

Student 1:  I think that’s always going to be the case though. I think you always want more (Institution C).

Student 3:  I feel like it’s the basis for, like we could give all the information in the world but [if] it’s not going in properly ……

Researcher:  If you’re not getting it across?

Student 11:  If you’re not getting it across... for me the methodology is the most important thing. You can never have enough of it (Institution C).

Moreover, focus group findings illustrate that students are particularly supportive of learner centred Development Education teaching and learning frameworks in enabling pupils to decide on the development issues that they feel are important, and in minimising the imposition of the teacher’s viewpoint. The perception that Development Education methodologies are very much reflective of a learner centred framework was demonstrated in findings:

...because there’s no answers really, right or wrong, you’re just kind of showing them really trying to draw some of their perspectives out. That is what we’re trying to do, get their views on different things (Student 3, Institution D);

I think it’s important that we give them all the information but we don’t force our opinion on them. Like we let them make, have the discussion, talk about it. Cos if we go: “Oh, isn’t it terrible about Syria”, like we’re putting an opinion on them. Think it’s important to be impartial: “What do you think about it?”. Present them with the information (Student 3, Institution C);
I find that as I teach active learning classes, they actually want to discuss, they want to take action.....Development Education coincides with that cos the way you would go about teaching it requires active learning, discussions, action. This is what students want’ (Student 5, Institution B);

Give information in a way that doesn’t influence or given in a way that helps people make their own minds up (Student 1, Institution F);

**Key Finding:** Student teachers gained practical experiences of appropriate active methodologies during the Development Education projects, which they identified as very helpful for their future teaching as they reflect a learner-centred pedagogy. Students say they would like more of this active learning approach in their programme.

### 4.3.4 Development Education and ITE Integration

As regards the integration of Development Education at ITE level, focus group findings demonstrate that a number of students can identify the link between Development Education other ITE components:

It’s like even when you speak of Freire the first thing I would think of is oppression or liberty or critical thinking or, I wouldn’t even associate Development Education until now when you look back on it (Student 3, Institution D);

One of the modules we did was Identity of the Self so as a teacher, we had a lecture by one of the lecturers here who was involved in Development Education. She showed us a video and our reactions to it. Did we know that this was going on and what did we think of it….it was involved that way (Student 2, Institution D);

Sociology, we’re doing that tomorrow, as well I found that very helpful I think it worked well...It was really good because those kinds of issues were easier to think through once
you were applying them from that perspective [Sociology]… how then to bring it in (Student 5, Institution C);

Philosophy, in the first year of building our own philosophy of education, I think that’s where Dev. Ed. might be able to come in. You might be able to build it in, you know, you want to be able to go out and teach your students – the students you teach – a sense of social justice and that’s where Dev. Ed. will come in (Student 2, Institution A);

Student 2:  We’ve a lot on the social side as well. It would tie in with social studies as well
Student 1:  Yeah, a lot of what we’re doing at the moment is like cultural studies... different, values, norms. So it has linked all across that way. (Institution E).

However, the majority of students felt the need for a strengthened link between Development Education and other ITE components and its inclusion as a more central subject:

They seem to be isolated from one another and I think that the more links that could be made the better (Student 1, Institution F);

It would have been great to see.... [it again] the next week. It kind of felt like, I’m not going to describe this very well, I can’t figure it out but it just felt like a separate week in the semester. It would have been great to see if the Philosophy or Psychology or whatever came in the next week and said: “Well this relates here, bam, bam, bam”. But it kind of felt like: “Well that week’s done”. And that’s not to the fault of the lecturers. It just felt very stand-alone (Student 6, Institution A);

....more of a central subject.... (Student 5, Institution B);

I would prefer it now as well more incorporated into the curriculum here (Student 2, Institution B);
Or you could make it optional. Some people are very interested in it; you could give them an option to do more, a module here or there. I know we’ve a lot of essays and assignments to do but it would be generally worthwhile (Student 5, Institution A);

In this context, the risk of Development Education being perceived as a less relevant subject within the ITE curriculum without a key Development Education support staff member which would also demonstrate the importance of Development Education within the ITE programme:

Maybe have a nominated person in the PME to go to for the Development Education questions.... Someone like that could take on that role …And that would show them too, like trainee teachers who don’t have too much importance on Development Education that it is a respected subject because you’ve got a designated person. You know it’s important (Student 1, Institution B);

I think there’s room for it here and also the methodologies, maybe our lecturers don’t actually incorporate this into their curriculum. So maybe having them go through it as well (Student 6, Institution A);

A number of student teachers identified the limitations of short-term and ad hoc approaches to the integration of Development Education, as these approaches diminished critical reflection on complex development issues were further identified:

….our curriculum, should be in the core as well or if there was one more week, then just one week (Student 7, Institution A);

I think if you had more exposure to it instead of one leap. It’s such a big area you could do with more hours on it……It’s like a flash in the pan, then it’s gone.... we need more exposure to it so we can actually take it and run with it…” (Student 5, Institution A);
Rather than this...glimpse of three days – and you’ve sown it up perfectly. I think it was ‘a flash in the pan’. But I feel like just in the short space of time that it was, we didn’t have enough time to go through enough methodologies (Student 6, Institution A);

I just felt that we weren’t given the opportunity to reflect critically on it within the course of that week, it was three days (Student 6, Institution A);

It would have been nice if we had a full week literally of Dev. Ed., or two weeks even (Student 3, Institution C);

If you had a module like that once a week for three hours, at least then you can meditate on things’ (Student 6, Institution C).

It seems really hard to come at a project like that and not feel you have to do everything for it and give it all of your weight and all of your importance and then maybe go: “I don’t have the time for this”……We did all the research like it was very emotional but then we had to go: Right we need to almost park that as such….Cos you need processing time as well (Student 6, Institution C);

Key Finding: Though students can identify the link between Development Education and other ITE components as a result of participation in Development Education interventions, these links must be strengthened. The inclusion of Development Education as a more centralised subject and the support of permanent institutional staff members was emphasised in embedding Development Education’s relevance and in providing the necessary time and space for critical reflection.

4.4 Development Education Practice: Teaching and Research

This theme explored the extent to which student teachers have taught and observed Development Education, have engaged with the World Wise Global Schools project on School Placement, and
have completed Development Education professional portfolio entries and inquiry-based research projects.

**4.4.1 Development Education Teaching and Observation**

In terms of teaching and engaging with Development Education, 84.3% of pre-survey respondents would like to raise awareness of development issues in their teaching, which increased to 89.7% of post-survey respondents. Experiences of Development Education teaching activities during PME Year 1, as highlighted in focus group discussions, include on School Placement (SP) and within the context of micro-teaching. Micro-teaching was identified as a beneficial Development Education activity by a number of post-survey respondents:

> How I taught about a development issue in Microteaching helped me to see how I could use it throughout my teaching

Though focus group findings depict the limited extent to which Development Education was taught School Placement, a number of students did outline their engagement, as illustrated in the following quotes:

**Student 1:** We talked about ethnic cookery…

**Student 2:** I did ethnic cookery on teaching practice and we did it here in the college as well and that could be an area where you could tap into (Institution E);

But I brought it into my TY class in terms of we studied writings from Chinua Achebe, an African writer, in the kind of build-up to that we talked about, I mean I’ve been out to Africa myself so I was able to bring in resources and show different clips and stuff like that (Student 2, Institution A);

I taught migration; we tried to work it into English class. We did a poem called *Citizen of the World* and it was all about kind of comparing the experience of the migrant and I tried to get them to link to Irish people in The Famine…. to people in Syria, not too far away
from the way Irish people had to leave then. Cos you’re trying to break down some of these attitudes they have (Student 7, Institution A);

In Music, I was interested, like the students I had, they were interested in Fair Trade, so I decided I’d look into that and see if there’s a music thing for it. I played a song about bananas and earning money through bananas and it’s from the Congo, I think. So I started teaching them through that and brought a little bit into it (Student 6, Institution A);

I played a lot of non-Western music, just told them where it was from and just discussed the issues and hopefully that generated interest. Like I’m really into 70s/80s African funk, ……so I just said this is funk and this is where it came from, do your own research kind of, without making it tokenistic (Student 4, Institution A);

We did a lesson about the needs and wants for Economics students. We asked the students to write down their top five products – iPhone, whatever. And then did a picture of some of the refugees and said: “what are their five needs?” and then compared the two lists. So they were looking at a picture of a child going through starvation. The child was drinking dirty water, showing how their needs and wants are completely different. So I think the kids responded so well to that

We had a national budget, we had Ireland’s national budget and then we had a poor country. Like that again it was kind of like the needs and wants and what they spend their money on and we spend so much more and it kind of worked (Student 2, Institution E).

Also, in terms of School Placement, the relevance of 1916 commemorations in enabling students to engage with Development Education issues including human rights, conflict and gender was highlighted:

Student 1: I think a lot of issues came up through 1916 which featured heavily in our schemes, so there’s a lot of issues entangled with that whole thing. Issues of freedom.
Student 5: human rights.
Student 3: … getting them to explore the idea of their stance on soldiers and looking back and reflecting and looking at that time and going forward.
Student 2: And women as well, we did a lot on women’s rights... Some of the students even looked at consumerism, reflecting from 1916 to now, what’s changed between now and then. Even those issues can link in to Development Education (Institution C).

Post-survey findings concerning Development Education teaching and observation highlight that the highest percentage of respondents, at 78.3%, have incorporated Development Education into their teaching while on School Placement, followed by 77.0% who have incorporated Development Education in a lesson plan or scheme of work. Devising and delivering a presentation with a Development Education theme was indicated by 31.0%, 28.3% of respondents have conducted observations on Development Education related topics while on School Placement (e.g. equality, fundraising initiatives), with 21.6% indicating that they have taught about a development issue in Microteaching. These figures suggest positive movements towards the teaching and observation of Development Education. Post-survey findings further illustrate teaching and observation activities, as indicated by the following quotes in response to the Development Education activity found most relevant:

the incorporation of development education into one of my lessons on school placement and writing a lesson evaluation about it;

The introductory seminar we had about it. It opened up a wide range of resources and opportunities to incorporate dev. Ed. into my school placement and classroom teaching;

Creating lesson plans + schemes of work relating to my subject area. Was able to use this on school placement.

With respect to strengthening the integration of Development Education in to first year School Placement, the potential for engaging earlier in the year was endorsed within focus group findings.
In this regard, the importance of locating the Development Education initiative closer to School Placement was also identified;

I think earlier in the year, it would have been a lot more helpful…(Student 1, Institution B);

If you brought it in earlier, you could start bringing it into your lessons and you could hear other people brought it into their lessons. (Student 5, Institution B);

I’d say we would have more if we had done Dev. Ed. earlier. Definitely next year it’s going to be a main feature for most of us I’d say….and we’d consciously make the decision (Student 3, Institution C).

In this context, it was also suggested that the second year of the PME programme maybe more suitable to integrating Development Education on School Placement in terms of building confidence and experience:

Even in the Second Year I think, because this year as well to find your feet and in the Second Year you’d have the head for it more so than now. I think this year doing teaching, I hadn’t a clue what I was doing, never mind Development Education. I don’t know how I was going to incorporate it into the lesson (Student 1, Institution D);

I think we need to walk before we can run, get used to, but now that we have the confidence in front of the classroom and we researched things (Student 3, Institution C);

I need to have my own confidence as a teacher (Student 1, Institution E);

We were so worried about having the perfect Lesson Plan and assessment issues and timing and all these elements….. Focus on my development as a teacher…… that was what I was concerned about at that point (Student 1, Institution D);
In the Second Year.....you can have a little more freedom of what you want to do and of course Dev. Ed. would fit perfectly in with something like that. But for First Year it’s kind of like you’re finding your feet, maybe you don’t have as much knowledge and skills as maybe you would in Second Year. Over the summer maybe you’ve consolidated your learning and internalise everything like that (Student 5, Institution A).

As for long-term engagement, the majority of focus group participants were positive about teaching Development Education in their second year of the PME and as post-primary teachers:

In my CSPE class we’re doing Children’s Rights so I’m going to use the Shopping Bag technique… The Shopping Bag came from the workshops and the subjects, methodology one (Student 5, Institution B);

…Irish we’re moving onto Laentha Saoire so holidays. I mean normally it would be: “Oh, I went to France or Italy, so I can change that...you could even divide it into three groups and be like – you go to Africa, you go to Asia and you go to South America. And research that country. Or you could do different things. But I could ask them to see what they’d be interested in as well. Should be good, I’m excited (Student 2, Institution B);

Yeah I’ll probably do both. I’ve Irish and Geography, so Geography’s a given (Student 1, Institution B);

My subjects, well Irish and Music, I don’t know my topics yet but I’m definitely going to try and bring them into both of them (Student 4, Institution B)

However, it is also important to note that a small number of students were not inclined to engage further:

Researcher: And do you think you’ll go out and teach this, say on school placement next year?
Student 1: Honestly no.
Student 2: I did use some, did you use some of it as well?
Student 4: I don’t, um, I don’t think I did… (Institution D).

The nature and demands of the post-primary curriculum including a predominant emphasis on examination success was identified by the majority of focus group respondents as a principal challenge to engaging with Development Education:

You’re under a lot of pressure to get the curriculum covered….there’s time issues there too (Student 3, Institution D);

I think you couldn’t do this part of the curriculum in the school the way it is at the moment. You know with our music curriculum, we don’t have any, like we did a lot on Reggae on political songs…..not up to modern issues in the music curriculum itself, on our level, so you’d be doing it on your own accord, you know what I mean?….Parents ask you: “How come you’re doing that, how come you learned this Reggae song today?”…..in certain schools where parents are really involved and active and you know, they check everything that you’re doing (Student 4, Institution D);

I brought it into my English Transition Year class. I actually wanted to bring it into my Second Year class but my cooperative teacher wouldn’t allow it cos it not exam focused but that’s a different conversation (Student 2, Institution A)

Although if you were to incorporate it into schools you are playing with fire to some extent because you are going a little bit off the curriculum which will result in points for the Leaving Cert or the Junior Cert grade potentially dropping in what the curriculum needs (Student 3, Institution A);

...played a song about bananas and earning money through bananas and it’s from the Congo I think. I started teaching them through that and brought a little bit into it. But then straight away their hands were up:” Is this going to be on the Junior Cert for Music?” And I’m: “Oh my god, just give me five minutes”. And it was literally five minutes at the end… “Am
I going to have to perform that?”. I think it’s very hard to break that model (Student 6, Institution A)

Key Finding: Positive actions are being made towards in the teaching and observation of Development Education as a result of participation in Development Education activities. Microteaching has been identified as a useful activity in encouraging Development Education teaching. Findings outlining the nature of Development Education activities engaged with on School Placement suggest that students are more tuned in to recognise and respond to development issues. This desire to respond is an important part of teacher professional development. An emphasis on Development Education practice in second year School Placement was endorsed when they believed they would have more confidence in their teaching abilities. Challenges to engaging with Development Education on School Placement include a predominant focus on examination subjects, and parental or supervising teacher disapproval.

4.4.2 Development Education Research and Outputs

Turning to findings depicting the extent to which students have completed Development Education research and specific outputs, pre-survey findings indicate that 31.5% of respondents said that they would like to conduct research on Development Education issues within the PME, rising to 42.3% of post-survey respondents. Focus group findings highlight that two students are committed to completing the thesis on Development Education issues. Another two students have also expressed a solid interest in completing a Development Education related thesis:

I’d have a Sociology background, so all that stuff is all my interest so right up my street so I’d be playing to my strengths if I was to do something like that (Student 5, Institution B).

I would consider Dev. Ed. as an action project to get into the school somehow (Student 6, Institution C).
Focus group findings illustrate how a high number of students have also completed research projects and presentations with a development theme:

we’re looking at sustainability in charities and how they work practically... focus on meaning well, the concept of meaning well. There’s been great stuff for research to find out about how charities work (Student 1, Institution C);

The theme was Land of Hope so our group was looking at care packages and survival boxes and looking at crisis and what objects would be required (Student 3, Institution C);

We did a poster competition. We had to… concepts on Development Education we had to do a poster on. It was good. I did mine on, do you know that picture, it’s really known, the one from the child in Syria? He puts his hands up in the air to surrender to the camera cos he thought it was a gun. I put that up on one side and……on the other side a kid from America, hands up, tickle me like. That kind of thing, two different worlds (Student 1, Institution E);

As part of our final assignment for the module we had to come up with a Three Lesson Plan as part of a theme ... I did German, another girl did Irish, another guy did Science so there was a topic that we chose that did tie across those, it was the environment (Student 1, Institution F);

A high percentage of post-survey respondents (44.5%) included Development Education in a project or assignment, followed by 32.4% who created a final piece related to Development Education (e.g. a blog, webinar, poster, installation, resource), 20.2% who included Development Education in a portfolio entry and 10.8% who included Development Education in a research project. Though figures are low for respondents who completed a research project, this maybe as a result of the thesis being undertaken in the second year. Otherwise, the post-survey findings demonstrate active engagement with reflective Development Education research activities.
Key Finding: A small number of students are committed to completing a thesis on Development Education issues and a high number of students have also completed Development Education related research projects and presentations. Topics chosen seem to reflect critical engagement with development issues, such as reading the world, fundraising and charity.

4.5 Conclusion

This section has outlined the findings generated concerning the Ubuntu Network supported Development Education interventions during the Professional; Masters of Education in the academic year 2015-6. Using a defined set of progress markers based on the *Ubuntu Network Framework for the Integration of Development Education in ITE*, this report describes the impact of Ubuntu Network supported Development Education interventions.

This section of the overall report details the knowledge, values, skills and practice of student teachers regarding Development Education. It has identified many positive impacts with respect to the capacity of student teachers to engage with development issues, employ active learning methodologies and integrate them into their teaching. It demonstrates how student teachers’ assumptions about the developing world are challenged, and shows their engagement and understanding of global issues that impact on them and their future students.

It has further outlined the factors which limit and/or enable effective Development Education interventions, which set out particular challenges for ITE staff and programmes who are engaging with Development Education.

The final section, Section 6, concludes by providing a summary of key findings in alignment with the research aim and objectives.
Section 5: Results, Conclusions and Challenges

5.1 Introduction

This section will summarise key findings reflecting the research aim and objectives concerned with exploring the extent to which participation in Development Education initiatives has impacted on the capacity of post primary student teachers to engage with development issues and integrate them into their teaching. The aim and objectives of this report were:

- To enhance the delivery of the Development Education interventions supported by the Ubuntu Network
- To understand the factors which limit and/or enable effective Development Education interventions
- To strengthen research as an Ubuntu Network strategic priority and ensure that Development Education interventions are evidence based
- To contribute to the development of policy and good practice in guiding the integration of Development Education within ITE programmes

An analytical framework identifying four core areas of impact with attendant progress markers was developed by Ubuntu Network members and researchers. This research reports on the impact of participation in Ubuntu Network supported Development Education initiatives during Academic Year 2015-6. Funding and support was provided to eight ITE programmes in Ireland, with 1,570 participating student teachers engaged in 155 hours of Development Education. This research demonstrates the capacity and motivations of the student teachers to engage with development issues and shows their learning on global development; it describes how student teachers view the integration of Development Education into their future teaching work and teacher education programmes. Whilst the positive impact of the eight Ubuntu Network supported Development Education initiatives is clearly demonstrated, challenges and issues are also identified which can provide guidance for future Ubuntu Network support and also for define areas for future research.
5.2 Core Area 1- Knowledge & Understanding with respect to Development Education and Local & Global Development Issues

Data illustrated the knowledge and understanding attained by student teachers of Development Education and local and global development issues by the Ubuntu Network projects. This research report shows how 1,570 student teachers gained access to Development Education concepts and practice through 155 hours of Development Education, enhancing their capacity and knowledge, as well as motivation to teach Development Education from participation in the projects supported by Ubuntu. This is a very positive impact as initial findings showed minimal awareness of Development Education prior to participating in the intervention at just 16%. However, it is important to indicate the potential for confusion surrounding the meaning of the term ‘Development Education’ as some student teachers felt it was unclear and did not reflect the global aspects.

The research further shows that student knowledge and understanding of global and local development issues including global food production; inequality; children’s rights; development aid and environmental issues has strengthened as a result of participation in Development Education interventions. Many acknowledged their recognition of the interconnectedness and linkages between local and global development concerns. Some emphasised the need for empathy and compassion to underpin their work in teaching Development Education. However, many students identified their need for increased access to knowledge on specific development issues to ensure constructive and confident engagement with complex and sensitive issues. This expertise could be provided from within the institution, to further embed Development Education within ITE programmes. Outside experts, through constructive and welcomed by the students, must not be wholly relied upon as support for Development Education work must be provided by ITE staff.

The primacy of contemporary and relevant Development Education methodologies was endorsed. Students have gained practical experiences of appropriate active learning methodologies, with visual methodologies including film and images emphasised as particularly useful. Active learning methodologies including walking debates, music-making, jigsaw method and participatory Development Education lectures and workshops were highlighted, where student teachers
welcomed the opportunity to engage in this approach to learning. They also acknowledged that these teaching methodologies are reflective of contemporary educational practices and the current reforms of Junior Cert programme.

As regards the extent to which students are critically engaging with development issues, findings suggest a continued risk of understandings centred on benevolence, imposition and Northern superiority. However, a particularly nuanced and critical understanding of development issues including an awareness of their complexity and sensitivity to other points of view was also demonstrated. Positive changes with respect to enhanced critical understandings of development and the role of education in society have emerged. A strong critical engagement with development issues is also apparent, where the findings illustrate that previous assumptions were challenged with respect to stereotyping and representations of the South; charity; poverty in economically wealthy countries; the role of the North in perpetuating poverty and inequality in the South; and the meaning and purpose of education. Student teachers also identified learning with regard to the ethical use of images, and welcomed the opportunity to engage with learning from Southern knowledge and values.

In terms of strengthening critical engagement with Development Education, findings show the benefits of enabling collaborative research projects and presentations on contemporary and critical development issues. Additionally, many participants in this study felt the need for more time to reflect on their learning on global issues so they can explore their own beliefs about the world.

5.3 Core Area 2- Values and Attitudes towards the relevance of Development Education, Engaging with Development Issues and Social Responsibility

This research work depicts a very high level of interest in and support for the relevance of Development Education. Post-survey findings show further that this commitment has strengthened following the Development Education intervention. Findings identify a student teacher commitment to the relevance of Development Education in enabling awareness and understanding of global issues and contexts; of local development issues and challenges; of global interdependency; of global and local poverty and economic disparity and in developing empathy
with respect to these issues. The relevance of Development Education in advancing a more holistic understanding of education concerned human development and engendering citizen action and empowerment was further endorsed. This view of education is challenging to the predominant educational framework which prioritises academic achievement and reflects educational movements towards more learner-centred pedagogies.

Increasing evidence of and support for Development Education in post-primary educational contexts was also identified by student teachers, particularly Development Education initiatives such as World Wise Global Schools, Transition Year programmes, and fundraising work. Many respondents identified these activities during their School Placements.

Research findings reflect concerns with respect to the motivation and interest to voluntarily engage with Development Education; for example, 76% of participating student teachers said they would like to raise awareness of development issues in their teaching while 21% stated they will only teach Development Education if it specified for the exam. This finding may require further consideration and exploration with student teachers, but it also raises questions for consideration by the Ubuntu Network as to whether all teachers should and can engage with Development Education in their teaching.

Findings indicate positive and increasingly supportive attitudes and values towards development issues, including support for Ireland to welcome refugees which rose from 66% in the pre-survey to 74% in the post-Development Education intervention survey. Also student teachers’ responses as to whether Ireland should address its own development issues before the global level changed from 57% to 35%, reflecting better understanding of the interconnectedness of these issues. However, survey findings also outline how support for Irish Overseas Development Aid diminished somewhat, from 68% to 60%. Though the potential for local development issues to be afforded increased priority is evident in findings, post survey findings demonstrate an increasing understanding of local and global development issues as interdependent and a support for the complexity of poverty and inequality across and affecting both international and national contexts.
5.4 Core Area 3- Development Education Skills with Respect to Subject and Curricular Integration

Findings indicate that students have gained increased access to knowledge, understanding and awareness of how Development Education relates to their subject area and have reflected on this. Post-survey findings demonstrated that 88.5% of student teachers recognised links between their teaching subject and Development Education, up from 67.5% in the pre-survey. Also in the post-survey 78% of student teachers recognised Development Education as important, increased from 62% in the pre-survey. Previous assumptions regarding the integration of Development Education within their subject area were also challenged, with particular respect to its integration in the subjects Irish and Maths. Skills with respect to the cross-curricular integration of Development Education were also developed.

There was a lack of one clear path to the integration of Development Education into post-primary education and schools, where some favoured Development Education as a stand-alone subject or as a Transition Year module of learning, while some believed in the need for Development Education to be integrated and included in all teaching subjects. The challenges identified to integrating Development Education in subject areas include maintaining a balance between a focus on the development issue itself and the subject area, within a particularly limited timeframe. A further challenge was the dominance of exams in post-primary schools and parental reactions to the inclusion of global issues. In the post-survey, 22% of student teachers said they would only teach Development Education if it was included in the syllabus, and 8% said they would only teach Development Education if it was on the exam.

With respect to its status within the curriculum, post-survey responses were varied, but many (49%) suggested that Development Education be a specific subject, and 11.5% said it should be a Transition Year subject. This finding may be reflective of the recognition that Development Education requires commitment, time and knowledge to adequately teach global issues, as 80% believe they have a responsibility to address global issues. However, the manner in which Development Education and global issues is addressed is uncertain.
5.5 Core Area 4- Development Education Practice: Teaching and Research

Findings illustrating skills with respect to the location of Development Education within the ITE programme, show while that a number of students can identify links between Development Education other ITE components including sociology and philosophy, the majority felt that more must be done in this regard. Furthermore, a support for the inclusion of Development Education as a central and relevant ITE subject, supported by a dedicated staff member was endorsed in challenging its perception as a less relevant subject and the limitations of short-term and ad hoc approaches including diminished critical reflection on complex development issues. These are challenges for ITE providers to address.

The research also explored the extent to which student teachers have taught and observed Development Education and completed Development Education professional portfolio entries and inquiry-based research projects. These findings illustrate that a high percentage of students have attained teaching experiences through School Placement and micro-teaching. However, focus group findings indicate that low numbers of students are teaching Development Education on School Placement. With respect to strengthening engagement with Development Education on first year School Placement, findings support the potential for addressing Development Education earlier in the year. The importance of locating the Development Education initiative closer to School Placement was also identified. Findings also endorse the benefits of teaching Development Education during the second year of the PME programme in terms of building confidence and experience. The nature and demands of the post-primary curriculum including a predominant emphasis on examination success and time constraints was identified by the majority of focus group respondents as a principal challenge to engaging with Development Education on both School Placement and in their long-term career as post-primary teachers.

Survey responses show that h35% of student teachers would like to conduct research on Development Education. Focus groups findings indicate that two students are committed to completing a thesis on Development Education issues with another two students expressing a solid interest in doing so. As a result of the Development Education intervention, students have included Development Education in a project or assignment; created a final piece related to Development
Education; included Development Education in a portfolio entry and have completed a Development Education research project, active engagement with reflective Development Education research activities. The topics described by the student teachers demonstrate a critical engagement with global issues such as analysis of fundraising and charity work in schools, and developing skills in reading the world.

Conclusion

This research report has identified the impact of participation in Ubuntu Network supported Development Education initiatives during Academic Year 2015-6, primarily where the capacity of post primary student teachers to engage with development issues and integrate them into their teaching has strengthened considerably. The Ubuntu Network funded and supported eight projects which provided 155 hours of Development Education to 1,570 student teachers. Much constructive work was completed in these eight DE projects, reflecting the objectives of the Ubuntu Network Framework for the Integration of Development Education in ITE; notably introducing the concept and practice of DE, enabling critical understandings of global issues, building on subject and curriculum opportunities, and the inclusion of DE in school placement and student research. The findings of this report where summarised above under four core areas of learning and engagement.

In order to sustain effective Development Education interventions, attention must be paid to the named challenges arising from this research. These include challenges for student teacher engagement, specifically access to global development knowledge, and the conceptualisation and practice of Development Education as an additional subject or as integrated into existing syllabi. This is a significant challenge as the student teachers’ responses clearly support the inclusion of global issues in post-primary education and recognise their responsibility in addressing these issues, yet support no clear path for the integration of Development Education into post-primary emerged from the data. This may mean that multiple approaches are necessary, reflecting the context of schools and their communities, as well as teacher capacity and motivation.

Particular challenges for ITE providers are also identified in this research report, such as clarifying the links between Development Education and other ITE components; an increased emphasis on
the appropriate location of Development Education within the context of School Placement; and a strengthened support for Development Education related research. The identification of a particular ITE staff member as the Development Education person was seen as a significant support to student teacher learning.

In summary, the impact of Ubuntu Network supported Development Education initiatives undertaken in Academic Year 2015-6 raised student teachers’ capacity and motivation to engage with development issues in their future teaching careers. The Network exists to enhance the delivery of the Development Education interventions in post-primary initial teacher education, and to understand the factors which limit and/or enable effective Development Education. This research clearly demonstrates both the impact of their work, and defines a set of challenges for their future work, within post-primary initial teacher education in Ireland.
Bibliography

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Appendix 1: Ubuntu Network Organisational Structure

Management Committee
- Teacher educators
- NGO representatives
- Specialists (e.g. financial, curriculum)

Ubuntu Assembly
- Teacher educators
- NGOs
- DE Partners
- DE Organisations

Associate Members
- Teacher educators
- Teachers
- NGOs
- Academics

Ubuntu Network Coordinator

Academic Coordinator
Appendix 2: The Ubuntu Network’s Call for Proposals

A Call for Proposals to integrate Development Education into post primary Initial Teacher Education Programmes 2015-2016

Projects Proposals Background Document,
June 2015

The deadline for receipt of proposals is Friday, July 3rd 2015

Please submit to deirdre.hogan@ul.ie

The Ubuntu Network is funded by the Development Education and Civil Society Section of Irish Aid, Department of Foreign Affairs and Trade, Ireland.
Guidelines for Proposals:

1. The Ubuntu Network invites proposals for Development Education projects to be implemented in the Professional Master of Education (PME) and/or undergraduate concurrent teacher education programmes during the academic year 2015-6.

2. *NEW* Projects focusing on Development Education provision in the PME should show progression from offerings and lessons learned arising out of 2014-2015 and/or previously Ubuntu-funded projects. This is reflected in question 2.2. *NEW*

3. *NEW* Projects must include at least one dialogue focused event which invites fellow Ubuntu Members and local partners to participate (NGOs, schools, government bodies or other relevant individuals or organisations). The event must link to the project and may take the form of a meeting, seminar, exhibition, workshop or similar. This is reflected in question 4.2. *NEW*

4. A sum of €42,000 has been made available to member institutions for the integration of Development Education in the Academic Year 2015-2016.

5. Proposals are invited from Ubuntu Network member ITE Institutions. Member institutions may apply for any sum up to €8,000 for projects to be delivered between 1st September 2015 and 31st May 2016.

6. Partnerships with NGOs or other organisations in the delivery of project are also welcome, particularly where this demonstrates potential for long term sustainability of the approach. Where necessary, the Network will provide support in establishing these links.

7. Collaborative project proposals involving more than one ITE department or involving other academic departments are welcome. Each ITE institution may submit only one application.

8. Projects much demonstrate alignment with the Ubuntu Network’s Framework for Integrating Development Education into Initial Teacher Education (see Appendix 1).

9. Projects should seek to enhance student teachers’ capacity to engage with and deliver Development Education. Collation of evidence of impact in this area should be incorporated into the project plan.

10. Projects will be assessed against the appraisal criteria outlined in Appendix 2 and will be judged on merit by an independent sub-committee of the Ubuntu Network Management Committee. The Ubuntu IMC are Dr. Gerry Jeffers, Chair (NUIM); Professor Paul Conway (UL), Professor Ciaran Sugrue (UCD), Joanne O’Flaherty (UL), Maria Barry (Trócaire), John McNamara (independent), Deirdre Hogan (Project Coordinator).
Reporting outputs:

2. Participation in the Ubuntu Network’s annual Dialogue Day and Assembly Meetings.
3. Circulation and promotion of the Ubuntu Network’s Monitoring and Evaluation questionnaire(s) and facilitation of subsequent focus groups or alternative data collection.
4. An end of year report with a narrative of work complete, expenditure and samples of student teachers’ work that demonstrates engagement with Development Education. (May/June 2016)

Eligible Costs:

Project proposals may seek funds and resources to meet the following costs,

1. Staff time devoted to planning, teaching and evaluating the Development Education project in the academic year 2015-2016,
   - Planning DE teaching-learning strategies that show an integrated approach to DE across the PDE programme
   - Teaching of DE during the academic year 2015-2016.
   - Evaluating DE – instrument design, data collection and evaluating the impact of teaching and learning strategies deployed in the pilot.
   (Please specify rate/hr and number of hrs)

2. Other costs incurred in teaching (e.g. awards for student teachers, field trips, refreshments, resources, expenses)

3. Costs incurred in the running of Development Education events (e.g. printing, room hire, equipment hire, catering, expenses of visiting facilitators)

4. Cost incurred in the capacity building of staff (e.g. room booking, refreshments, resources)

5. Time devoted to translating work into accessible media for sharing with member institutions and beyond (e.g. webinars, multimedia pieces)

Please note that funds may not be used for fees or purchase of equipment.
Appendix 3: Pre and Post Surveys

Professional Masters in Education (PME)
Pre-Questionnaire

Thank you in advance for taking the time to complete this questionnaire.
If you have any questions, please contact either of the following

Deirdre Hogan, The Ubuntu Network Coordinator Deirdre.hogan@ul.ie or Dr Fiona Baily fiona.baily@ul.ie or Dr Joanne O'Flaherty: joanne.oflaherty@ul.ie

Introduction to the Questionnaire

Dear Student Teacher,

Thank you for agreeing to participate in our questionnaire.

This questionnaire is being administered to student teachers in teacher education colleges across Ireland to determine their understanding and awareness of ‘Development Education’ upon entry to the Professional Masters in Education (PME).

For the purpose of this questionnaire, ‘Development Education’ may be understood as an active and participatory educational process that supports the learner to build an awareness and understanding of local and global development issues and their interconnectedness.

Such development issues might include migration, poverty, homelessness, climate change, environmental degradation, water provision, equality, human rights, pandemics, sustainable energy, conflict and sustainable production and consumption. It supports the learner to interrogate, analyse and reflect on the issues enabling them to identify actions to make the world more just, equitable and sustainable.

The Ubuntu Network is an Irish Aid funded project aimed at supporting the integration of Development Education into post primary Initial Teacher Education in Ireland. For more information, see our website, www.ubuntu.ie or Twitter account, @Ubuntu_Network.
Section 1 of 5: Some general information

1. Please identify the Higher Education Institution in which you are studying for your PME:

2. Please provide your principal subject area(s):

Section 2 of 5: Previous experience of ‘Development Education’

Recall - ‘For the purpose of this questionnaire, ‘Development Education’ may be understood as an active and participatory educational process that supports the learner to build an awareness and understanding of local and global development issues and their interconnectedness. Such development issues might include migration, poverty, homelessness, climate change, environmental degradation, water provision, equality, human rights, pandemics, sustainable energy, conflict and sustainable production and consumption. It supports the learner to interrogate, analyse and reflect on the issues enabling them to identify actions to make the world more just, equitable and sustainable.

3. Did you encounter the term ‘development education’ before commencing the PME?
   - Yes
   - No
   - Unsure

4. Please indicate if you took part in any of the following activities during your time in post primary school.
   - ‘Concern Debates’
   - a ‘World Wise Global Schools’ project
   - a ‘Young Social Innovators’ (YSI) project
   - a ‘BT Young Scientist’ project
A school trip to a developing country
A transition year unit with a Development Education theme
A volunteering project
A fundraising project
A social justice or environmental Group
Section 3 of 5: Your attitudes to teaching ‘Development Education’

Recall - For the purpose of this questionnaire, ‘Development Education’ may be understood as an active and participatory educational process that supports the learner to build an awareness and understanding of local and global development issues and their interconnectedness. Such development issues might include migration, poverty, homelessness, climate change, environmental degradation, water provision, equality, human rights, pandemics, sustainable energy, conflict and sustainable production and consumption. It supports the learner to interrogate, analyse and reflect on the issues enabling them to identify actions to make the world more just, equitable and sustainable.

5. Please indicate your level of agreement with each of the following statements.
1. I am interested in development issues.

2. It is important that pupils are supported to think about development issues.

3. I would like to raise awareness of development issues in my teaching.

4. If these issues are not on the syllabus then I would not teach about them.

5. We should focus on local development issues rather than global development issues.
6. I can see links between Development Education and my subject area.

7. I am happy that Development Education is part of my PME programme.

8. I would like
to conduct some research on Development Education as part of my PME.

9. Development Education should be taught in Transition Year only.

10. It is important that Development Education is integrated into my subject area.

11. Development Education should be taught as a subject in itself.

12. I have a responsibility to address issues like these in my teaching.

13. If it is not on the exam, then it is not relevant to my teaching.
6. Please indicate your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
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</thead>
<tbody>
<tr>
<td>1. Ireland’s provision of Overseas Development Aid (£602 million in 2014) is a worthy spend.</td>
<td>☐</td>
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<td>2. Ireland should support refugees to make a new and fulfilling life here.</td>
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<td>3. Developed countries should do all they can to make Third World countries more like them.</td>
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<td>4. All children in Ireland have equal access to third level education.</td>
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<td>5. Education can empower people to bring about change in their society.</td>
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<td>6. We should sort out the development problems in Ireland before tackling global issues.</td>
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Section 5 of 5: Opportunities in your Subject Area:

Recall - For the purpose of this questionnaire, ‘Development Education’ may be understood as an active and participatory educational process that supports the learner to build an awareness and understanding of local and global development issues and their interconnectedness. Such development issues might include migration, poverty, homelessness, climate change, environmental degradation, water provision, equality, human rights, pandemics, sustainable energy, conflict and sustainable production and consumption. It supports the learner to interrogate, analyse and reflect on the issues enabling them to identify actions to make the world more just, equitable and sustainable.

7. Please identify one development related issue that you would like to address within your principal subject area(s).

8. Considering the issue named in Q7 above, how might you address this in your teaching?

Thank You!

You have now completed the Development Education Questionnaire. Thank you for taking the time to do this. We wish you all the best on your journey through the PME and look forward to working with you.

The Ubuntu Network is an Irish Aid funded project aimed at supporting the integration of Development Education into post primary Initial Teacher Education in Ireland. For more information, see our website, www.ubuntu.ie, Twitter account, @Ubuntu_Network, or contact deirdre.hogan@ul.ie.
Post Questionnaire

Introduction to the Questionnaire

Dear Student Teacher,

Thank you for agreeing to participate in our questionnaire.

This questionnaire is being administered to student teachers in teacher education colleges across Ireland to determine changes to their understanding and awareness of ‘Development Education’ upon completion of Year 1 of the Professional Masters in Education (PME).

For the purpose of this questionnaire, ‘Development Education’ may be understood as an active and participatory educational process that supports the learner to build an awareness and understanding of local and global development issues and their interconnectedness.

Such development issues might include migration, poverty, homelessness, climate change, environmental degradation, water provision, equality, human rights, pandemics, sustainable energy, conflict and sustainable production and consumption. It supports the learner to interrogate, analyse and reflect on the issues enabling them to identify actions to make the world more just, equitable and sustainable.

The Ubuntu Network is an Irish Aid funded project aimed at supporting the integration of Development Education into post primary Initial Teacher Education in Ireland. For more information, see our website, www.ubuntu.ie or Twitter account, @Ubuntu_Network.
Section 1 of 5: Some general information

1. Please identify the Higher Education Institution in which you are studying for your PME:

2. Please provide your principal subject area(s):

Section 2 of 5: Experiences of ‘Development Education’ in Year 1 of the PME

Recall - ‘For the purpose of this questionnaire, ‘Development Education’ may be understood as an active and participatory educational process that supports the learner to build an awareness and understanding of local and global development issues and their interconnectedness. Such development issues might include migration, poverty, homelessness, climate change, environmental degradation, water provision, equality, human rights, pandemics, sustainable energy, conflict and sustainable production and consumption. It supports the learner to interrogate, analyse and reflect on the issues enabling them to identify actions to make the world more just, equitable and sustainable.

3. Please indicate if you engaged in any of the following Development Education activities during the first year of the PME:

   A Walking Debate on a development issue
   A lecture/tutorial/workshop on Development Education
   A lecture/tutorial/workshop relating Development Education to your subject area
   A discussion with an NGO in relation to a Development Education issue
   A World Wise Global Schools Development Education project while on School Placement
   Other Development Education related activities while on School Placement (Concern debates, Young Social Innovators, a fundraising project, a Transition Year unit)
   The Global Teacher Award workshops/lectures series

4. Please indicate if you.......  

   Developed a resource relating to Development Education
   Devised a lesson plan relating to Development Education
   Conducted observations on Development Education related topics while on School Placement (for example equality, fundraising initiatives)
   Taught about Development Education while on School Placement
   Taught about a development issue in Microteaching
   Made a Development Education presentation to peers
   Created a final piece related to Development Education (for example a blog, webinar, poster, installation)

   Included Development Education in a research project

   Included Development Education in a portfolio entry
Recall - For the purpose of this questionnaire, ‘Development Education’ may be understood as an active and participatory educational process that supports the learner to build an awareness and understanding of local and global development issues and their interconnectedness. Such development issues might include migration, poverty, homelessness, climate change, environmental degradation, water provision, equality, human rights, pandemics, sustainable energy, conflict and sustainable production and consumption. It supports the learner to interrogate, analyse and reflect on the issues enabling them to identify actions to make the world more just, equitable and sustainable.

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<td>7. I am happy that Development Education is part of my PME programme.</td>
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</tbody>
</table>
Neither Agree nor
Disagree
Disagree
Strongly Disagree
Section 4 of 5: Some Views on Development Issues

6. Please indicate your level of agreement with the following statements:

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Thank You!

You have now completed the Development Education Questionnaire. Thank you for taking the time to do this. We wish you all the best on your journey through the PME and look forward to working with you.

The Ubuntu Network is an Irish Aid funded project aimed at supporting the integration of Development Education into post primary Initial Teacher Education in Ireland. For more information, see our website, www.ubuntu.ie, Twitter account, @Ubuntu_Network, or contact deirdre.hogan@ul.ie.
Appendix 4: Focus Group Format

Professional Masters in Education (PME)

Focus Group Questions

Research Title: ‘Examining student teacher’s attitudes towards integrating Development Education into their teaching and professional practice’.

Focus group members are usually selected based on common interests or demographics. The size for focus groups will be between 5-10 participants. Focus groups will be held in member institutions. Pending participant consent, focus groups will be audio recorded; field notes will also be taken.

Students who volunteer for Focus Groups, whilst known to the researchers will be treated in the strictest of confidence and their identities protected through use of pseudonyms. Neither they nor their institution will be identified when reporting research results.

Estimated time: 40 minutes.

1. Welcome the group

2. Introduces her/himself

3. Provides an overview of the objectives and process of the focus group (10)

4. Facilitates the following questions:
a. Ask participants to introduce themselves by saying their name and ask what prompted their acceptance to participate

b. Asks participants to discuss the following questions:

i. How do you understand Development Education?

ii. Can you describe your experience of the Development Education (DE) intervention?

iii. Where there particular aspects that you enjoyed / did not enjoy?

iv. What did you learn about development issues?

v. Did you engage with DE on school placement?

vi. Should DE issues be included in Initial Teacher Education (ITE) and the post-primary curriculum?

vii. How would you integrate DE in to your teaching?

viii. What are the challenges, in your view, of integrating Development Education into your future teaching?

ix. How confident do you feel in integrating DE in your teaching?

x. What do you now need to know about DE issues in terms of your teaching?

If you have any questions, please contact

Dr Joanne O’Flaherty: joanne.oflaherty@ul.ie

If you have any concerns about this study and wish to contact someone independent you may contact:
Chair Education and Health Sciences Research Ethics Committee
EHS Faculty Office
University of Limerick
Tel 00353 61 234101
Email: ehsresearchethics@ul.ie
Appendix 5: Informed Consent Form and Participant Information Sheet

Informed Consent Form:

Dear Participant,

Thank you for your participation in this research study entitled ‘Examining the capacity of Initial Teacher Education Student Teachers to engage with Development Education and integrate it into their teaching and professional practice’.

This form has been devised in order to confirm the following information:

- That you have read and understood the participant information sheet
- That you understand what the project is about and what the results will be used for
- That you are fully aware of all the procedures that you will be involved in, and of any risks and benefits associated with the study
- That your participation is entirely voluntary
- That you are free to refuse to answer and question at any stage of the process
- That you are free to withdraw from the interview at any stage
- That you are aware that data gathered will be kept confidential.

If you understand and accept the conditions under which your input will be incorporated into this research project, as outlined in the participant information sheet and informed consent form, I would appreciate if you could sign this form to indicate your consent

Signed ____________________________ Printed__________________

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Information Sheet

Thank you for your participation.

The title of this research is ‘Examining the capacity of Student Teachers to engage with Development Education and integrate it into their teaching and professional practice’.

The aim of this research is to explore how student teachers’ knowledge, skills and attitudes have altered arising from their engagement with a range of Development Education interventions. The research will provide a valuable insight into students’ perspectives on their experiences and will inform the design of future initiatives within the PME.

Focus group members will be usually selected through convenience sampling. The size for focus groups will be between 5-10 participants. Focus groups will be held in member institutions. Pending participant consent, focus groups will be audio recorded; field notes will also be taken. Students, who volunteer for Focus Groups, whilst known to the researchers will be treated in the strictest of confidence and their identities protected through the use of pseudonyms. Neither they nor their institution will be identified when reporting research results.

Estimated time: 40 minutes.
1. Welcome the group

2. Introduces her/himself

3. Provides an overview of the objectives and process of the focus group
4. Facilitates questions based on the aim and objectives of this research. Participation in the study is voluntary and participants can withdraw from the research at any time. The collected data will be stored in a secure location at the University of Limerick. Please note that the University is subject to the Freedom of Information Act and research procedures will adhere to the provision of the Data Protection Legislations.

If you have any queries or require further information on the research study, please feel free to contact me Dr. Fiona Baily, Post-Doctoral Researcher, Department of Education and Professional Studies on 087 1260183, fiona.baily@ul.ie. Alternatively, you may contact Deirdre Hogan, Ubuntu Network Coordinator, Department of Education and Professional Studies on 061 233289, deirdre.hogan@ul.ie or the Principal Investigator, Dr. Joanne O’Flaherty, Lecturer in Education, Department of Education & Professional Studies on 061 234841 or at joanne.oflaherty@ul.ie.

This evaluation has been approved by the Research Ethics Committee located in the Faculty of Education and Health Sciences at the University of Limerick. Telephone (061) 234101, email: ehsresearchethics@ul.ie.

Web: www.ubuntu.ie
Twitter: @Ubuntu_Network