# An Exploration of Development Education within the Irish secondary school curriculum

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## Abstract:

This research study examined the implementation of Development Education Policy in Irish Secondary Schools. Using qualitative methodology and thematic analysis current Development Education Policy in Ireland was reviewed and was analysed and discussed through six teachers' experiences of Development Education across three secondary schools. Recommendations from organisations with a Development Education remit were assessed. The possible implementations of these recommendations and policies were questioned in relation to the challenges identified by the teachers in this research. The five main themes which emerged from the interviews identified the main challenges throughout the research which was the overcrowded secondary school curriculum and the lack of a common definition of Development Education. Confusion also arose because of the similarities and differences between Environmental Education, Education for Sustainability and Development Education.

**Development Education in Irish Secondary Schools**

**1:1: Brief Introduction**

This research aimed to question how Development Education is being carried out in Irish secondary schools focusing on how agencies promote or suggest the delivery of Development Education in Irish schools.

This literature review will give a broad overview of the literature on Development Education policy and practices in Ireland including an overview of Development Education in Ireland and its inception. Current Development Education Policy is examined through the framework of the UN Millennium Development Goals. There was particular attention given to the WorldWise Global Schools Programme and its attempt to implement its policies in Irish Secondary Schools.

School ethos and organisational ethos is examined to decide whether it is necessary for successful policy implementation. Teacher training and the education curriculum is also discussed with reference to successful policy implementation. This research will outline the various debates on the definition of Development Education and examine how it differs from Environmental Education and Education for Sustainable development.

**1:2: What is Development Education?**

Irish Aid suggests that it is ''*an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live''*. (The Irish Development Educational Association [IDEA], n.d.). It focuses on active local and global citizenship and participation by engaging people in analysis, reflection and action. Supporting people in understanding and in acting to transform the social, cultural, political and economic structures which affect their lives and others is at the core of this definition. Think Global (n.d.) defines Development Education as ''*raising awareness and understanding of how global issues affect the everyday lives of individuals' communities and how all of us can and do influence the global*'' (cited in Deeep, n.d.). EDUCASOL (n.d) points out that ''*the aim of development and international solidarity education is to change mentalities and behaviours of each person so that s/he can contribute individually and collectively to building a more just and sustainable world, based on solidarity''* (cited in DEEEP, n.d.). DOCHAS (2006-2014) sees Development Education as ''*increasing peoples' awareness and understanding of global issues and of the inter-dependence of different countries and parts of the world in relation to those issues''* (cited in DEEEP, n.d.). The Dochas definition suggests it is about what sustains underdevelopment and what is needed to reach and sustain more equal development. Dochas also sees Development Education as having the capacity to develop both formal and non-formal programmes of education and learning that have as its foundation the development of critical thinking and personal and social skills. CONGDE (n.d.) argues that Developmental Education is very important as ''*active citizens who are educated and trained (through developmental education) can contribute through their own actions and through participation in various organizations for a*

*more just and sustainable economic, social, environmental and human rights based on national and international policies''* (cited in DEEEP, n.d.).

**1:3:  An overview of Development Education Policy in Ireland**

Hega & Hokenmaier (2002) argue that ''*a nation's social programs reflect the socioeconomic and political institutions that shaped them''.* There was a strong connection between developing countries and Ireland through the missionaries and the Catholic Church which maintained their initiatives (Hogan & Tormey, 2008). A shared legacy with developing countries has helped to create a strong bond of understanding and empathy with developing countries (O'Sullivan, 2011). O'Sullivan (2011) further argues that Ireland's memory of once being colonised renders the country more empathetic to developing countries.

In 1973 Trocaire was created by the Irish Catholic Bishops to support development projects abroad and to enlighten Irish people about the root causes of global poverty and injustice (cited in Hogan, et al., 2009). Initially Trocaire focused on providing information and raising awareness of key issues, however from 1982 an Education Officer was employed to develop an education policy (Dillon, 2008). Development Education was seen as a means of promoting global literacy and international understanding. Dillon, (2008) also argues that from the onset of Trocaire it was aimed to highlight the diversity of views and experiences in the world and not to just focus on poverty. A clear distinction was made argues Dillon, (2008) between Development Education and campaigning and fundraising which were recognised as a possible outcomes of a Development Education process.

According to Regan (2006) the Development Education concept began in the 1970s from the work of international aid agencies and development Non-Governmental Organisations (NGOs) who realised that there was a need to educate the developed world on issues such as poverty and injustice which were occurring in Third World countries (cited in Hogan et.al., 2008).  There were new national committees on Development Education being

established. The Development Education Commission (DEC) began in the mid-1970s under the Confederation of Non-Governmental Organisations for Overseas Development (CONGOOD) which promoted Development Education in the non-formal education sector also (Hogan et.al., 2009).

**1:4: Current Development Education Policy in Ireland**

The UN Millennium Development Goals were established in September 2000 to try to lower extreme poverty in the world and targets were set for 2015 (United Nations Millennium Project, 2006). The Targets for the Millennium Development Goals include eradicating extreme poverty & hunger, achieving universal primary education, promoting gender equality empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development (United Nations Millennium Development Project, 2013). Irish Aid (2006a, p.9) describes Development Education as a method of '*increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live in'* (cited in Hogan et al., 2009).

The Irish Aid role is to help the Irish Government to allocate funds to help achieve the UN Millennium Development Goals (MDGs). There is a necessity to better inform people of issues in developing countries so that a better understanding on issues like poverty and underdevelopment exists in Irish society (Irish Aid Development Education Strategy Plan, 2007-2011). The work of deepening citizens' understanding of issues relating to global poverty and development is a key component of the Irish aid programme. Work is guided by the Development Education Strategy Plan 2007-2011 and expanded to 2015. Irish Aid synthesis paper review (2014) on the Development Education Plan 2007-2011 states that that Development Education and how it is practised is increasing in Ireland. However the review also indicates that Development Education needs to implement a more planned and rational approach which can be used in every sector. Irish Aid (2014) report indicates the need for a more strategic approach of Development Education, which has resulted in the development of

a Logic Model and Performance Measurement Framework (PMF). The PMF specifies important outcomes of each objective in the Development Education Strategy until 2015. According to Irish Aid (2014) there are strategic partnerships being discussed and implemented due to the PMF, one of these being the WorldWise Global Schools Programme.

**1:5: The WorldWise Global Schools Programme (WWGSP)**

The WorldWise Global Schools Programme is a way for post primary schools to assimilate Development Education issues into the classrooms. The WorldWise Global Schools Strategy (2013-2016) is being implemented by a group made up of Self Help Africa, Concern Worldwide, and the City of Dublin Education and Training Board Curriculum Development Unit. The WorldWise Global Schools Programme states that Development Education has the potential to have long lasting and sustained impact on schools and wider communities throughout Ireland (WorldWise Global Schools Strategy, 2013-2016). Development Education has the capacity to help students further develop both critical thinking skills and personal values allowing them to use these abilities to help build a more just and equal world (WorldWise Global Schools Strategy, 2013-2016). The World Wise Global Schools Strategy (2013-2016) endeavours to raise the commitment to Development Education in the post-primary schools by trying to assimilate development education into both the curricular and extra-curricular activities through connecting schools with NGOs for support.  Development Education implementation in schools has challenges, for example the curriculum is packed and classes are more culturally diverse in value systems which place more pressure on teachers as well as students in on global learning (Irish Aid Development Education Strategy Plan, 2007-2011).

There needs to be space in the curriculum for incorporating Development Education into the normal teaching and learning in the classroom.  Although the curriculum in post-primary sector is overloaded there is room fixed for Development Education (Irish Aid synthesis paper 2011). The subject areas like geography, religion, home economics are important ways of tackling global issues in the classroom (Irish Aid synthesis paper, 2011).

Civic Social and Political Education (CSPE) during the Junior Cycle can help educate students about issues of global inequality and injustice. In transition year students have the chance to focus on development issues through coursework and projects like Mini-Company. The WorldWise Global Schools Strategy (2013-2016) argues that Development Education is in the right place to match the recent changes to the Irish post primary school curriculum. There is a need to broaden understanding of Development Education focusing on skill and values. It is expected that the recent changes to the Junior Cycle will offer an exciting opportunity to emphasize the importance of Development Education in post primary schools (WorldWise Global Schools Strategy, 2013-2016). The WorldWise Global Schools Programme reiterates that Development Education approaches need to complement the already existing school activities to improve schools' overall programmes instead of adding extra pressure to schools and their teachers (WorldWise Global Schools Strategy, 2013-2016). Development Education is a way for teachers to expand their teaching practices through introducing new approaches in both teaching and learning for all subjects (WorldWise Global Schools Strategy, 2013-2016).

Development Education delivery in post primary schools by NGOs and networks is fragmented and uncoordinated and it is mainly only in schools in Leinster (WorldWise Global Schools Strategy, 2013-2016). The WorldWise Global Schools Strategy (2013-2016) plans on addressing the challenges surrounding both the understanding and delivery of Development Education as it is argued that there is presently no generally accepted definition or understanding of what Development Education is and its significance in teaching and learning about it in Ireland. The WorldWise Global Schools Programme (2013-2016) aims to increase engagement in post-primary schools with Development Education creating a better understanding of the positive impact of teaching and learning development education and

highlighting its importance in the curriculum. Schools will be invited to interact with Development Education through annual grants, training and support, peer-learning, shared good practice and quality case studies (WorldWise Global Schools Strategy, 2013-2016).

**1:6: School ethos, teachers, social justice and Development Education**

The post-primary education sector comprises secondary, vocational, community and comprehensive schools (Department of Education and Skills, 2014). Voluntary secondary schools comprising of 52.6% of the total number of schools, are privately owned and managed. The trustees of most of these schools are religious communities or boards of governors. Although there has been a dramatic reduction in the number of members of religious orders and congregations involved in education in Ireland (Department of Education and Skills, 2014), a Catholic ethos still remains in these schools (Skelly, 2012).Vocational schools comprising of  34.8% of the total number of schools in Ireland are state-established and administered by Education and Training Boards (ETBs), while community and comprehensive schools, 12.6% of the school total in Ireland, are managed by Boards of Management of differing compositions (Department of Education and Skills, 2014). School ethos is also strongly associated with positive outcomes for students (Putnam, 2001) and can be used to explain why some schools differ from other schools in the implementation of national and international policy initiatives (SCoTENS, 2010). School ethos can be defined as (Norman (2003) "*atmosphere that emerges from the interaction of a number of aspects of school life including teaching and learning, management and leadership, the use of images and symbols, rituals and practise, as well as goals and expectations*" (cited in Skelly, 2012 p.3). All schools have an ethos and it has an impact on the implementation of policies and affects the teaching and atmosphere of a school (Skelly, 2012).

Bryan, Clarke & Drudy (2009) argue that teachers are in an exceptional position to highlight local and global injustices.  Development Education and Education for Sustainable Development can be used as a form of '*adjectival*' education which aims to cultivate

awareness of the nature and causes of injustice and inequality in the world aspiring to affect

social change (Bryan et. al., 2009, p.29). Bryan et al. (2009) surveyed student teachers

perspectives on social justice and Development Education to discover the attitudes of trainee

teachers on Development Education. The study included students at UCD, Queens University

and Stranmillis University College and St. Mary's College.  In the Republic of Ireland less

than one fifth of teachers regarded themselves as being well informed on developing world

issues (Bryan et al., 2009). The research findings also illustrated that apart from financial

contributions to developing world charities teachers scored low on other forms of

development activism (Gleeson, King, O'Driscoll & Tormey, 2007 cited in Bryan et al.,

2009).  Smith (2004) argues that national curriculum and examination requirements limit

critical engagement with Development Education issues for teachers (cited in Bryan et.al,

2009). Bryan (2008) points out that global awareness is often reduced to narratives which

propagate Ireland as a generous developed world donor to the developing countries (cited in

Bryan et al., 2009). However structural dimensions of poverty and their rationale for

underdevelopment can be misunderstood and Smith (2004) warns that without understanding

of the structures and systems that cause poverty in the first place poverty can be trivialised

(Bryan et. al., 2009). Leal (2007) also notes that charity giving highlights the image which

identifies those in the developing world predominately in terms of their dependency and need

for financial assistance. Donating money is the most popular form of development activism in

which young people in Ireland engage cementing the charity model in Ireland (Gleeson et al.,

2007).


Bryan et. al. (2009) argues for the need to critically engage with the nature of

Development Education and how it is currently delivered in Irish schools as the research

revealed that, for students, school is the second most important source of information about developing countries.

Bryan et. al. (2009) research findings suggest that students would benefit from exposure to more critical forms of global citizenship which question and analyse the legacies of colonialism and decolonisation. The findings also emphasise a need to question the West's ongoing responsibility in sustaining poverty through political systems and structures. The research also indicates that Development Education content and methodologies should focus on equipping student teachers with skills and knowledge about how to affect social change on an individual as well as a collective level (Bryan et. al., 2009). McCormack & Flaherty (2010, p.1338) found that pre-service teachers support Development Education in schools but that there are many barriers to overcome to achieve this such as '*lack of knowledge and time constraints*'. The research also found that teachers did not want to question the regular curriculum at the start of their careers (McCormack et al., 2010).

**1:7: The difference between Education for Sustainable Development, Environmental Education and Developmental Education in Ireland**

Nevin (2008) argues that Education for Sustainable Development (ESD), Environmental Education (EE) and Developmental Education (DE) in Ireland are concerned with behavioural change through education. Nevin (2008) acknowledges that respect is the main value promoted by these three sectors. However as Hogan et al. (2009) highlights each sector has a primary focus that differentiates it from each other. Environmental Education developed from the concern that human development was damaging its natural environment and its primary aim is the protection and conservation of the environment; however Development Education's main concern is the reduction of poverty, the promotion of social justice and the improvement of quality for life for people (Nevin, 2008). Development Education focuses on social issues of human rights, social injustice, human poverty and world citizenship. Education for Sustainable Developmen is primarily concerned with the improvement of the quality of life for people without damaging the environment. Nevin (2008) concludes that although all three educations overlap in their ethos and through their methods of education they differ in their primary goals.

Freire (1970) proposes a liberation theory which Hogan et al. (2009) argues strengthens Development Education as it promotes problem based learning dialogue and participation where the teacher participates in learning with the student. Hogan et al. (2009) envisions the necessity of increased interaction between the Departments of Education, Foreign affairs and the Environment for the development of a Irish national strategy for Education for Sustainable Development, despite the historical separation of Environmental and Development Education discussions. Global poverty cannot be discussed in isolation of the environment (Hogan et al., 2009).

Development Education in Ireland was reinforced more in 1978 when the Department of Foreign Affairs brought in a Development Education grants schemes (Hogan et al., 2009). Irish Aid (2006, p.63) Environment Sustainability became one of the eight Millennium Development Goals in 2002 by the United Nations and the 2006 White Paper on Irish Aid highlighted the environmental protection impact in supporting livelihoods in the developing world. The UN created the Brundtland Commission to review global environmental and development issues and to come up with reasonable solutions to tackle these problems (Hogan et al., 2009). Hogan et al. (2009) strongly contends that although the Brundtland Report and Agenda 21 acknowledge the interest of Development Education and Education for Sustainable Development, tensions remain between both disciplines and their groups.

**1:8: Conclusion**

Development Education has many different definitions that try to best get across its relevance to the overall education of students in school.  This literature review illustrates how Development Education can be assimilated into the school curriculum and shows why Development Education benefits students in the long run. There is recognition in current Development Education debates about the need for a fundamental restructuring of the way Development Education is taught in Irish schools. Funding for Development Education in the post-primary sector was 37% through the WorldWise programme (Irish Aid synthesis paper, 2011). The Ubuntu network was given 18% of the funding for training and supporting teachers in action research and the rest of the funding went to resources for Development Education, networks between schools and capacity building for teachers (Irish Aid Synthesis Paper, 2011).

Concern ''*Voice Your Concern*'' disputes that 20% post primary schools try to get young people debating the development issues (Irish Aid Synthesis Paper, 2011). The New Junior Cycle Curriculum will have to take a new approach with Development Education (Irish Aid synthesis paper, 2011, WorldWise Global Schools Strategy, 2013-2016). The debates on the definition of Development Education call for a more joined up way of thinking and the need for a more coherent and shared perspective between policy makers in Environmental Education, Education for Sustainability and Development Education. This means creating a space for action through developing relationships and respectful dialogue that is inclusive of the diverse perspectives of all actors (Zappone, 2007).

# Chapter 2: Methodology:

### 2:1: Introduction

The title of this research project is 'An exploration of Development Education within the secondary school curriculum'. The research question focuses on the teacher's experiences of Development Education in the Irish secondary school curriculum. This research aimed to question how Development Education was being delivered in secondary schools and the merits of such education for Irish students. It examined how agencies promote or suggest the delivery of development education in Irish schools and whether it benefits the student's academic enrichment.

This chapter defines the methods used in carrying out the research. The methods consist of materials and apparatus used in the study, information on the method of analysis to be carried out, general information on the participants, the design of the study, the procedure involved in collecting data, and finally, some ethical concerns the researcher has considered. This research project aimed to examine the experiences of individual teachers and the materials and methods adopted were chosen because they best suited for this type of data.

### 2:2: Materials

Interview Schedules were used to address the research question. Some of the themes that occurred in the Literature Review were used to create the interview questions which complied with the research question.

**2:3: Apparatus**

A Dictaphone was used to record each interview with prior permission. The interviews were transcribed verbatim excluding any identifying material. The Interviews were digitally recorded to ensure accuracy. The software required to transcribe the data from the interviews was NVIVO 10 which was Computer Assisted Data Analysis (CADA). A password protected USB and a password protected laptop was used to store the interviews and the participant's information.

**2:4: Participants**

This research used criterion based sampling that consisted of a small group of 8 interviews in total that were carried out. They consisted of 6 secondary school teachers; 3 teachers taught in an all-girls secondary school and 3 teachers taught in all boy secondary schools. 2 other participants interviewed were from the World Wise Global Schools Programme. The participants were chosen because they were teachers in secondary schools or they came from an organisation that was linked to Development Education. The teacher participants were also chosen due to their experiences of Development Education in their years of teaching. There was not any form of identifying material within the sample. The interviewees O, L, J and N were male and the interviewees G, P, R and S were female to ensure that there was no gender bias in the research and to get both perspectives on the area of development education. The participants' years of teaching ranged from 4 years up to 35 years.

The sample consisted of secondary school teachers teaching primarily in the areas of CSPE and Geography.

**2:5: Sampling Method**

As stated above the sample group was chosen due to its members' experiences of Development Education in Irish secondary schools.  Qualitative research uses non-probability samples and the sample is chosen to reflect particular characteristics of the sampled population (Richie & Lewis, 2003). The sample for this research study has chosen a criterion based sampling. Criterion based sampling is used when the qualities of the sample help facilitate thorough investigation and understanding of the main ideas and dilemmas that are being studied in the research (Richie & Lewis, 2003). LeCompte & Preissle (1993) hold that criterion based is more suitable term to use than purposive because all sampling is purposive but purposive is the term most commonly used in the literature (cited in Ritchie & Lewis , 2003).  Snowballing approach was used when it came to acquiring participants for the interview.  Davies (2007, p.40) defines snowballing as a *"technique using a piece of material references to lead to other materials that will be useful for the research"*. In the case of four of the teachers, they were accessed following a request to the principals of the schools in question, two others were accessed by means of an introduction by a former teacher from the school,  the seventh was a family friend and the members of the organisation were accessed by means of a direct request for interview.

**2:6: Design**

This research examined how Development Education was delivered in Irish secondary schools. A qualitative method approach was adopted. This approach was deemed most appropriate to answer the research question through rich in-depth data. Semi –structured in depth interviews were chosen as an interview guide as they are flexible and they allow flexibility throughout the interview process. Davis (2007) indicates that this "*approach is concerned with people's feelings and that is can be important for our understanding of social reality as well as enabling the researcher to learn about peoples perspectives on the research topic*". This type of interview can allow for further probing in the interviews and follow up on important issues that the interviewees may have mentioned in the interviews. The main feature of in-depth interviews is that the focus is placed on the individual (Ritchie & Lewis, 2003).

**2:7: Procedure**

A consent form was given to the participants so that they could agree to take part in the research. The participants were given an explanation on the ethical considerations relating to the research, that they do not have to part take in the research and they can withdraw at any time. An information sheet outlining the nature of the study with contact information for outside resources and supports was given to the participants. The researcher obtained informed consent. The interviews lasted on average 15-30mins. There were difficulties conducting some of the interviews as one or two of the interviews were conducted in a noisy classroom, which caused problems in transcribing the interviews with the interference in the background.

**2:8: Ethical Considerations**

Every participant was given a consent form prior to interviews. They were also given an information sheet outlining the nature and purpose of the research. The participants were made aware that all the research would be kept confidential. The participants were given pseudonyms and no identifying material was included in the research.  They were made aware that they did not have to participate in the research and that they could leave the interviews at any time. The DBS ethical guidelines were used with the recorded data to ensure that the interviews would remain anonymous, confidential and that no unethical questions were asked throughout the interviewees.

**2:9: Data Analysis**

The research conducted used thematic analysis. Thematic analysis is a method for identifying, analysing and reporting themes and patterns within the collected data (Braun & Clarke, 2006). Thematic analysis contrasts with other forms of analysing techniques which attempt to define themes which emerge from the qualitative data like '*thematic decomposition analysis, IPA and grounded theory*' (Braun et.al, 2006, p. 80). Thematic analysis is "*a method to reflect reality and to unpick or unravel the surface of reality*" (Braun et. al., 2006, p.81).  Thematic analysis can be applied to choices that may not be obvious so they need to be discussed in more detail. Braun et. al. (2006, p.82) defines a theme as

> "*something key about the data collected that is linked back to the research question which is some patterned response or meaning within the data set*".

**2:10: Conclusion**

This chapter outlined the methods used in the research study. There was a brief overview on why these methods were chosen, and the benefits of choosing these types of methods.  It contained information on the participants and how they came to be chosen to take part in this study.  The data on the participants was kept general enough to ensure the anonymity they were assured of. The procedure followed when conducting the interviews  as well as a brief look at the background work on the construction of the interview schedule itself is also included.  Importantly, this chapter covers ethical concerns faced when carrying out research into people's personal experiences. There was emphasis on consideration given to confidentiality, and to respect between researcher and participant.

# Chapter 3: Results:

## 3:1: Introduction to Results

This section outlines the results that emerged from the research conducted. The participants delivered informative and intuitive views on their experiences of Development Education in Irish secondary schools. The results are divided into the different themes which emerged from the interviews namely: Development Education and its importance in Irish Secondary Schools, Resources, Development Education through the Curriculum, Teacher Training and Charity Model of development education. These themes will be analysed and discussed more in depth in Chapter 4 Discussion, but for the moment they will be outlined by theme without thorough analysis.

The participants N, L, J, O, G and P are from the teacher's cohort and participants R and S are from the World Wide Global Scheme Programme cohort.

## 3:2: Development Education and its importance in Irish Secondary Schools

Each participant was asked how they would define Development Education and rank the importance of teaching Development Education in Irish schools. Participants found it difficult to clearly define Development Education.   One participant N didn't relate to the term and noted that it is a term used for future education policy claiming that

> 'they use these terms but there does not seem to be lot of meaning attached to them and you're kind of left to your own devices as to decide what kind of plan or what kind of suits a school in that area''.

Participant O described it succinctly as *"education about the developing world"*

Participant G defined it as

> *"the developing world…distribution of wealth and social conditions around it."*

Participant L noted that
> *"a lot of students approach it from the economic development of what is I suppose now known as less economically developed countries and then I suppose in teaching whether it's history or CSPE or geography they focus on the social problems."*

Development Education was referred to repeatedly by participants as encompassing a lot of different strands of learning. The idea of citizenship, moral ethics, globalisation, sustainable development, environmental development and political advocacy were all in various ways throughout each of the interviews linked to the importance of Development Education.

L explained that

> *"We look at the social problems like rural to urban migration in the developing world or problems associated with high population densities in the developing world - …other things related to those like pollution and development and I suppose we do go into the politics and corruption.....fair trade...climate problems and how that's affecting the development of less economically developed countries.....interdependence, how small the world is and how important it is that we work together and we help other countries"*

The WorldWise participants suggested that Development Education should incorporate

> *"issues relating to poverty, human rights, climate change…anything related to development, social justice, sustainable development...."*

There was a general consensus of the importance of informing students about the unequal distribution of wealth and social conditions.

Participant O felt very strongly about this

> *"we have a situation in the world where a small percentage of the world are using most of the resources..I think it's absolutely intolerable to live in a world where there is such unequal use of the word's resources"*

It was also highlighted by participant J that Development Education was more than promoting charity work but about the importance of

> '*understanding the structures that promote injustice, poverty or inequality around the world*'

Most of the participants attached an ethical importance to the teaching of Development Education particularly as it was reiterated that survival on the planet depended on people learning to live on a global world and learning to become interdependent.

Participant O

> '*it is in the interest of us all to look on this planet – as something that should be shared by us all if we are to survive on the planet – so from the point of view or our own survival I think we need to get pretty international and pretty conscious of being interdependent*'

Participant G said "*it's the single most important issue on our planet*"

An awareness of the economic exploitation of certain communities by others was deemed important and a necessary subject for reflection by students.

Participant L

> "*I think it's crucial also for our guys to be able to reflect and see Ireland has come a very long way....and that they should not take things for granted and also that there is a role that they have to play in the world around it...you can't shut your eyes off to people being exploited so that they can get their good for cheap...whether it's clothes or coffee..*"

L argues that although Development Education can be taught through various subjects such as geography, history, CSPE, and Religion

> "*there is a lot of talk down but you have to encourage the students to take ownership and that's what they are trying to do – you are trying to encourage them as they get older…they need to play an active role in society.*".

This importance placed on Development Education by teachers interviewed is echoed by Participant R from the World Wise group who said that Development Education is

> "*an education process that wants to increase student awareness and knowledge about issues related to development education but wants to go one*

*step further than just raising awareness and knowledge and getting students to actually take action".*

**3:3: Resources for Development Education**

Each Participant was asked about the resources available to them to teach Development Education. Answers varied according to schools and projects; however a dominant theme that occurred was the lack of awareness of resources form organisations and also the time constraints in developing projects. Information was highlighted as not being an issue as many organisations have resource pages and the internet was of great use.

Participant O

> *"I would find the most important resource now is the internet...the problem is you can be suffocated with too much information…on the developing world or third world you might get something like 5 million sites so there has to be somebody who is able to control this and focus properly…"*

Guest speakers were noted by participant J as a great resource and a way of informing students of various issues. NGO's and local charities *"people from Jesuit Mission Office, Trocaire and Jesuit Education Office,"* were also mentioned by other participants as an informative and reliable resource for the school.

Guest speakers was noted by one participant O as a way

> *"that can liven up a class such as visitors from Third World countries who have had an experience of the Third World and developed professional teachers who has received in-service training"*.

IT resource and forms of communication such as Skype was mentioned as a good resource for students to connect with other schools in developing countries and a way of further progressing projects in schools. One participant L mentioned Edmondo, which is a social learning platform for teachers, students, and parents,

> *"they have other ways of connecting – they would email assignments to students. I have seen this happen as well where you could Skype – for example*

> *that school if it was possible where your class could Skype that school – just to link up… em… to make connections that way for our guys"*

The greatest resource, mentioned was teachers and their own personal interest. One participant *G*

> *"I don't use any books actually - it's kind of an area of mine – so a lot is in my head – you know at leaving cert level it's almost like lectures. The resources I would use – I'd often get off the net and I make up my own presentations slide and use some of the Irish Aid and Trocaire stuff as well and Concern".*

Participant N referred to getting people in from the community

> *"like neighbourhood work schemes..Charitable organisations as well but it doesn't happen too often...I do not think it's a priority let's just say".*

Other participants mentioned that the interest of the teacher was required to push the Development Education agenda, as it was not particularly driven on the curriculum through exams. In some schools the implementation of Development Education relied on one or two teachers. Participant R

> *"one teacher flying the flag and we don't really have – maybe often they don't have the support of the principal which makes it difficult to kind of roll out of it as a whole school approach or they don't have may be the support of other teachers – only because often teachers think well it's part of geography and or its part of CSPE".*

Resources from the schools and on the internet could be used and used differently according to teachers, but the main resource, which was repeatedly mentioned as constrained, was time. A teacher's interest would drive the development issues if time could be afforded, which was mainly in Transition year. Participant J said a barrier to teaching Development Education was

> *"Time constraints is one and a huge amount of charities that respond to school are looking for help for support – so much – so many issues – so many things it's too much"*

Participant L noted

> *"I suppose the big pressure on teacher teaching Development is you also have a syllabus to cover"*

Participant J recommended that if all the information was on one area of accessibility for teachers, it would make it easier to access the information and implement it because currently

> *"there is so much stuff and they (teachers) need to spend time getting a real understanding and engagement in the area for the students"*

Two of the teacher participants had dealt with Irish Aid and a previous programme similar to the WorldWise programme but none of the participant teachers was aware of the current WorldWise Global Schools Programme and the funding available for schools through its grant schemes.

> "We are *a support network and we pride ourselves on being supportive to schools and we have that personal one to one relationship...we do school visits, we have kind of phone contact, email contact...our grant application round...we're coming up to another one in April and I suppose funding is a good kind of carrot for them to be involved with....Croke Park on April 3rd so there is other workshops for teachers and students and it's quite fun interactive.."*

### 3:4: Development Education through the curriculum

Participants were questioned about where Development Education was taught through the curriculum in the school. Recommendations were sought form participants also about where they saw that it could be taught and perhaps be seen as part of the curriculum. CSPE and Religion were the main subjects where Development Education is taught currently in the curriculum in surveyed schools as well as a module in Transition Year in some schools. Some Geography teachers such as Participant O choose to teach a Development Education module in Leaving Cert but this is optional.  O argues

> "*that Development education you see – it is not specifically recognised but, it is recognised in certain subjects like religious education CSPE*".

One other participant N mentioned that Development Education could be taught in some of

the

> "*humanity subjects – where I suppose there is a lot more kind of time and give where you can be more kind of flexible with it. Just like history, geography, CSPE*".

However it was noted in one school by Participant G

> "*at junior cert level I teach it under human geography in Third Year but we start it Second Year under population geography and demography and at leaving cert level I choose the global interdependence option. All geography teachers teach it at junior level because it is part of the curriculum, and it's done as part of the social and environmental force in fourth year as well*"

The School ethos was mentioned by some teachers as driving the teaching of Development

Education. One participant J who teaches in a Jesuit school mentioned that although "*most of*

*the teachers in the school would cover development education*"

Development Education is taught through

> "*mostly religion and CSPE …there is a huge cross between the curriculums that we run in religion obviously the Jesuit ethos*".

The WorldWise Global Schools programme suggests that the future of teaching Development

Education will depend on getting it through the ethos and management of the school.

Participant R explains

> " *it was mostly CSPE and geography teachers that were flying the flag but we actually want to get into science and get it into English and get into the school management policy – you know the ethos and so on.   You get the whole community involved.  Short courses it's like a development education short course coming so it's readymade and ready to be churned out in schools*"

Most teachers were open to the teaching of Development Education in a cross curricular

approach which was deemed more appropriate than an exclusive Development Education

Module through the school.  The new Junior Certificate Syllabus to be implemented from

2014 was mentioned as an area where Development Education could have a module of its

own. Participant O recommended a *"compulsory short six month module in the new junior cert".* Participant P suggested that *"the main problem is that it's optional you know".* Participant G said

> *"I would love to give it more (time) but I have to follow the curriculum...I would like to see it take a larger part of the curriculum and I think it should be compulsory as well."*

Participant N felt Development Education needs

> *"to be brought in mandatory like that's the only way, you want to compel people to do it."*

WorldWise Participant R did not seem to be in favour of making it an exam subject

> *"You would love to see it coming out much stronger in the curriculum but there is also the danger that when you... start to examine it What do I need to get an A in Development Education and it comes kind of away from the kind of enjoyment or the passion"*

Participant L pointed out

> *"I think there is something there that could be lost if you make it a subject and there is an academic rigour to it…"*

Participant J was not in favour of making it a compulsory subject *"It should be a choice subject"*

The new Junior Cert also brings opportunities for teachers as one participant J hoped it would be part of the Junior Cert curriculum and teachers could perhaps

> *"devise their own modules with a gift and a passion for the subject – actually implement it".*

WorldWise is already preparing for the opportunity

> *"with the junior cycle reform"* they are already *"developing shorter courses that are available to schools..."*

**3:5: Teacher Training**

Participants were asked if they had any training in Development Education and if they were aware of any training available and also if they thought it was recommended or needed. The majority of participants responded that they had minimal or no training throughout their professional teacher training.   Participant O's response echoes the majority of responses:

> *"I did not is the answer to that at university level in my time – I did not – but I would have gone to in-service courses and the course of my time – there weren't many of them – most of my development if you like in the area – my own personal or professional development was due to my own reading into the situation myself so it was kind of self-development on development education , it was my own personal or professional development was due to my own reading into the situation myself so it was kind of self-development on development education".*

One participant P claims that her interest in the subject

> *"probably came from – did my DIP in Maynooth and we had a lecturer there who's doing a module on it.*

It was also noted through the interviews that there were short courses available on Development Education, but that they were mainly at the weekends and had to be done on your own time and through your own expense. It was also mentioned that further education such as the Masters of Education was available but again it was on the teachers own time. Some participants such as G were not "*aware of any teacher training at the moment*"

It was mentioned by one participant L that teachers did not necessarily need to be trained in Development Education

> *"teachers are under time pressure, don't have the hours to put into it and if teachers do, they can do a very fine job of it.... suppose our roles as teacher is to get students interested in the learning process and to make them active learners".*

The WorldWise Group participant R advocates that Development Education training is important in terms of giving space to teachers to think about how Development Education could be implemented into their subject and to have the space to reflect on the issues themselves:

> *"Giving teachers the confidence and also getting them to recognise – yes this is relevant to my subject area as well so it is just completely building their capacity"*

**3:6: Charity model of Development Education**

One theme that emerged from the interviews was the contrasting opinions of how some participants viewed good Development Education projects. Participant J cited that social justice activities in the school and action projects were the best methods of teaching Development Education

> "*they would sleep out on O'Connell Street. They do development education around a lot of local issues*".

Another Participant L explained that one of their  Development Education Projects involved

> "*the students in First Year – all six classes are going to have a day of silence – now there will be different ways teaching that day and they are going to collect money to raise awareness for issues in South Sudan*".

It was highlighted by this participant that the aim was to encourage students to try and empathise with those around them through actions or their deeds.

However, in contrast to these actions, another participant O claimed that

> "*projects to do with charity or giving money to the Third World are mistaken – I am not saying they are mistaken but they are not any replacement for classes that a fundamentally analyse the unjust relationship  - that trading relations and political relations that exist between what called the North and the South – so I really have not any great faith in projects that help out people in a crisis – I am saying there has to be classes that deal in depth with a political and economic relationships between the North and South.*"

Participant O opinion reflects the opinion of the World Wise Global Schools Programme Participant R as they sum up some schools Development Education as

> "*a charity model kind of focus – schools are very much focused – well lets raise charity – kind of almost well – the us verse them may be and the not understanding that it's all about mutual learning and actually – understanding these issues*".

Participant S from WorldWise argued that the teaching of Development Education is *"fairly fragmented"* throughout schools, caused by the fact

> "*there are blurred lines between development education and fund raising and awareness raising*".

## 3:7: Conclusion

In this chapter results from the research were presented without in-depth analysis. The themes were developed through the analysis of the interviews that were carried out as part of the study. The themes were presented under the following headings: Development Education and its importance in Irish Secondary Schools, Resources for Development Education, Development Education through the curriculum, Teacher Training and Charity model and Development education

The next chapter will examine these themes in-depth by analysing them with reference to the research question and the aims of the current study.

# Chapter 4: Discussion:

## 4:1: Introduction

In this chapter, the results presented in chapter 3 shall be interpreted and discussed. Special attention shall be paid to the original research question of Development Education. As with all research, this study has limitations and will be acknowledged and considered. Conclusions shall be drawn, and implications for future research suggested.

## 4:2: Research question and aims of study

This research aimed to question how Development Education was carried out in Irish secondary schools focusing on how agencies promote or suggest the delivery of Development Education in Irish schools. Its purpose was (a) to examine the experiences of Irish secondary school teachers implementing Development Education policy and (b) to examine the role that the many NGO's and organisations play in contributing to the implementation of Development Education policy.

## 4:3: Results discussed

The research results indicate that there is a great value and importance attributed to the teaching of Development Education by teachers and organisations. There is confusion over the definition of Development Education, which emerges through the research results as including aspects of Environmental Education and Education for Sustainable Development. Resource availability was noted and examined as well as the availability of teacher training and continuous professional development or training in Development Education.

School ethos and management was also considered as a catalyst for the implementation of Development Education into the Curriculum for many schools. The

delivery of Development Education in Irish schools, however, appears to be fragmented and framed through a charity model in the schools that participated in this study.

**4:4:  Development Education and its importance in Irish secondary school**

There is clear evidence from the research that the lack of clarity on the definition of Development Education creates confusion for teachers.  The research results show that teachers have included aspects of Environmental Education and Education for Sustainability as part of Development Education. This echoes issues highlighted throughout the literature review as similarities and differences are apparent between each policy (Kirby, 1992), and a clear government policy, by developing relationships between government departments and policy makers, is needed to ensure that aims of Development Education, Environmental Education and Education for sustainability are reached (Zappone, 2007). This fragmentation is clearly evident in the descriptions of Development Education through the research results.

The importance of teaching Development Education was noted as being very important throughout the literature review and the research results. CONGDE (n,d.) definition of Development Education is most appropriate and echoes that of the Development Education teaching aims of the majority of the research results

> ''*active citizens who are educated and trained through developmental education  can contribute through their own actions and through participation in various organizations for a more just and sustainable economic, social, environmental and human rights based on national and international policies*'' (cited in DEEEP, n.d.).

All participants in the research viewed Development Education as imparting moral and ethical values to their students also.  WorldWise believes that Development Education has the capacity to help students further develop both critical thinking skills (WWGS, 2013-2016) however; there was no mention of the development or enhancement of critical skills

and engagement by the research participants through the results. Awareness, social justice and action were mentioned as being important and underlying teaching of Development Education in participating schools.

**4:5: Resources for Development Education**

Resources in the format of information were noted as being easy to access through resource pages of organisations such as Trocaire, the Jesuit Education Office and the Irish Development Education Association (IDEA). The availability of information was highlighted as not being a problem, but the accessibility of the information on one site was noted as being very desirable and again highlights the fragmented approach to Development Education Policy (Kirby, 1992).

The WorldWise Global Schools Programme was only recognised by one research participant in terms of a past funding resource despite the WorldWise mention about their open call for funding. This suggests that the WorldWise Global Schools Programme is not widely known or advertised.

The ethos of the school and school management was also mentioned as being a strong indicator of whether Development Education policies were evident in a school's curriculum as school ethos can be used to explain why some schools differ from other schools in the implementation of policy initiatives (SCoTENS, 2010). Some of the teachers mentioned that they had strong social justice programmes as they were guided by the Jesuit schools ethos. Another teacher from a different participating school explained that allocated time dedicated to Development Education in her school depended on a teacher's interest and time and the schools ethos and its principal's priorities. This pressure was alluded to throughout the research, where teachers commented on how the level of work put into the Development Education depended on the level interest of mainly one or two teachers in the school. The curriculum is packed which places more pressure on teachers as well as students (Irish Aid Development Education Strategy Plan, 2007-2011).

Time was highlighted as a barrier to the implementation of Development Education Policy in schools through both the literature review and the research results. Time is restricted due to such a packed curriculum (Department of Education, 2014). Development Education is also not seen as an independent module and is seen as an extracurricular activity by some of the participants of the research results and is advocated as an ideal subject for extracurricular activities by the World Wise Global Schools Programme and the IDEA (2011).

## 4:6: Development Education through the curriculum

Trocaire advocated for the inclusion of Development Education within education programmes such as the Junior Cert Curriculum by identifying areas in the curriculum and integrating Development issues into subjects such as Civic Social and Political Education (CSPE), Geography and Religion. All research participants mentioned that aspects of Development Education are taught through these subjects, signifying that Development Education has a place in the curriculum.

The New Junior Cert Curriculum was highlighted by the teacher participants as being a suitable area in which to implement a module of Development Education. A conflict of attitudes however, exists in terms of implementing Development Education as a cross-curricular approach. This was first endorsed through the Trocaire Education Programme and noted as best practice through the literature review and the participants of the World Wise Global Schools Programme. The fear about having a module dedicated to Development Education is that it will then be just an option, and that it would not reach all students. The participants in the research were split as to whether it should become a compulsory subject or choice subject. WorldWise indicated the Department of Education is in the process of

developing a strategy for education for Sustainable Development which they expect to become compulsory in all school curriculums in the years to come.

**4:7:  Teacher training**

Teacher training was advocated throughout the literature review as being important to develop confidence in teachers, so as they could feel comfortable using the information available to them. The results from the research was divided on this issue as some teachers felt very comfortable with their information and skills whereas others felt that they could do with some time to reflect on the issues to formulate lesson plans. A facilitative role was also noted through the literature review as being more appropriate for Development Education, highlighting the importance of critical analysis and reflection to such a subject. The research results, however, did not indicate a high level of importance for critical analysis by the teachers for students.

Teacher training was noted as being minimal through the research results for Development Education. It was mainly available as a special subject and dependent on interests of particular teachers. The limited availability of Development Education, categorises it as specialised training for interested parties and particular subject teachers, whereas the literature debates that Development Education should be cross curricular.

Not one of the research participants from any of the schools was aware of funding opportunities and if they needed funding they would have asked the principal. However the literature review indicates that Funding for Development Education in the post-primary sector was 37% through the worldwide programme (Irish Aid synthesis paper, 2011). No teacher mentioned the Ubuntu network which organised training and support of teachers in action research. Other funding was designated to building networks between schools and

capacity building for teachers (Irish Aid Synthesis Paper, 2011) however there was no mention of any networks or capacity building by the teachers.

**4:8: Charity model and Development education**

The charity model and missionary tradition is still evident throughout the research. Social justice and religious ethos frames many of the research results opinions on how to implement a Development Education Programme. Resources and guest speakers on Development Education used by the schools are from organisations with a religious ethos such as the Irish Jesuit Schools and Trocaire. This echoes the voices in the literature review where Irish attitudes to aid are still evidently very clearly built on the missionary tradition (Kilcullen, 2010:17). Trocaire is mentioned by the majority of teachers in the research as a good resource in terms of information but also for speaker visits to the schools .Trocaire aims to highlight the diversity of views and experiences in the world and not to just focus on poverty. However, Trocaire claims to have a clear distinction between Development Education, campaigning and fundraising (Dillon, 2008). This suggests that there is confusion on the implementation of Development Education within the schools and their comprehension of Trocaire policies, as charitable work and financial contributions to developing world charities is highlighted through the research and the literature review as the main form of Development Education and activism in Irish schools (Gleeson, King, O'Driscoll & Tormey, 2007 cited in Bryan et al., 2009).

Differences emerge through the research results on the methods employed to engage students. Some participants favoured action projects which had a charity element attached. These projects aimed to encourage students to learn about social justice and the part they play in the world. Other participants favoured the format of lectures to inform students of the

inequalities in the world. Social justice and religious ethos, however, still frame many of the research results.

There was no mention or recognition throughout the research of the Targets for the Millennium Development Goals, which underpin the Irish Development Education Association work. The Irish Aid role is to help the Irish Government allocate funds to achieving UN Millennium Development Goals (MDGs). The Millennium Development Goals include eradicating extreme poverty & hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development (United Nations Millennium Development Project, 2013). Millennium Goals were not specifically mentioned, however, most of these issues were mentioned as being important and discussed through some of the curriculum such as geography and CSPE in some schools.

**4:9: Limitations of the current study**

This study was restricted by time. This research focused on interviewing 6 teachers and one agency. The schools investigated in this research were voluntary secondary schools. Voluntary secondary schools comprise of 52.6% of the total number of schools in Ireland and are managed by religious communities or boards of governors. (Department of Education and Skills, 2011), a Catholic Ethos still remains in these schools (Skelly, 2012). Research could be extended and targeted to different types of schools and schools with different ethos.

A comparative study of how Development Education policy is implemented in different socioeconomic schools and areas could be investigated, such as the differences if

any between  Voluntary secondary schools ,Vocational schools and community and comprehensive schools and this may identify different responses in terms of resource allocation to Development Education. A comparative research on how Development Education is implemented in non-denominational and religious could also be studied.

**4:10: Implications of the current study**

The research results and the literature review highlight the fragmented nature of the implementation of  Development Education policy in Irish Secondary Schools. Clarification on the definition and placement of Development Education is needed.

WorldWise claims that Development Education delivery in post primary schools is mainly only in schools in Leinster (WWGS, 2013-2016), however each of the participating schools in this research are in the Leinster area and only one of the teachers were cognisant of the WorldWise Global Schools Programme and none of them were participating in the project. This research has highlighted the challenges that schools face in terms of time and the busy curriculum. Schools need more guidance and support. The World Wise Global Schools Programme is not being promoted widely enough and needs to be more connected with schools to guide and support them through developing Development Education policies in their schools.

The literature review argues for the need to critically engage with the nature of Development Education and how it is currently delivered in Irish schools as the research revealed that school is the second most important source of information for students to learn about developing countries (Bryan et. al. 2009). The debates on the Development Education definition calls for a more a more coherent and shared perspective between policy makers in

Environmental Education, Education for Sustainability and Development Education. The new Junior Cycle syllabus is suggested as an avenue to explore and implement some of the Development Education Policies. The direction of where and how it will be implemented in the junior cert syllabus is unclear as of yet, but certainly is required.

The conflicting opinions seen in this research of whether to have a cross curricular or specialised module needs to also be considered.

**4:11: Conclusion**

This research questioned how Development Education is being carried out in Irish secondary schools. The literature review and research results focused on how agencies promote or suggest the delivery of Development Education in Irish schools. It is concluded that the debates on the definition of Development Education are justified but are also adding to confusion with schools on the roles the agencies play in facilitating development education in schools. A clear policy and guidelines are necessary to provide cohesive and complementary Development Education Policy that will engage student in critical analysis, social justice, and action.

It is argued through the literature review that Development Education is more about understanding what sustains underdevelopment but that piece of critical analysis does not come through in the interviews carried out for this research piece. The idea of Development Education as having its foundation in the development of critical thinking and personal and social skills is a recurrent theme in the literature review but not in the interviews with the schools.

Irish Aid synthesis paper review (2014) on the Development Education Plan 2007-2011 states that that Development Education and how it is practised is increasing in Ireland. However this research indicates that Development Education needs to implement a more planned and rational approach which is comprehensive and gives guidelines for the schools and the agencies that promote Development Education. The World Wise Global Schools Programme is part of the Irish Aid (2014) strategic partnerships being implemented. This research notes that although it is in its early stages in the development of the relationship and programme, not one of the schools interviewed were part of the programme.

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# Appendix 1

An exploration of Development Education within the secondary school curriculum

My name is Caitriona Dooley and I am conducting research that explores how development education is taught in Irish Secondary Schools

You are invited to take part in this study and participation involves an interview that will take roughly 40 minutes.

Participation is completely voluntary and so you are not obliged to take part. If you do take part and any of the questions do raise difficult feelings, you do not have to answer that question, and/or continue with the interview.

Participation is confidential. If, after the interview has been completed, you wish to have your interview removed from the study this can be accommodated up until the research study is published.

The interview, and all associated documentation, will be securely stored and stored on a password protected computer.

**It is important that you understand that by completing and submitting the interview that you are consenting to participate in the study.**

Should you require any further information about the research, please contact
Caitriona Dooley (1570350@mydbs.ie) or Orna Farrell(Orna.Farrell@dbs.ie)
Thank you for participating in this study.

Participant Signature: _____     Date: _____

**Appendix 2**

# Information Sheet

Dear Mr or Ms or Mrs…..

My name is Caitriona Dooley.   I am in my final year Honours BA in Social Science at Dublin Business School and am preparing my thesis on Development Education.

This research will investigate how Development Education is being implemented in Irish secondary schools. It will focus on how agencies suggest Development Education should be delivered into Irish secondary schools. This research will also investigate teachers' experiences of development education.

I would be very grateful if I could be permitted to interview teachers at your school. The interviews will last approximately 30 to 40 minutes and I would ideally like to interview two to three teachers in areas such as CSPE, Geography or any other relevant area.  It may be that a teacher who is involved with Transition year students has experience in this area also. The teachers do not have to do the research and they may opt out of the research at any time. If there is any identifying material in the interviews that will be kept separate from the rest of the data so that it remains confidential.  The data from the interviews will be used for academic purposes only and will be kept up to a year after which it will be destroyed.

My current lecture timetable would permit me to carry out interviews at Tuesdays from 3 onwards, Wednesdays from 4 onwards and Thursdays from 2 onwards and any time on Friday.  I would be grateful if you could let me know as soon as possible if you can facilitate me in this regard and whom I should contact to make the necessary arrangements.

Yours sincerely

Caitriona Dooley

Contact Details: Caitriona Dooley 1570350@mydbs.ie  (085) 7224043

Orna Farrell Orna.Farrell@dbs.ie

These are some places where you can find more information on development education:

http://www.developmenteducation.ie/

http://www.ubuntu.ie/

https://www.irishaid.ie/news-publications/tags/developmenteducation/

## Appendix 3

<u>WorldWise</u>

1. What is the World Wise Global Schools Programme?

2. When and why was it set up?

3. What are the organisations involved?

4. Do you have any fulltime staff? How many?

3. What is your definition of development education?

4. What do you see as the current problems with the way Development Education is taught in Irish schools?

5. How do you feel this can be changed?

6. How do you plan to encourage schools to become involved in the programme?

7. Will both primary schools and secondary schools be involved?

8. What training and support will be available for teachers of Development Education?

9. What will be the criteria for schools to participate in your programme?

10. What funding would you require and how would it be sourced?

11. How do you foresee schools fitting Development Education into the timetable with the pressure to get academic results?

12. Do you think Development Education should be compulsory in Irish schools and if so in what way can this be done?

13. How many schools are involved so far and in what part of the country?

14. Why are more schools not involved?

15. What level of participation do you hope to achieve and when?

16. Do you have any examples of good practice in the teaching of Development Education?

17. Why do you think Development Education is important for students?

18. What impact do you see Development Education having on Irish society as a whole?

19. Have any studies been done about the benefits of teaching development education?

20. What practical impact do you think Development Education in Irish schools could have on the developing world in the short term?

21. What practical impact could it have in the long term?

22. Do you have any views on students' awareness of Development Education in the present day as compared to previous generations?

23. At what age do you think Development Education should begin and over what period in school should it be taught?

24. What do you think are the barriers of Development Education in schools up to now?

25. Do you fell that these barriers be broken down?

**Appendix 4**

# Teacher Questions Plan

<u>Personal Practice</u>

1. What is Development Education to you and why do you think Development Education should be taught in schools?

2. Where in the curriculum do you teach Development Education?

3. Are there other teachers who cover development education in their classes?

4. What type of Development Education projects are organised in the school or have been in the past?

5. What in your opinion is a good Development Education project?

6. Do you think Development Education could be better implemented into the classroom or school? If so how?

7. What resources do you use to teach Development Education?

8. Have you ever required funding for Development Education and how did you gain access to it?

9. Is Development Education assessed in the curriculum or is it recognised in the school?

10. Do students in your school participate in any extra-curricular activities of a Development Education kind?

## Teacher Training

11. How many years have you been teaching?

12. Did you receive any sort of training in Development Education?

13. Are you aware of teacher training for Development Education being available?

14. What sort of training do you think should be in place to teach Development Education?

(Confidence and facilitation not teaching)

15. Some of the organisations who are involved in Development Education think that teachers do not feel confident to teach Development Education without any training. Do you agree?

## Development Education Policy

16. If you could what would you change about the way Development Education is taught in Irish schools?

17. What do you think are the barriers to teaching development education in schools?

18. Do you think that Development Education should be implemented as a separate subject in schools and be compulsory?

19. Are you aware of the World Wise Global Schools Programme? If so what is in involved with the program? (from their perspective)

20. The World Wise Programme is funded by Irish Aid and they are hoping that aspects of Development Education will be taught in most subjects in Secondary School for example that English teachers will choose books set in countries with

poverty issues and that maths teachers will use statistics to look at global issues. What do you think it would take to make this happen?

21. Are you aware of any organisations or sponsors who have expertise in Development Education?

22. Do you think the Department of Education needs to put more of an emphasis on Development Education so that it is taught in schools?

23. World Wise are hoping that teachers will begin to put pressure on the Department of Education to demand Development Education. Do you think teachers will do this? If not, why not?