NATIONAL UNIVERSITY OF IRELAND MAYNOOTH

WorldWise Global Schools

Baseline Research Consultancy

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Contents

Chapter 1: Introduction

WorldWise Global Schools (WWGS) is an Irish Aid initiative that is being delivered on their behalf by a consortium of three organisations:

- Self Help Africa
- Concern Worldwide
- City of Dublin VEC Curriculum Development Unit

The WWGS emphasis is on supporting clusters or groups of schools who will work on joint or related projects in development education (DE). Some established networks have been very active in promoting a global awareness through their schools and have initiated annual events involving students and teachers meeting and sharing their learning.

WWGS define a school network as

- An established school network that shares a common mission.
- VEC schools that form part of a county based network.
- Schools within a distinct geographical region sharing DE activities
- A group of schools working together (with or without a DE provider) under a common global issue or project eg. Gender equality.
- A group of schools working together on a global development solution/project as part of their participation in the BT Young Scientists or Young Social Innovators events.
- Schools sharing a common target country as part of their Linking & Immersion programme.

Defining Development Education

Development Education is defined in the White Paper on Irish Aid as:

> *An educational process aimed at increasing 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 in acting to transform the social, cultural, political and economic structures which affect their lives and others at personal, community, national and international levels.*

This research maps the current development education activities and networks evident in participating post-primary schools, before discussing the key obstacles, opportunities and supports for development education. It will provide insights to WWGS about where extensive and intensive development education integration in schools is happening and where is it less visible or struggling. In addition it will identify the conditions for development education integration to occur and the supports required to enable it to be sustained in the longer term.

The indicators, data and recommendations in this research intend to enable WWGS to identify the schools most open to supports, resources, networks and future capacity building activities to be shaped in the appropriate ways.

Aims and scope of this research

This report is based on research conducted with principals and deputy principals of Irish Post Primary schools and NGOs that intends to express the experiences and opinions of development education from the perspective of schools. The aim of this report is to inform the strategic vision of the WorldWise Global Schools to continue to support and enhance teaching and learning in the area of development education at Post-Primary level in relevant and targeted ways. The data collected in this project maps the current provision of development education in Irish post-primary schools, identifies constraints, opportunities and support for development education and seeks to establish a baseline for WWGS on which to build their strategy to support schools wishing to integrate development education across the curriculum.

The tender for this project set out to develop a baseline about development education activities that will inform WWGS on the development of its 2013 - 2016 Strategy. The scope of this tender requested the following:

1. A baseline of DE activity and engagement within Post-Primary schools in the Republic of Ireland.

2. The capacity and willingness of schools and school networks to increase their DE engagement, both curricular and extra-curricular.

3. The capacity and willingness of individual schools to develop and work in DE network groups.

4. The opportunities for curricular integration of DE within the Junior and Senior level programmes.

5. The type of supports required for increasing DE activity.

The original terms of reference were re-defined to extend the scope of the research and address the time limit concerned. A longer time limit was given to the research, with this report representing the findings up to 12 April 2013. The questionnaire and database established for the research evaluation will be maintained by WWGS as part of a more sustainable research strategy. This will enable on-going data collection about DE activities in Irish schools which can be analysed to inform practice and strategic planning in the sector.

Structure of Report

This initial chapter has provided an overview of the objectives, scope and context for this research.

The following chapter provides a brief overview of the evolution of development education in Ireland, and through a reading of some recent literature in the field, explores a number of themes that resonate with the findings from the data presented in this report.

It is followed by a review of the research methods used to design and conduct this research, which encompasses a consideration of scope of this study, the ethical concerns raised by this research and the ongoing sustainability of the research activities.

The findings chapter outlines the current development education activities and networks evident in participating post-primary schools, before discussing the key obstacles, opportunities and supports for development education.

The final concluding chapter presents an overview of the research, contextualising them in terms of scope of this research tender and the broader significance for development education and WWGS.

Chapter 2: Literature review

Introduction

Ireland claims a "proud tradition as a champion for international development cooperation" (Dóchas 2011: 2) in general and development education, in particular, is considered by now to be a well-established and well-resourced activity in the Irish education system (IHRC 2011, Fiedler *et al.* 2011). The aim of this report is to inform the strategic vision of the WWGS to continue to support and enhance teaching and learning in the area of development education in relevant and targeted ways. The data collected in this project maps the current provision of development education in Irish post-primary schools and seeks to establish a baseline for WWGS on which to build their strategy to support schools wishing to integrate development education across the curriculum.

In this chapter we provide a brief overview of the evolution of development education in Ireland, and through a reading of some recent literature in the field, we explore a number of themes that resonate with the findings from the data presented in this report.

Brief historical background to DE in Irish post-primary schools

While the term 'development education' did not come into use until the 1960s its history can be traced back to when the Irish Government's Official Development Assistance (ODA) programme (Fiedler *et al.* 2011) was initiated in the early 1950s. Indeed, it has been argued that as nuns and priests were returning to Irish schools from overseas missionary work long before then, their influence shaped Irish people's understanding of development prior to any official engagement with it (Kenny & O'Malley 2002). The efforts of advocacy and community activist groups that were formed in response to mid-twentieth century civil and international conflicts also contributed significantly to awareness raising about the causes of global social inequality at that time.

Development education evolved alongside a growing realisation "that projects aimed at increasing the Irish public's awareness of development problems were viewed as essential to building support for the deep and transformative changes needed to

address global injustice" (Sutton 1977, cited Fiedler *et al.* 2011). When it emerged that the government's policy of development assistance was little known and poorly understood by the general public, it became clear that focused efforts to engage public support for donations of aid to developing countries would best be achieved through the formal education system. Kenny and O'Malley's 2002 report for Dóchas was the first baseline account of the myriad different groups' involvement in development education activities in Ireland. Although there were over 250 such groups involved in development education the authors noted that "*development education [had] only a tenuous link with mainstream education at primary, second and third level*" (Kenny & O'Malley 2002: 38) and they called for "*leadership … from within the development education sector to ensure that a focused effective strategy is put in place to optimize the development of the sector over the coming years*" (Kenny and O'Malley 2002: 8).

A decade on and the landscape of development education appears to have changed considerably: its improvement has been attributed to some extent to the shift to a more strategic approach by Irish Aid as the statutory agency within the Department of Foreign Affairs responsible for development education (Fiedler *et al.* 2011).

Fiedler *et al.* (2011) provide the most comprehensive survey to date of development education provision and research in Ireland. They note that "*the integration and acceptance of development education into the mainstream is seen as a major strength of development education in Ireland*" (Fiedler *et al.* 2011: 49). They go on to remark that "*formal education, teacher education and the youth sector*" are "*important sites within which development education has been integrated and where individuals within these sectors have the opportunity to teach and learn about development themes and issues*" (Fiedler *et al.* 2011: 49).

Although official responsibility for development education remains within the remit of the Department of Foreign Affairs, recent years have seen a stronger commitment from the Department of Education and Skills in relation to development and intercultural learning. Development issues already feature in a number of subjects on the post-primary curriculum such as CSPE, Religion, Geography and SPHE. In addition, through the offices of the National Council for Curriculum and Assessment (NCCA) development education has been incorporated more explicitly into revised syllabi and opportunities

to integrate it across the curriculum have been identified and disseminated (NCCA/Irish Aid 2006).

A Study of the Opportunities for Development Education at Senior Cycle co-sponsored by NCCA and Irish Aid shows the many ways "for exploring development education across the whole range of senior cycle subjects and programmes" (Honan 2005). Programmes such as the Leaving Certificate Applied (LCA) and the Leaving Certificate Vocational (LCVP) offer opportunities for development education by virtue of the cross-curricular approach they espouse (Honan 2005). The LCA and LCVP along with Transition Year (TY) promote self- and social awareness and project work involving discussion, problem solving, independent learning and team-work skills which lend themselves readily to development education, itself characterised by active methodologies. However, it must also be remembered that these programmes are taken by only a minority of students and do not always enjoy the same prestige as the established Leaving Certificate.

A full review of the opportunities for the incorporation of development education across Junior Certificate subjects was written as far back as 1991 (Hammond, 1991). Meanwhile, within the newly announced reform of the Junior Certificate development education is listed as a potential short course (NCCA, 2012).

Teacher Education programmes throughout the country also all include some element of development education, whether it be through the core components such as Sociology of Education and/or Teacher as Critically Reflective Practitioner or through elective modules in such areas as CSPE, Diversity, Inclusion, Intercultural and Service learning (IHRC 2011). Many Professional Diploma in Education (PDE) programmes also include a day or week devoted to exploring the issues of global social injustice and the appropriate pedagogies for integrating these across the curriculum. Teacher educators from all the colleges are represented on the Ubuntu Network which aims to support the integration of development education and education for sustainable development into post-primary initial teacher education in Ireland.

In addition to the relatively high profile gained for development education in the formal sector in recent years studies consistently assert that students and teachers are enthusiastic and committed to incorporating global justice themes and issues in their

teaching (Bracken and Bryan 2010, Clarke *et al.* 2010, Suas 2012). Furthermore, research suggests that "*most post-primary students are deeply interested in global themes and issues and find the active dimension of [development education] enjoyable and informative*" (Bracken & Bryan 2010: 23).

In spite of its longer trajectory and apparent prominence compared to other "value educations", (IHRC 2011: 168) development education, along with other such subjects, nevertheless still occupies a somewhat marginal position in Irish schools and faces considerable cultural and infrastructural challenges to its successful and appropriate integration in teaching and learning (Bryan and Bracken 2011, Clarke *et al.* 2010). So while we are cognisant of the success and coherence of the development education sector in gaining a foothold in mainstream formal education it is worth examining in some depth the challenges and constraints that still pertain for schools.

Based on a relatively large-scale study of both pre-service and in-service teachers in Ireland Bracken and Bryan (2010) explore "*the pedagogical struggles, uncertainties and dilemmas faced by teachers of development or global issues*" (Bracken & Bryan 2010: 22). Their findings suggest that the success of mainstreaming development education in a school is "*largely dependent on the commitment and confidence of individual teachers to 'bring development' into their teaching and on their ability to make connections between development themes and pre-existing elements of the curriculum*" (Bryan & Bracken, 2010: 24). Equally, the willingness and capacity of school management to support them in that endeavour is also crucial.

The historically low status of the "*softer subjects*" such as Religion, SPHE and CSPE and their minimal allocation of class time (Jeffers, 2008) coupled with the pervasive lack of comfort with '*active methodologies*' (Clarke *et al*. 2010, Cosgrove *et al*. 2011) all conspire against full realization of the educational potential of values-based subjects like development education.

Bracken and Bryan's research also notes the dilemmas for teachers who, though willing to engage with issues of global injustice, are fearful of getting the balance right when presenting complex issues and potentially distressing material. They also highlight the tendancy of teachers to avoid or water down active learning methods "*if teachers are concerned about appearing incompetent or ineffectual or need to to appease colleagues*

with more traditional understandings about what constitutes 'learning' or good teaching practice" (Bracken & Bryan 2010: 30). It would appear that in spite of the advances made in relation to global citizenship education nationally and internationally in recent years, improvements are still needed to promote "*active student participation*" and the use of "*student oriented teaching practices*" (Cosgrove *et al* 2011: 17).

Jeffers (2008) identifies a number of challenges concerning the successful implementation of Citizenship Education. While he focuses on the Junior Cycle subject of CSPE, the challenges he explores are by and large pertinent to the broader integration of other values-based curricula. Four of Jeffers' five challenges are relevant to the successful integration of development education in schools, namely: syllabus, time, cross-curricular and community links.

On the syllabus, which he and others deem to be "*too cautious*", Jeffers speculates whether the absence of a focus on the concept of power in citizenship education could be the underlying reason for the tendency to adopt a minimalist approach to fulfilling the potential of the citizenship curriculum. He asks if this is why the focus of students' actions remains limited to inviting '*visiting speakers and fundraising'* (Jeffers 2008: 15). Bryan and Bracken (2011) also note the dominance of a '*development-as-charity'* approach to development education and a tendancy to dilute or eschew altogether critical approaches to teaching about global social injustice.

Concerning the challenge of time, Jeffers notes the near impossibility to integrate active learning methodologies within the narrow time constraints allocated to the subject of CSPE which he says "*creates the impression that, no matter what the rhetoric, the subject cannot be very important*" (Jeffers 2008: 16). Again this resonates with Bracken and Bryan's findings that development education opportunities are stymied by a system that "*marginalises global themes, privileges recall and outputs over learning, and provides little time or space for self-reflective intrerrogation*" (Fiedler *et al*. 2011: 62).

When it comes to the challenge of making cross-curricular links, the opportunities appear to remain untapped. Jeffers notes that "*the price of a strong ethos of teacher autonomy can be a culture of teacher isolation*" (Jeffers 2008: 18).

Availing of opportunities to connect with the wider community is another challenge mentioned by Jeffers where again the potential exists but it often not realised. Jeffers

cites youth organisations in his discussion but equally the wider community can be represented by development education networks and NGOs with a commitment to both local and global citizenship.

It seems clear that the kind of coordinated approach advocated in Jeffers' final analysis could lead to the realisation of WorldWise Global Schools' aims of increasing students' "*knowledge and understanding of global justice issues and increased engagement and action by students as active global citizens*" (WWGS website).

Chapter 3: Research Methods

Introduction – aims and scope of research

The tender for this project set out to develop a baseline about development education activities that will inform WWGS on the development of its 2013 - 2016 Strategy. The scope of this tender was outlined in the introduction section.

The original terms of reference were re-defined to extend the scope of the research and address the time limit concerned. As described in the introduction, the on-line survey and database established for the research evaluation will be maintained by WWGS as part of a more sustainable research strategy to enable on-going data collection about DE activities in Irish schools which can continue to inform practice and strategic planning in the sector.

Stage one - Desk research concerning Development Education in schools

Collection of secondary data from sources including published research on the opportunities and barriers to integration of DE in secondary education was conducted. This was collected from the websites, reports, journals and through direct contact with groups involved in development education in Ireland, such as the Department of Foreign Affairs and Trade (Irish Aid); National Council for Curriculum and Assessment (NCCA); Education sections of other relevant Non-Government Organisations; and Associations concerned with the promotion of DE in schools (eg: IDEA) and teacher education (eg: CEN, Ubuntu).

Stage two - Methodology of collecting data from NGOs and schools

This research adopted a three-pronged approach of distributing an on-line survey about development education to second level schools, conducting in-depth qualitative interviews with selected principals who represent different levels of involvement in development education and creating a database about development education activities in schools.

The survey

The on-line survey (appendix 1) was created by the authors to cover the themes outlined in the introduction section. The distribution reach of on-line surveys (Matsuo

et al. 2004) meant that the questionnaire could be distributed to all principals on the DES list of second level schools in the Republic of Ireland, as well as to mailing lists held by WWGS. On-line surveys gave us a very effective and quick means of distributing the survey to a target population of school principals who are used to responding in such a manner (Matsuo *et al.* 2004). Principals of these schools were asked to complete an on-line questionnaire about development education in their school, in an emailed invitation which contained the link to the SurveyMonkey hosted questionnaire. The use of the SurveyMonkey as the on-line questionnaire forum used and key questions asked during the survey ensured that multiple responses or malicious responses were not an issue (Matsuo *et al.* 2004). This population of principals in schools involved in development education activities were contacted through the DES website, WWGS database of school emails, NGOs and other educational bodies such as NAPD and school trustee bodies. Hence these principals were acting as informed gatekeepers about the activities in their school (Walford 2001).

186 principals in total responded, representing 26% of the relevant schools (based on DES database of second level schools). This represents a satisfactory response rate, given the typical lower response rate to on-line surveys (Couper 2000) and the continual demands on school principals. The willingness of principals to become involved was evident in the detailed and extensive responses to the survey, their engagement during the interviews and their willingness to remain involved and informing development education through the database and further strategic planning in the sector. This reflected the tendency of the highly motivated individuals to respond to surveys and participate in research (Gosling *et al* 2004). However one limitation of the survey response was the gradual fall-off in participation with 92 completing the survey. This occurred during the section asking principals about their understanding of development education and the type of activities and initiatives with which their schools were involved. While this type of fall-off is an acknowledged limitation of all on-line surveys (Porter and Whitcomb 2003), we can also speculate that this implied a lack of engagement in these development education activities in these schools and hence respondents opting out of the survey at this point. It would be interesting to conduct follow-up interviews with a sample of such school principals in the future to explore these reasons further. Analysis of the survey is described below.

The Interviews

A series of qualitative interviews with principals in 11 schools was conducted, representing schools with differing levels and involvement in DE. These schools were selected initially from an analysis of available data in the form of published reports, websites, and blogs emanating from within the WWGS consortium and its predecessor WorldWise Linking and Immersion programme (Léargas) with a view to identifying schools and exemplar (and exemplary) development education school activities.

Qualitative interviews enabled us to explore the nature and type of engagement in development education activities in more detail with these principals. A semi-structured approach was adopted by the researchers who visited schools to interview principals following a general list of themes (Cohen, Manion and Morrison 2011). The interviews focused on the following aspects of the school's activities:

- Their vision and understanding of the place of DE in the school as a whole
- Level and extent of DE provision within school (especially teachers' interests, experience of DE and their activities etc.)
- Involvement in and collaboration with DE providers
- Evidence of openness to change and flexibility in capacity building within school (especially in light of curricular change).
- To identify the structure of existing or potential networks
- Perceived barriers to introducing a DE element to their curriculum.

These interviews were recorded and transcribed before analysis (see below). The interviews gave rich and detailed insights into the motivations, interests, opinions and activities of schools in development education. Quotations from the interviews are used throughout the report to illustrate the landscape of DE in schools.

The database of schools and mapping exercise

The third aspect of this research involved working with WWGS to set up a database of the location and type of development education activities and events occurring. The main NGOs in the sector were contacted by WWGS, asking them to provide us with a list of the schools participating in their activities. This was emailed as a database excel file to WWGS directly and it will be maintained by them into the future as part of ongoing

database of schools participating in development education activities organised by NGOs. The schools and NGOs providing data were made aware that their data are going into a more permanent database which intends to hold the names and numbers of involved schools and map their geographical spread for planning into the future. As described in the analysis section below, this was analysed to identify the geographical spread of schools participating in development education and to map the main organisations facilitating these activities. It enabled us to analyse the variation in activity levels and can be used in the future to identify areas, schools and issues that could be enhanced.

Ethical Issues

This research abided by NUI Maynooth ethical guidelines governing social science research (NUI Maynooth 2012). Throughout the research we were cognisant of the ethical issues of this research and sought to respect participants' rights, to maintain the confidentiality and informed consent of respondents. In particular, we were aware of the longer-term privacy consequences of an agency (in this case WWGS) maintaining the database about development education in Irish schools. This holds advantages in terms of the direct information that can inform strategic planning in the sector. Indeed, many of the survey respondents noted this as part of their motivation for participating in the research. It also holds potential ethical implications for the confidentiality of participants listed in the database, the secure hosting and storage of the database and how the information is disseminated and used in the future (NUI Maynooth 2012).

Analysis and writing of report

The data collection and basic analysis were conducted by exporting SurveyMonkey data analysis into excel and word files, while MAXqda qualitative data analysis software was used to cross-tabulate some results and code the findings from open-ended questions and interviews (Corbin 2007). The analysis was conducted based on themes emerging from the questions used in the survey and interviews. We adopted a collaborative process of analysis and writing as a research team, firstly through a series of research meeting where we planned the research, followed by each member taking responsibility to analyse and write an initial draft for circulation and collective re-drafting by the research team. As outlined at the outset, we hope that this research achieves its intent to provide an overview of development education in Irish schools and to inform

strategic planning and thinking of WWGS, NGOs and government statutory agencies involved in development education in Irish schools into the future.

Chapter 4: Findings

Introduction

This chapter presents the institutional profile of participating schools, reviewing the characteristics of their participation in development education activities and networks. It then outlines aspects of school engagement with development education, including understandings of development education; current activities and networks; engagements with development education agencies. The final section presents a more in-depth discussion of the findings about the obstacles, opportunities and supports for development education. Appendix 1 contains a copy of the survey used for this research.

Institutional Profiles and Sample Analysis

The online survey was circulated to all 723 post-primary (PP) schools in the country. 186 (26%) schools responded to the survey. Table 1 outlines the total distribution of PP schools classified by county and local authority in the country. When compared with Figures 1 and 2, they reveal that the response rate to our survey represents an equally diverse range of locations and school types across the country. This is analysed firstly in Figure 2 in terms of mapping the geographical spread of participating schools to reveal the diverse location and spread of DE in Irish schools.

County	Secondary	Vocational	Community	Comprehensive	Total
Carlow	5	5	1	0	11
Cavan	4	5	1	1	11
Clare	8	7	2	1	18
Cork City	18	6	3	1	28
Cork County	29	21	7	1	58
Donegal	4	15	6	2	27
Dublin South	14	13	8	0	35
Dublin City	59	22	2	2	85
Dublin Fingal	11	11	6	0	28
Dun Laoghaire-Rathdown	25	5	4	1	35
Galway City	8	3	0	0	11
Galway County	16	11	6	1	34
Kerry	14	8	3	1	26
Kildare	12	9	4	0	25
Kilkenny	7	8	1	0	16
Laois	3	3	3	0	9
Leitrim	1	5	1	1	8
Limerick City	11	3	1	1	16
Limerick County	7	9	1	0	17
Longford	4	4	1	0	9
Louth	11	5	1	0	17
Mayo	16	8	3	0	27
Meath	6	9	4	0	19
Monaghan	6	6	0	0	12
Offaly	4	5	2	0	11
Roscommon	4	3	1	0	8
Sligo	7	6	1	0	14
Tipperary	19	11	1	0	31
Waterford City	8	2	0	0	10
Waterford County	5	3	1	0	9
Westmeath	10	4	1	0	15
Wexford	12	8	2	0	22
Wicklow	8	11	1	1	21
TOTAL	**376**	**254**	**79**	**14**	**723**
	52%	**35%**	**11%**	**2%**	

Table 1: Number of Post Primary Schools Classified by County and Local Authority

The geographical spread of respondents illustrated by Figure 1 below, reveals the concentration of schools in Dublin (mirroring the density of population and schools in the capital).   The remainder of schools responding to the research are scattered across the country, giving a broad level of geographical spread. There is a concentration of schools based in the towns (nearly 52%) and cities (33%), while 16 % are based in a rural location.
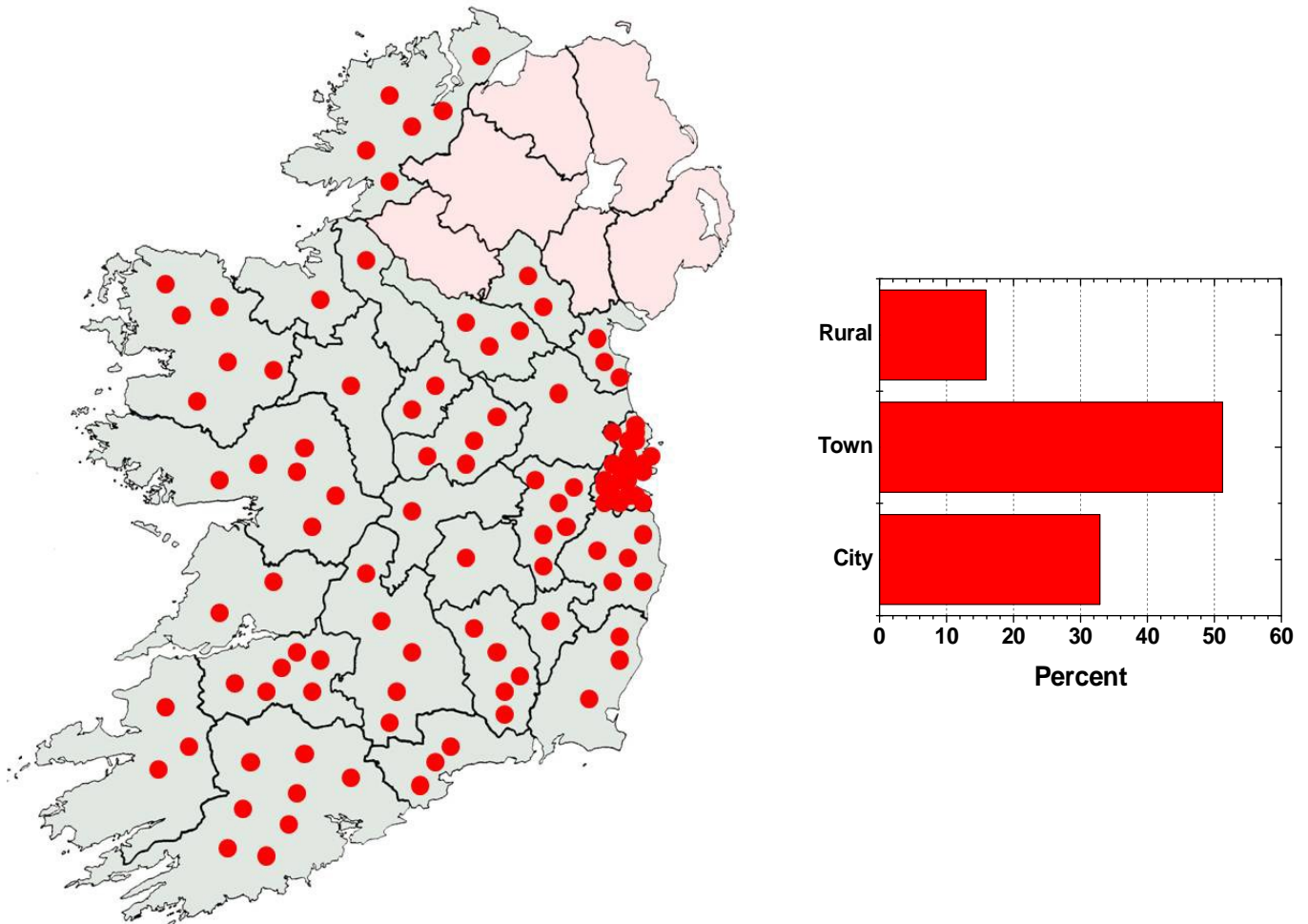

Figure 1: The geographical spread of respondents

In terms of the characteristics of participating schools, nationwide there are 248 (34%) single sex schools. 42% of respondents were single sex. There are 45 (6%) schools in Ireland who teach through Irish, with 4 (3%) responding to the survey.

Delivering Equality of Opportunity in Schools (DEIS) the Action Plan for Educational Inclusion, was launched in May 2005 and remains the Department of Education and Skills policy instrument to address educational disadvantage. 195 (27%) second level

schools are included in the programme. 31% of schools who responded indicated they were DEIS schools.

The diverse geographical spread and type of school participating in this research reflects the national profile of Post Primary Schools as Figure 2 below outlines, with 33% vocational, 44% secondary, 10% community and 2.4% comprehensive schools. The remainder indicated they were Independent, Gaelcholáiste or 'Other'.

Comparing the schools that responded to the national average, indicates a balanced sample set with a mix of gender, urban and rural, single-sex and co-educational schools.
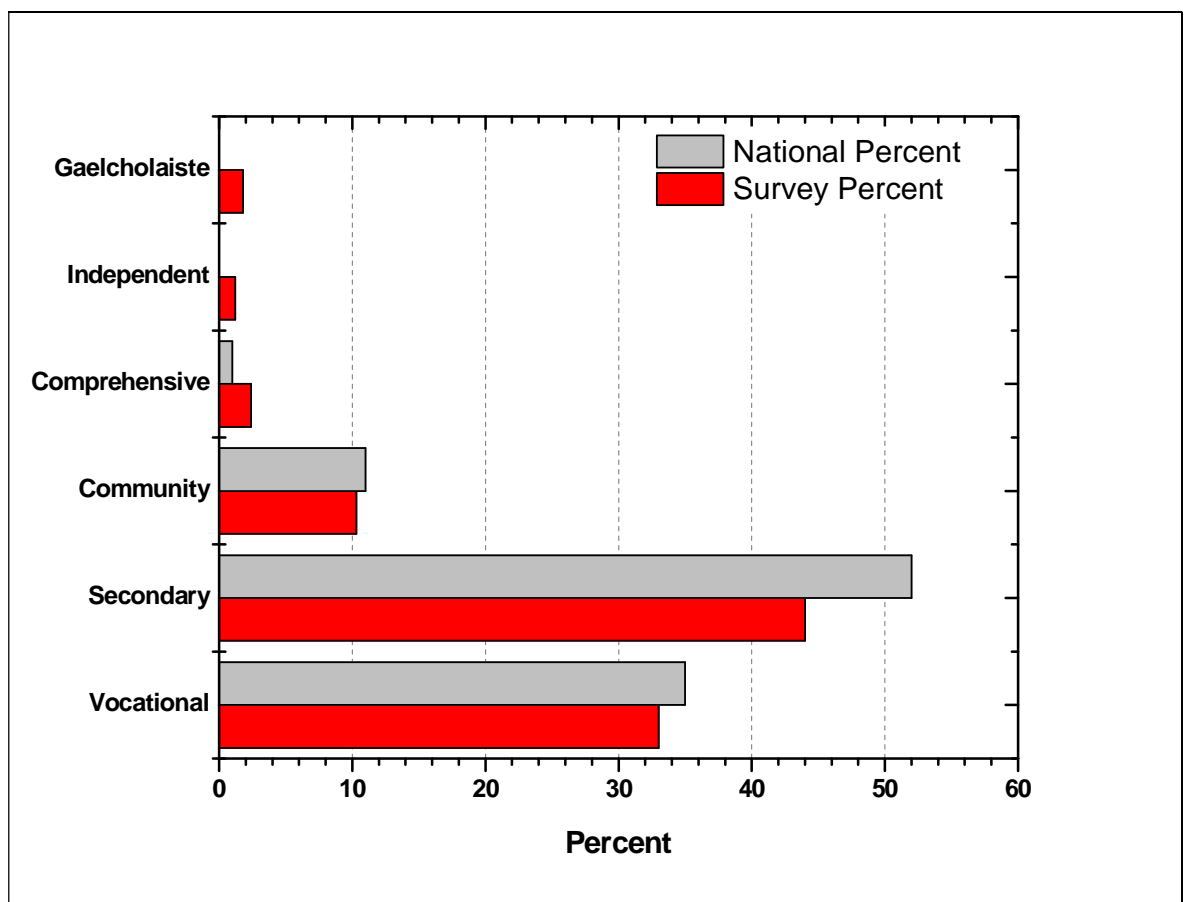

Figure 2: The response percent of school type to the survey compared to the national percentages

Understanding Development Education in the School

The level of general awareness and understanding among respondents in this area varied significantly as this section of the report reveals below. When asked what did they understand by the term 'Development Education' responses included:

> *"Highlighting human right issues and the development of a more fair and equal society"*

> *"I understand by this education which opens people's eyes and minds to the realities of the world, particularly including the majority world, and enables them to engage in learning for social change, local and global"*

> *"Helping to promote and develop education in 3rd World countries"*

Respondents readily associate DE with the third or developing world with these phrases appearing in a quarter of responses. '*Awareness*' and '*Understanding People and Cultures*' appeared in 20% of explanations. Different understanding of DE were evident among participants, ranging from more critical and embedded perspectives on global studies to the more traditional notion of DE as embedded in charity fund-raising and the:

> *whole idea of vocation, the…Voluntary Service Overseas…wouldn't it be wonderful if we could encourage young people for instance to do a developmental year. What do you call it – a gap year – we don't do enough of that in this country.*

When asked to list an organisation involved in DE, 20% listed Concern, 14% listed Irish Aid and 10% listed Trócaire. 14% were not aware of any organisation.

> *it was very difficult to answer this survey as I have little information or involvement in this area. That is not to say that some of my teachers are not interested - certainly in terms of awareness it isn't a high priority in our school as many of our students and families are disadvantaged and possibly subjected to discrimination etc in this country.*

> *I now feel very ignorant about this topic. I suppose that, in the present economic climate, global issues have been somewhat sidelined.*

Respondents were asked if they were aware of the organisation responsible for Ireland's development aid. 50% did not know or gave the wrong answer. The majority of schools, 98%, do not have a written policy on DE with only 21% considering developing a policy in the short term. In some instances it is inherent in the school mission and ethos.

Because we are a Catholic school, I think that it is important. We have been involved in this area for over 10 years but not on an organised basis.
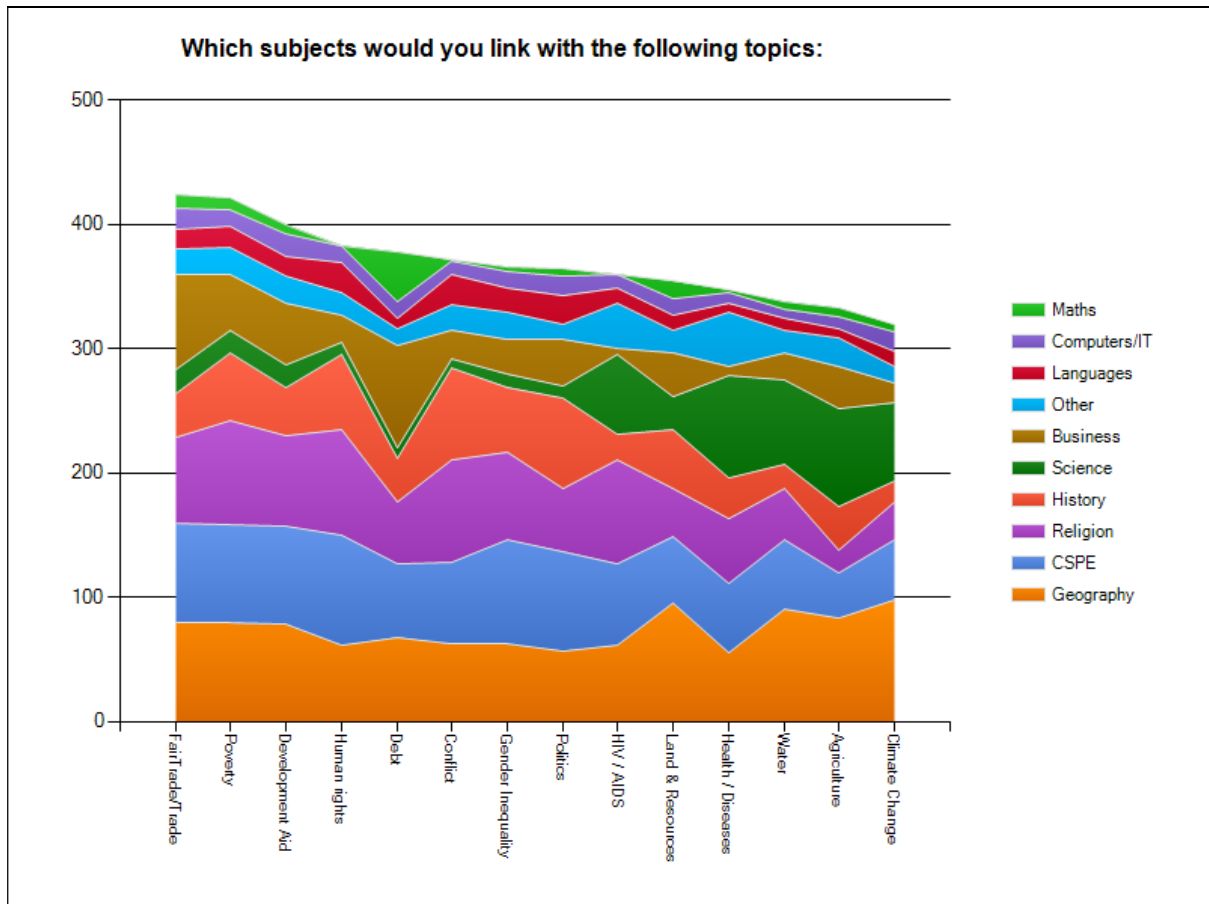

Figure 3: Linking global development issues with curriculum subjects

Respondents were asked to link global development issues with curriculum subjects. 100 responded. From Figure 3, Geography was selected as the subject that could deal with all the issues listed, being selected by an average of 76%. CSPE followed by Religion and History were the next subjects selected. Business was very readily associated with Debt and FairTrade while the Sciences were chosen for Health, Water, Agriculture, Climate Change and HIV/AIDS. Respondents had difficulty in associating the remaining subjects with the topics.

Development Education is covered in detail in CSPE and Geography in particular, at Junior Cycle level. However, at Senior Cycle, timetabling constraints, exam pressures etc make it difficult to be covered to the extent we would like.

"I think that development education should form an integral part of learning and teaching. For example, development education should be a component of nearly every subject rather than being separated out.
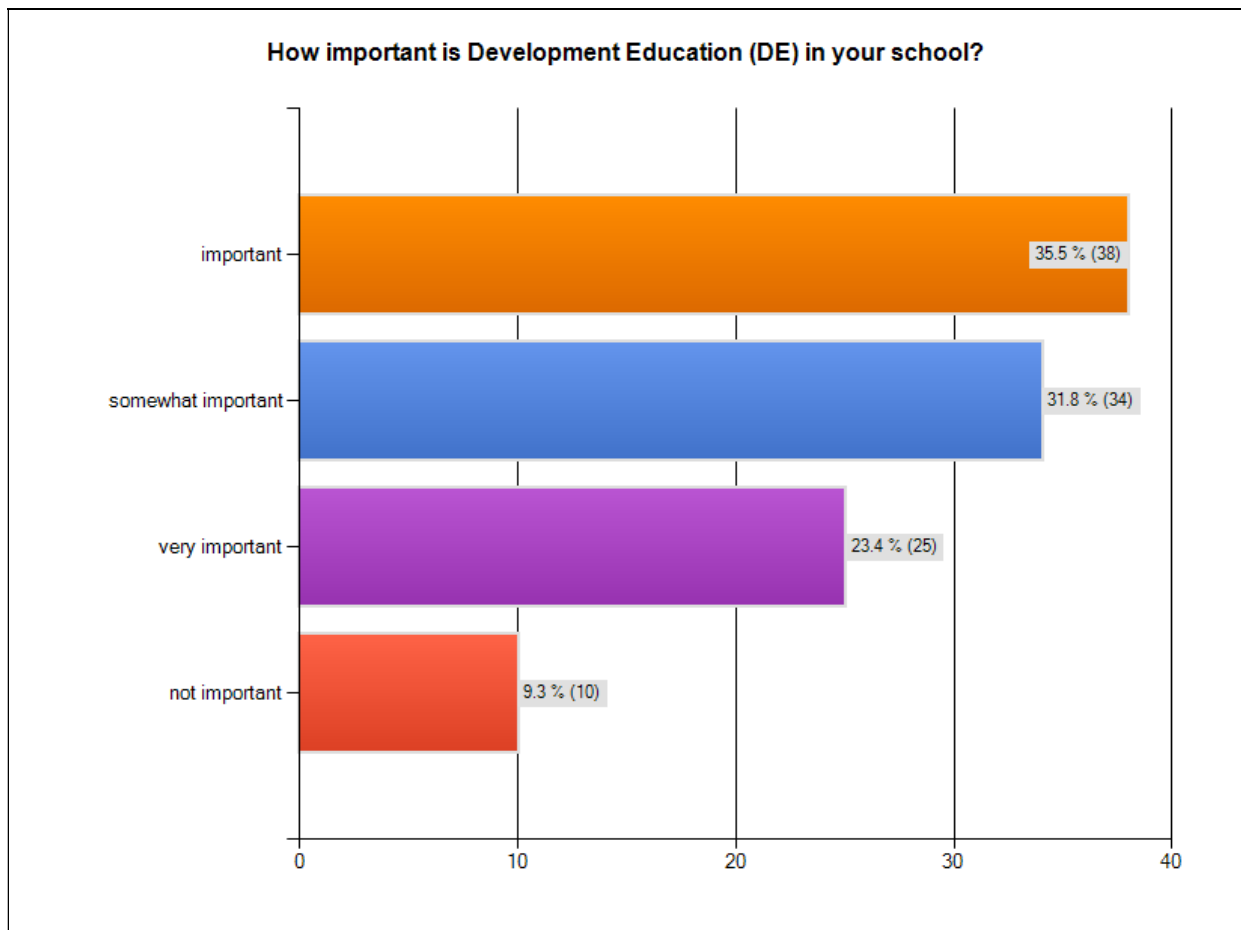

Figure 4: How important is DE in schools

Respondents were asked to rank DE in terms of its importance in their schools. The majority rate it as 'important' to 'somewhat important'; 36% and 32% respectively.

Very worthwhile, Students and adults can get more out of helping someone else than from any other activity, i passionately believe this. Constraints on finance, time and teacher burnout are making this increasingly difficult to achieve.

As a school we share the aims of development education we wish to empower students with the information skills and attitudes to engage as compassionate global citizens.

Respondents were very supportive of DE, reflecting the findings of Bracken and Bryan (2010), Clarke *et al.* (2010), and Suas (2012) who describe the enthusiasm and commitment of students and teachers to incorporating global justice themes and issues in learning.

Current Development Education Activities in Schools

It is useful to repeat the definition of Development Education used throughout this report:

An educational process aimed at increasing 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 in acting to transform the social, cultural, political and economic structures which affect their lives and others at personal, community, national and international levels.

An outcome of this report is a picture of the range and extent of activity in this sector. The commitment and creativity of teachers and students will become evident as well as the opportunity for the future.

57% (58) respondents have integrated DE into their schools activities and support the embedding of DE in teaching and learning activities across the curriculum.

> *I think that development education should form an integral part of learning and teaching. For example, development education should be a component of nearly every subject rather than being separated out. It should also be in so far as possible be focused on real 'stories', not abstract, and also be pertinent to life stories that our students can relate to. For example, move from discovery of a particular family's life story in Sierra Leone to a discussion on conditions in that country.*

The majority of activity takes place at the junior and transition year level (77% and 80% respectively) with 49% including some activity at senior cycle. 33% (31) include DE as a transition year subject. In Transition Year, modules such as 'Social Education' and 'Development Education' cover DE topics.

> *I think that development education should form an integral part of learning and teaching. For example, development education should be a component of nearly every subject rather than being separated out.*

Figure 5 shows the spread of subjects which include a focus on DE. Religion, Geography and CSPE are the most common which agrees with Figure 3.
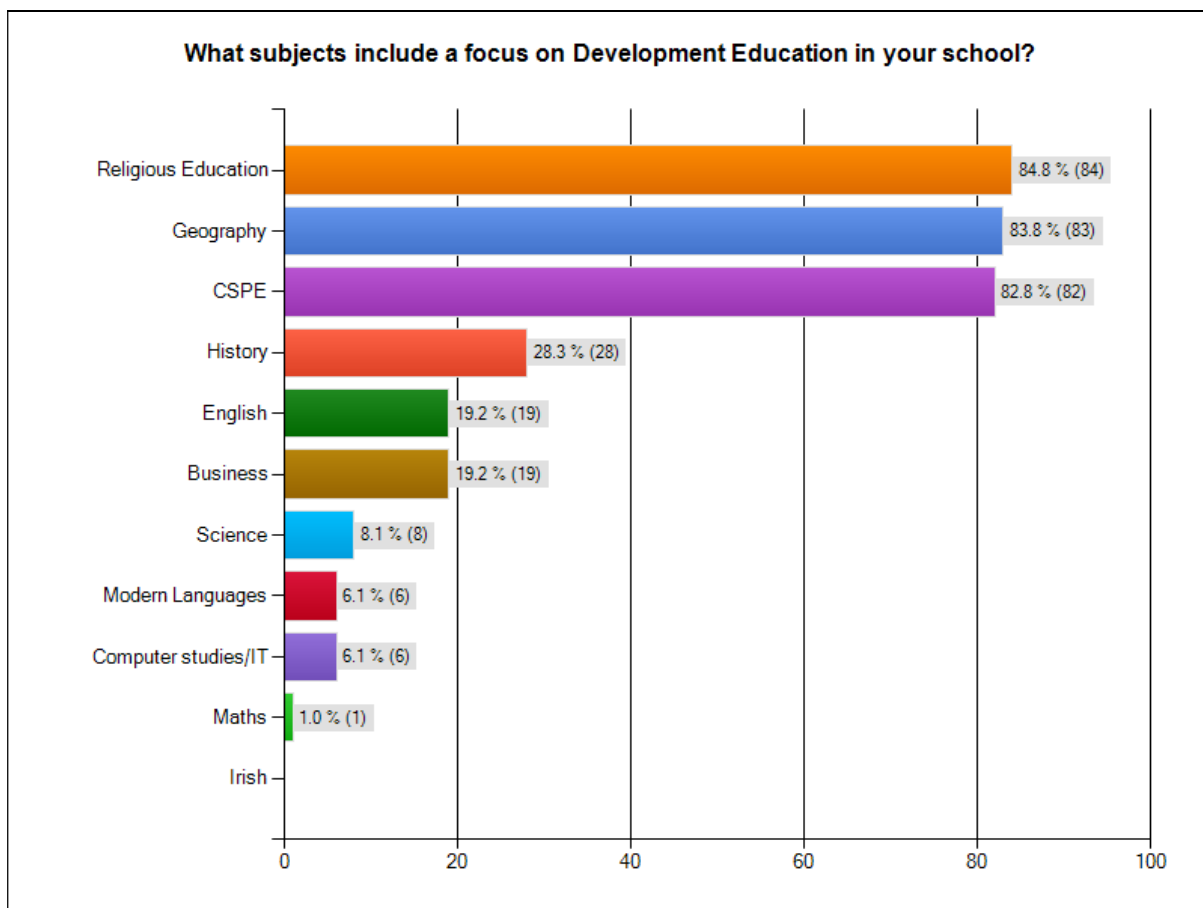
What subjects include a focus on Development Education in your school?

Subject	Percentage
Religious Education	84.8 % (84)
Geography	83.8 % (83)
CSPE	82.8 % (82)
History	28.3 % (28)
English	19.2 % (19)
Business	19.2 % (19)
Science	8.1 % (8)
Modern Languages	6.1 % (6)
Computer studies/IT	6.1 % (6)
Maths	1.0 % (1)
Irish	

Figure 5: Subjects which include a focus on DE

32% (29) of principals include a DE component into their extra-curricular activities. While the subject is taught mainly through Religion, Geography and CSPE, associated activities such as the Trócaire and Concern Fasts or Concern debates take place extra-curricular. Figure 6 shows some DE related extra-curricular activities. The majority of schools, 77% (61) are involved with Concern debates. Schools are involved with a wide range of other activities. 32% (26) of principals listed other activities such as; International Women's Day to promote Gender Equality, an own school's Sierra Leone Day, anti bullying week, equality week, Multicultural Day and Power of Positivity Week.

It is clear however that DE does not have a whole school focus: 87% (88) of principals do not include DE as part of their staff or student planning days. Introducing DE as part of school planning days received the least interest overall, 24% (22) of respondents rated it as '0' (See Figure 11). Developing a policy may be seen as time consuming and an inappropriate use of limited resources, yet it is probably the best way to get whole school involvement (Board of management, teachers, students, parents).
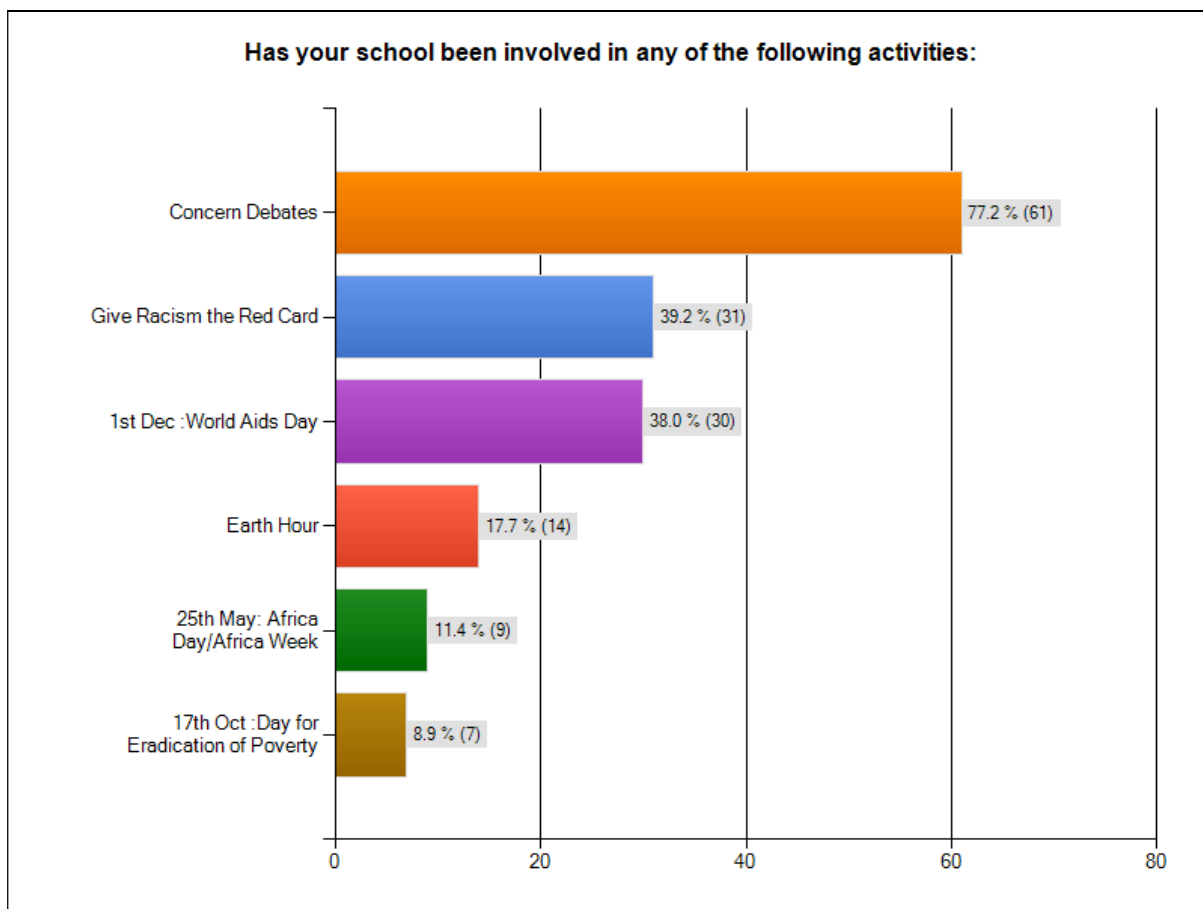
Figure 6: DE related school activities

During the last school year, 54% (56) schools accessed some DE resources. The sources mentioned include the Waterford One World Centre; the Development Education website, Schools Development Ireland, Fair Trade, Trócaire, Loreto Education Centre, WorldWise, Concern debating and Staff, the DE Research Centre, Institute of Education, University of London. This variety of resources indicates the need for a centralised database. 31% (32) of schools have developed some of their own resources. Some responses include:

- Videos of trips to Zambia with the GEE programme. Courses in SPHE and Religion. EAL programme. Justice and Peace Group materials.

- TY Modules, Development Junior Cert Geography and Leaving Cert Options.

- Africa Also Smiles surveying tools. (with the Africa Centre)

School networks

The Le Chéile Schools, Loreto and ERST networks were frequently mentioned. The Le Chéile Schools Trust now comprises the schools of fourteen religious congregations who are currently responsible for 52 voluntary secondary schools and are trustees in 7 Community Schools.

The Trust has developed and circulates resources for schools such as: The Euro Mediterranean Foundation for Dialogue between Cultures resource book. It is entitled "How to Cope with Diversity at School: Teaching and Learning about Religious Diversity and has topics such as: War and Peace, Worship, Life and Death, Clothing, Food, Art etc. It has recently circulated a TY education resource the Development NGO "Value Added in Africa" has prepared and its own pilot DE TY program is now available to all schools.

Loreto belongs in part to the Le Chéile school network. The Loreto schools number 18 plus 5 school with shared patronage (community schools). Most of the DE focus is with the Justice, Peace and Integrity of Creation (JPIC) groups in each school. These groups are usually facilitated by an interested teacher and are involved in a number of individual school projects. It is usual for the schools to get involved in a cooperative project. This was achieved in 2012/13 with 10 schools working with SHA on the MDG book project.

The Edmund Rice Schools Trust (ERST) is the Trustee body responsible for schools formerly under the Trusteeship of Christian Brothers. There are 60 PP schools in the ERST network. There are opportunities for smaller 'networks' within the larger organization eg regional schools.

The issue of geographical remoteness of some of the schools was raised as a block to DE and guest speakers/funding/ network activities.

Networks among schools are developed for a number of reasons:

> *All schools in the area meet to discuss and plan Mental Health week and any concerns that our area have experienced. We are a JC2 pilot school and therefore are networking with schools all over Ireland.*

Figure 7 shows the spread of networks. Just over half of schools are currently involved with different levels of networks, with just over one quarter involved in networks at a

national level. 20% at local level, 15% in international level networks and 10% in European networks. These include the following:

- Misneach school leaders network,
- GEE Presentation Sisters
- ERST Beyond 250
- EFODL: digital online learning network in Europe.
- Edmund Rice Schools Trust
- Loreto Network. European through involvement in Comenius Programme (Léargas)
- JC2 pilot school Worldwise
- CBS Immersion Projects,
- Twinning through Amawele
- 5 schools under Protestant management; ACCS, etc
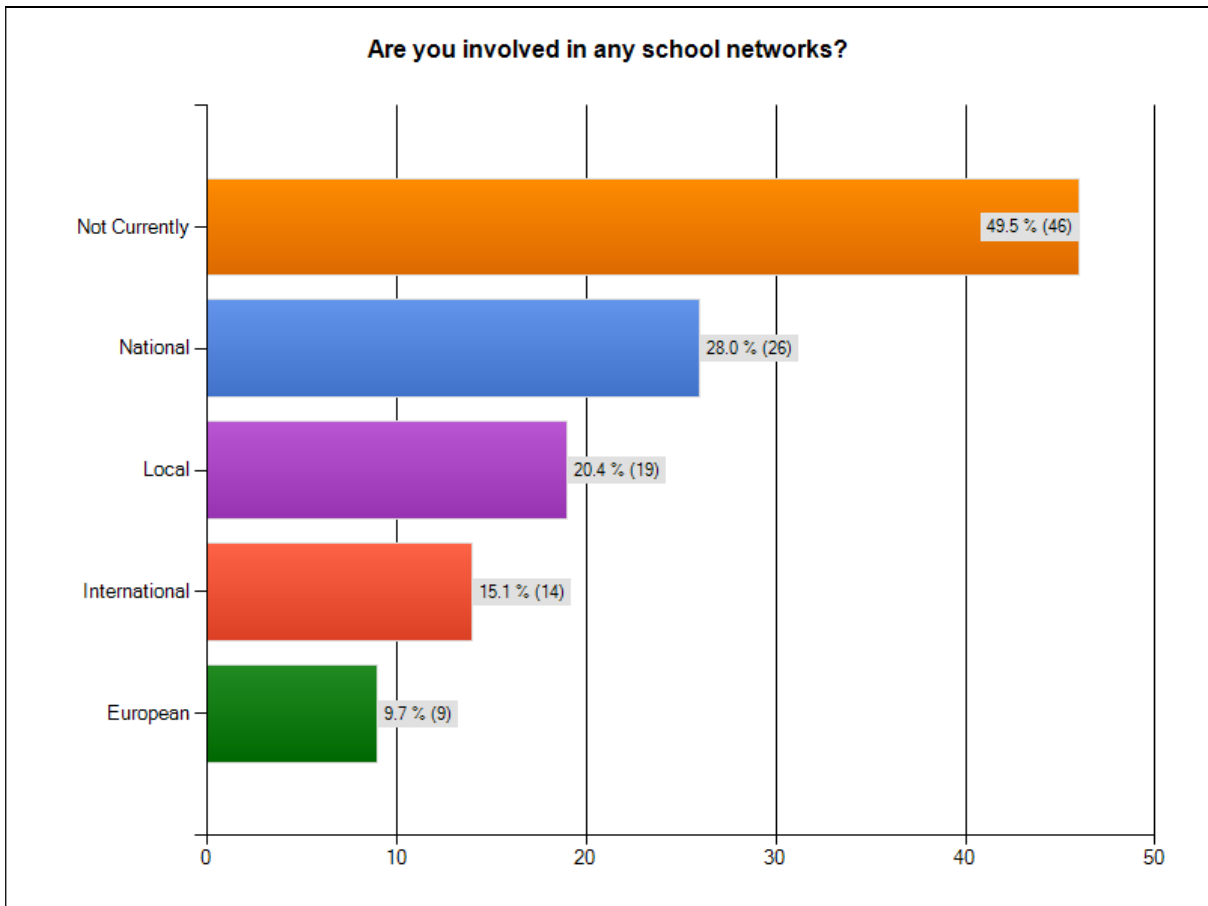- St. Louis schools network

Figure 7: School Networks

41% (42) of respondents have an active link with a school in the developing world.

The African countries specifically mentioned were: Zambia; Sierra Leone; Ghana; Nigeria and South Sudan. Zambian links were in place in two schools while others mentioned links with sister schools (Loreto, Presentation and Salesians) in different locations in Africa.

A number of schools had links in Asia: Kolkata, Chennai and other locations in India; as well as links with Pakistan and Vietnam were mentioned.

> *We had a wonderful experience linking with a school in Vietnam and look forward to more similar opportunities.*

In Europe, Albania and Chernobyl were mentioned.

Science for Development

The Irish Aid and Self Help Africa "Science for Development Award" was established seven years ago to encourage student participation in the Young Scientist and Technology Exhibition and to stimulate research projects that address some of the challenges faced by people living in the developing world.

Projects considered for the award dealt with issues concerning nutrition, climate change, sustainable agriculture, gender inequality, diseases of poverty, maternal and child mortality, providing clean water and sustainable energy.

46% (46) of respondents are involved with Young Social Innovators, (YSI). YSI have several award categories that focus on developing a better understanding of the issues faced by people living in poverty, such as Using Technology to change the World, Making our World a better place for Young People, Making our world One World, Making our country more inclusive and Poverty Free and Making our world Fair and Just.

It is clear from Figure 11 that principals are keen to encourage students to participate in this area. They see it as a route to increase students' awareness and understanding of global issues and of the inter-dependence of different countries and parts of the world in relation to those issues. Building capacity in developing countries is a key objective of WWGS. By participating in these competitions, action at a local and global level can be fostered and developed.

Several schools indicated their involvement in Science for Development, Figure 8, with 27% in SciFest, 26% participating in BT YSTE, and 2% in Google Science Fair.
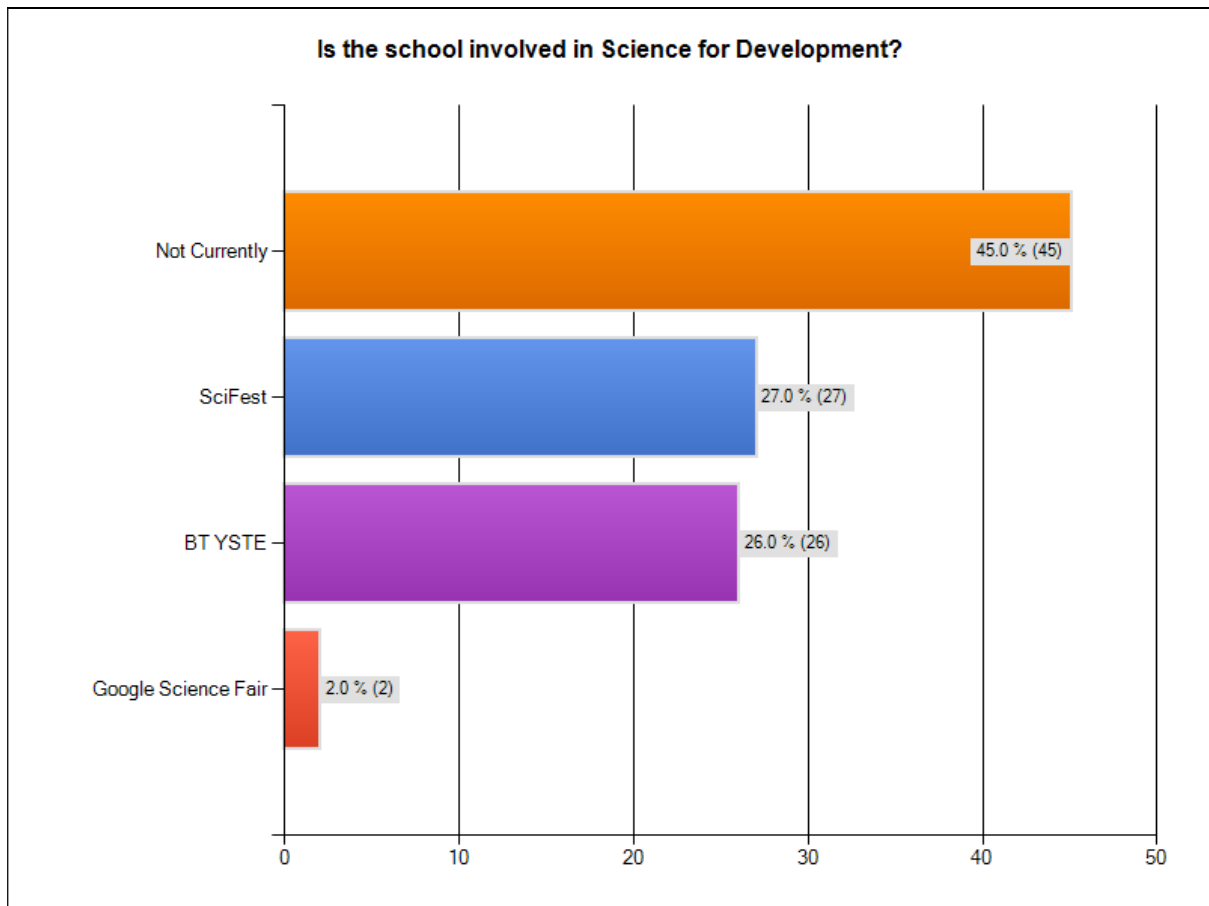
Figure 8: Science for Development

Current engagement between PP schools and DE organisations

As part of the research objective of creating an on-going database of DE activities to be maintained by WWGS (see methods chapter), the researchers created a database by contacting a number of national organisations involved with DE to request lists of schools they were engaged with. 16 national and local organisations responded. Their databases were combined to generate a clearer picture of the baseline of DE activity and engagement within Post-Primary schools in the Republic of Ireland. The organizations include: IrishAid visitor centre, Bothar, Amnesty, SciFest, GOAL, Afri, YSI, SHA, JustForests, Plan-Ireland, Kerry OWC, Waterford OWC, Galway OWC, WorldWise, CDPC, Concern and Inishowen.

Figure 9 presents a snapshot of the current level of DE activity in Irelands PP schools from this database based on the responses of these 16 agencies by April 12th 2013. It reflects the level of engagement of PP schools with organisations involved in the sector. It was generated by cross tabulating the databases from the organisations and awarding

a point to a school for each database it appeared upon. The data within each county was normalised and ranked in terms of its mean and standard deviation.
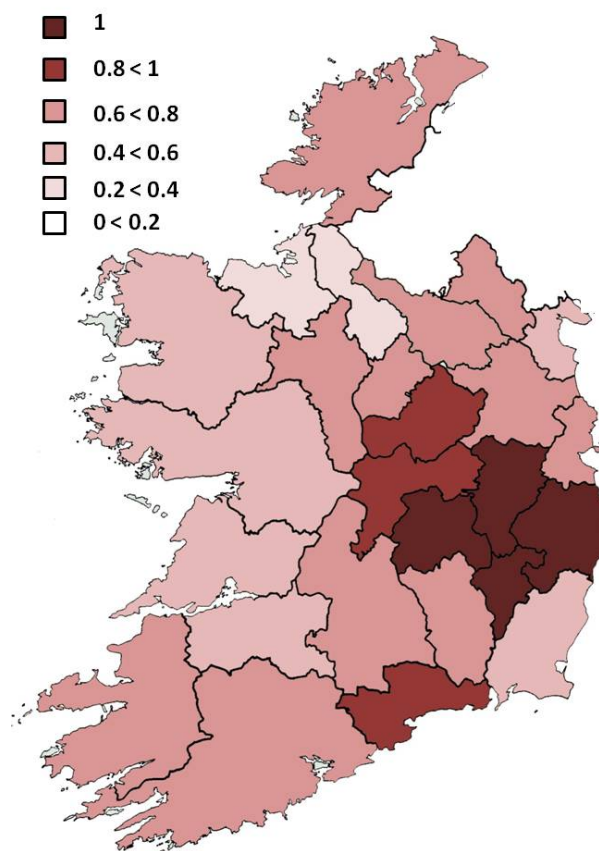

Figure 9: The geographical spread of DE engagement by county

This is the first iteration of this mapping exercise and additional data will be forthcoming from other NGOs which may result in some changes to it. It is beyond the scope of this report to collect data from all stakeholders currently. This database of DE activities and schools will be maintained by WWGS into the future and can be used as a baseline study and for ongoing data for future strategic planning in the sector.

It demonstrates a concentration of DE activities and relationships with schools in certain regions – South and West Leinster primarily and Waterford. While this analysis is adjusted to account for the proportions of schools in the county, it represents the geographic reach of the NGOs responding to this research. As more agencies respond, this pattern could change.

Obstacles, opportunities, and supports for development education

The obstacles, opportunities and supports for development education in schools that were identified by school principals and deputy principals are outlined in this section, discussing the type of responses given by the participants and the implications for the development education sector. This analysis, alongside the baseline of DE in schools outlined in the previous section, can contribute to the future strategic planning of Irish development education actors and framed in the context of recent literature on development education as outlined in chapter 2 above.

As described in the methods chapter, approximately half of the principals responding to the survey replied to these questions in this section of the questionnaire (between 87 and 92 respondents).
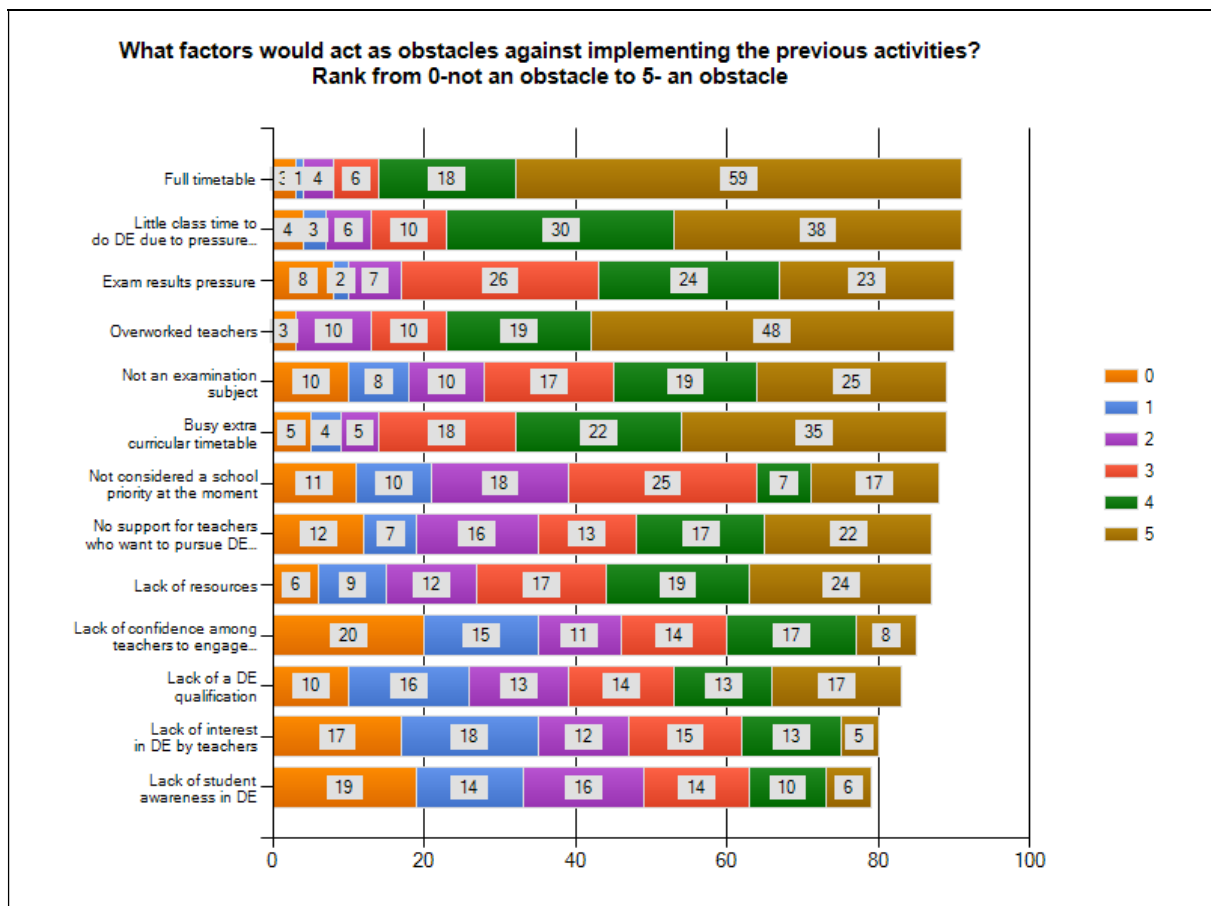

Figure 10: Obstacles to development education

Figure 10 shows the various obstacles to introducing DE ranked by principals. Of the 92 people who answered this question, the factors that act as obstacles against implementing DE activities identified were primarily related to pressures of time.

In school we are already trying to do far too many things. The same people are so busy all the time and we are at breaking point.

This is related to the pressures of a full timetable (65%) and little class time for DE (42%), a busy extracurricular timetable (29%) and the related issue of overworked teachers (53%), with calls for more to '*be done through the curriculum i.e. in the classroom not extra-curricular*'. These challenges of time and curriculum are also noted by Jeffers (2008) and Bracken and Bryan (2010).

Respondents called for '*a clear priority to Dev Ed and a cross-curricular/integrationist approach [which] means that some of the above cease to be obstacles'*. The cross-curricular nature of development education was cited as an opportunity with some respondents feeling that

Development education should be a component of nearly every subject rather than being separated out. It should also be in so far as possible be focused on real 'stories', not abstract, and also be pertinent to life stories that our students can relate to. For example, move from discovery of a particular family's life story in Sierra Leone to a discussion on conditions in that country.

However, many described its cross-curricular nature as a constraint in the current context where it struggles to find a place in the existing subject-based system (similar to Jeffers (2008) and Bryan and Bracken (2011). One interviewee offered this insight:

I'm quite sure this area of education is no different to any other area of education. It would benefit really from the cross curricular approach. And that as educators that's what we would always want to achieve. So I suppose that's a challenge. That's the challenge in relation to any area of education. It's not just in relation to development education.

Respondents highlighted that school cultural factors potentially hinder DE as

the idea that you'd have to work closely with other subject departments and work as more of a team rather than individual – Unfortunately teaching has been in the past very much a sole trader kind of approach where teachers' went in and closed their doors and they were the masters of their domain.

The challenge of making cross-curricular links where '*the price of a strong ethos of teacher autonomy can be a culture of teacher isolation*' was also noted by Jeffers (2008: 18). The

broader context of pressures on the educational system was also mentioned by respondents, acknowledging that:

> *Given the current "change process overload" complaint from schools, it is crucial that any DE focused processes are seen to be within, not additional to, existing and emerging change processes....otherwise they will be rejected.*

Other obstacles that respondents described were examination-related reasons - that DE was not an examination subject (28%) and the pressure of achieving exam results (26%), which reiterates Bryan and Bracken's (2011) point that DE is difficult to achieve in an education system dominated by a strong focus on terminal examinations.

> *I support Dev Ed and think it is important but in an already crowded curriculum, with the pressures of exams etc people might just this as another added hassle for teachers and schools to take responsibility for.*

Lack of resources was also cited as an obstacle by 27%, but none of these were perceived as obstacles to the same extent as the pressures of time outlined above. The professional support aspects was cited least often as an obstacle (support for teachers, self-confidence of teachers to engage in DE, qualifications, student interest are not considered a school priority). This finding is different to that revealed by previous research on development education, CSPE and related subjects (Jeffers 2008). It is potentially related to self-selecting nature of the questionnaire where a certain level of interest and motivation is needed to engage with and complete the survey, hence respondents are more likely to highly engaged in this area.

Factors that restricted engagement in networks and collaborations were also mentioned. A culture of competition between schools mitigated against networks.

> *The thing about it is in education is that there is still an awful lot of distrust among post primary schools. I don't have anyone on my doorstep. But I can guarantee you that I wouldn't win any popularity contests with any of my colleagues in [this county] because they would consider me a threat [for student enrolment].*

Cooperation across school sectors was also cited as significant with calls for a blurring of:

> *the edges between post primary and third level. And in fact primary and post primary...I think we need to start talking a lot more.*

Other respondents cited logistical reasons that restricted network building and event participation, such as geographical location and the centralised location of DE agencies and events:

We used to do YSI but logistics of always having finals in Dublin is an obstacle.
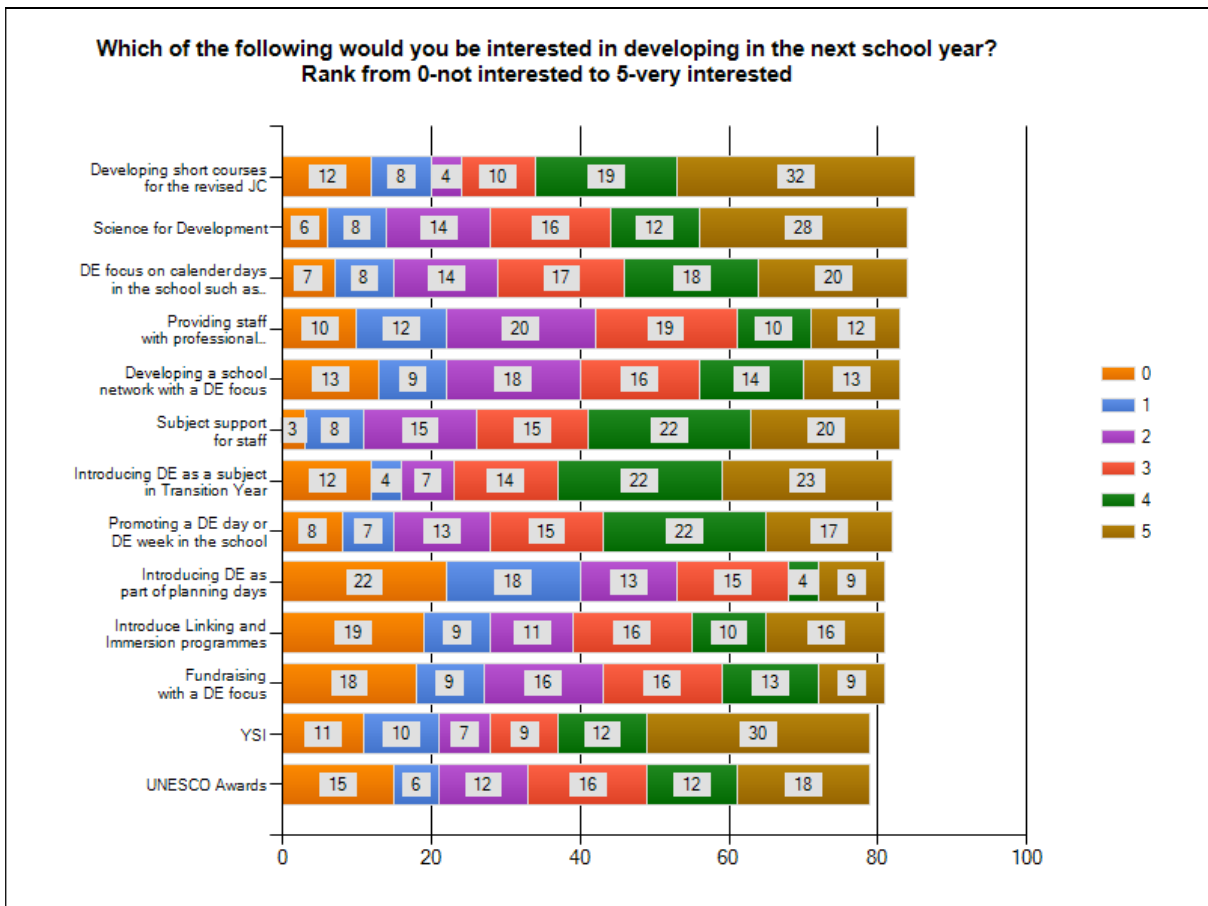

Which of the following would you be interested in developing in the next school year?
Rank from 0-not interested to 5-very interested

Figure 11: Opportunities for future DE involvement

Respondents identified a wide range of opportunities for development education in which they would be interested in the immediate future. 92 respondents completed this question, Figure 11, with others adding comments to say that:

Most above [question options] if not ticked, it is because we have them already.

Most commonly, interest focusing on developing curricular opportunities for DE in the short course for the new Junior Cycle and Transition Year (38% and 28% very interested in these options respectively), acknowledging that it:

could fit in very well with New Junior Cycle and Transition Year.

This is related to their interest in developing subject support for staff (24% very interested in this), with respondents seeing potential for DE in:

the context of this school and with the new junior cycle, I think there definitely could be greater scope.

Allied to this interest in staff development, providing staff with professional development opportunities in DE was cited of interest by 14%, while subject support for staff was of interest to 24% as mentioned above. However, respondents resisted the introduction of DE as a part of planning days (with 27% not interested in this option), reflecting the pressures surrounding these days in the context of the 'Croke Park II' negotiations and the general busyness of these days.

While DE in planning days was the least popular option highlighted to develop during the next school year, fundraising with a DE, 22% not interested in this option. The relationship between DE activities and the pressure of fundraising was highlighted by one respondent describing how:

the Zambian immersion project is an integral part of school life and feedback from the previous students who have travelled have described it as a 'life changing' event. However, as you can imagine it has become extremely difficult under the current economic climate to come up with funding and donations, so much so that this year we have extended the programme to a three year gap between journeys meaning that some of our students will miss out on a chance to get involved. We would love to reduce this gap to two years again but we urgently require your help!

Respondents perceived a wide range of opportunity in the area of existing initiatives and networks such as the opportunities offered by participating in programmes like YSI (38%), Science for Development (33%), DE Day / week in school (21%), and UNESCO awards (23%), Linking and Immersion programmes (20%) and developing a school network (16%). Several respondents cited the '*benefits of close partnerships*' with one person describing how it helps:

to empower students to understand their rights and responsibilities as global citizens, as well as how they have the potential to affect change for a more just and equal world. By engaging with the WorldWise Global Schools Programme and completing development education activities with students in our school as part of this, we feel increases our students' knowledge, understanding, engagement and action, thus helping them become active global citizens.

For others the integration of disparate activities and the opportunity to network with schools was key.

> *The challenge was to get the whole – all these different things that were happening – into an integrated whole…I saw that Irish Aid had an advertisement in the paper looking for schools that were interested in promoting developing world activities and promoting the whole idea of education programmes. I thought, god wouldn't that be an ideal vehicle now to bring all these things that are happening together and make it an integral part of what the school was about, what the school was trying to do. Because the school is a [Catholic Trustee] School and I suppose the drive and vision when they started was around helping people who hadn't access to all of these things like education and all the different services. And I thought this would be tying in exactly with that particular vision…And I liked the idea it was seen as something that you'd have a number of schools involved in if possible rather than a single school thing. And I thought right, ok, it was something that would tie in the various projects within the school, but then working with other schools.*

This aim of developing and supporting schools' involvement in DE initiatives and networks points to a strategic area that development education providers and policy-makers could continue to nurture.

24% of respondents were very interested in developing a DE focus during calendar days during the next school year. They acknowledged DE as a rewarding part of school activities:

> *for teachers and students alike. Its implementation in the school has been well supported by management, staff, pupils and parents alike. Students have gone on to involvement in development issues during their college years and in their local communities.*

These responses were set within the context of the school culture and the principal's personal commitment to DE, with one principal describing how:

> *students and adults can get more out of helping someone else than from any other activity, I passionately believe this.*

For some, it was linked to their ethos:

> *Because we are a Catholic school, I think that it is important and should not be just a 'tick the box' thing in school.*

For others it was developed initially as:

a local scheme. Even though I know development education is a global. But it would be a strong starting point. It's what developing what we have and being aware of what's around locally but also on a wider scale.

Principals acknowledged that while:

teachers are very stressed and the burden of their work has increased hugely over the last 5 years, teachers who are passionate about DE will always make room for it and promote it.

Drivers of change were acknowledged as crucial with initiatives often starting:

as something very, very simple and it does show you in order for something to be successful you need somebody who is committed. Somebody who is a leader and somebody who has the energy to keep going with it…that is the success of something.

This cultural identity and commitment to DE is a feature that has not been researched in-depth, but is key to understanding the level of dedication to DE. It is often reliant on the commitment of individual teachers – what one respondent describes as '*a warrior*', with another person identifying DE as:

ideal for a person that's just coming out of studies that want to keep their studies going and work at the same time. Has all that energy. And doesn't have family ties etc.

However, they continue to contextualise this individual drive within an education and economic situation where:

it's so difficult for young people to come in now into the system because they're just squeezing. That's again. The staffing is shrinking with the cutbacks, you're probably going to get another load of the top level of teachers retiring because it won't be worth their while…And that's going to get rid of the top level. If the three teachers, three more seniors retire I'm one of the older staff here, give or take a year. And that's not good for the system.

Supports for development education that respondents sought

Of the 87 respondents who answered this question, Figure 12, they were clear about the supports that would assist them in implementing development education in their schools, citing three key reasons equally – those of further support and advice (72%), opportunities for staff training (68%) and access to centralised DE resources (68%), with 52% citing planning for DE as an educational resource as an support. Respondents also called for '*Increased Teacher Allocation for school year*' and for '*Integration of GE/DE into the roll-out of in-service for the junior cycle*'.
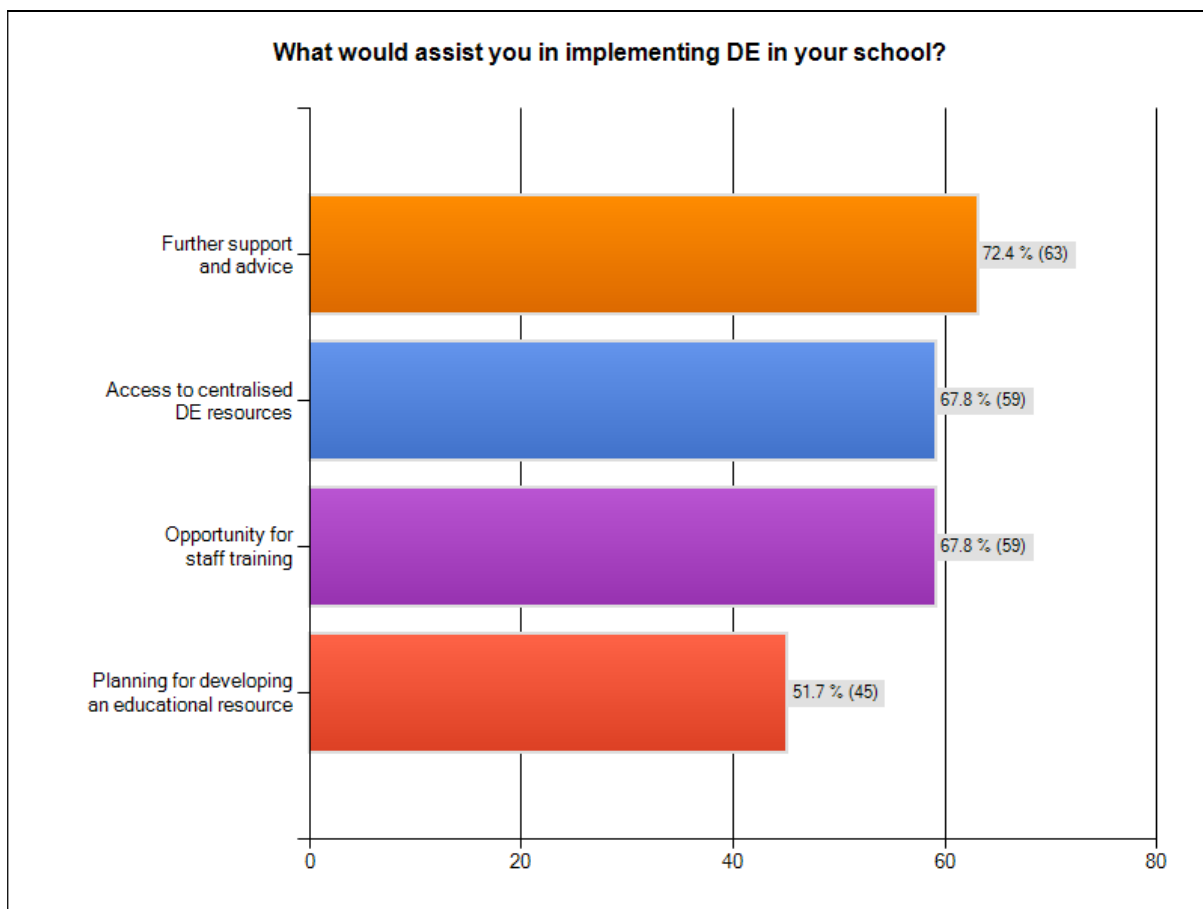
Figure 12. Supports required to implement DE into schools

If funding were available, respondents would introduce the activities listed below to their school.

These can be ranked under three broad categories of curricular initiatives and networks; professional development of staff; and general initiatives or supports.

Curricular initiatives and networks:
- *Development education module at Transition Year (most common response)*
- *Short course for Junior Cycle and TY (most common response)*
- *Calendar days with resource support.*
- *Inter school link development science technology*
- *Short course for Junior Cycle and TY and calendar days with resource support.*
- *Student Committee Awareness Week TY Module*

- *I would like to see a greater connection between our JPIC (Justice Peace and the Integrity of Creation) group and International Womens' Day. Funding might allow us to invite some leading women to the school.*
- *Developing a school network with a DE focus*
- *linking with schools in development regions*
- *Immersion Programme primarily*
- *Funding visiting speakers*
- *Fair trade, poverty and climate change linked to sustainable living with particular emphasis to farming*
- *Development of a dev.ed. network for whole school integration of dev.ed.; at first via the [School Trustee body] then to the wider [sectoral network] and through the network of the NAPD (National Association of Principals and Deputies).*
- *YSI, Local Community Links, Links to underprivileged countries*
- *Student Committee Awareness Week TY Module*
- *linking with other schools would be of benefit, via Skype or Google Hangouts*
- *Visit to Irish Aid centre*
- *Immersion programme*
- *I would like to give TY students the opportunity to develop projects, perhaps get involved in YSI.*
- *inter school link development science technology*

Professional development of staff:
- *Training and resources for staff (several schools)*
- *Staff and peer training*
- *In-staff training, resources available to all, linked into curriculum modules*
- *Peer training in development education for Parents Associations, Student Council and School Boards.*
- *Week long awareness raising activities and training for teachers.*
- *Subject support for staff*
- *A designated facilitator of DE activities, awareness campaigns, professional development opportunities*

General initiatives and supports:
- *Promote awareness of DE (several schools)*
- *Short courses in DE*
- *I would wish to expand the existing programme as far as possible.*
- *Development Day/Week*
- *Evaluation of existing partnership/exchange programme/planning for further integration*
- *In-depth scoping study on use of mission/vision/learning policy to inform plans for new junior cycle, and further integration of DE throughout.*
- *Development of partnership programme*
- *Time and support not funding*
- *Information Weeks*
- *Activity programmes*
- *Organise workshops for students on Development Education issues that actively engages them*

- *Fundraising*
- *Raising student awareness*
- *Staff committee to develop programme of awareness*
- *Formation of a DE student group*
- *Support extra-curricular development activities*
- *Action group*
- *Cover transport costs/hosting costs for competitions e.g. concern debates*
- *A more developed Multicultural Day than what we already have*

At a more general level, some respondents just replied with a general yes or expressed uncertainty about what supports they would find beneficial. Some acknowledged that:

> *it was very difficult to answer this survey as I have little information or involvement in this area. That is not to say that some of my teachers are not interested in being involved or they may not - certainly in terms of awareness it isn't a high priority in our school as many of our students and families are disadvantaged and possibly subjected to discrimination etc in this country.*

Others similarly commented that:

> *I now feel very ignorant about this topic. I suppose that, in the present economic climate, global issues have been somewhat sidelined.*

These comments point to the varied involvement and knowledge of DE amongst respondents, with a cross-sectoral response to counter this lack of information and involvement in DE being called for. The complexity of the school setting is clearer evident in responses, which impacts on engagement with DE. Respondents commented that development education was:

> *an area every school wishes they had more time to develop'. They acknowledged it as a whole school issue calling for the 'need to build on a curriculum integration approach, but combine this with a number of related areas of integration (school improvement processes, student assessment, school evaluation, teacher and school leader appraisal; and also integrated into the renewal of initial teacher education/training).*

Where DE works, it is acknowledged as being:

> *organic. It's part of the culture of the school.*

Respondents also acknowledged the need for a broader level of support from school bodies to support individual principals and school, with one principal commenting that they expected a greater level of support from their school trustee:

> *I would have thought they would have jumped on the thing a bit more and run with*

it a little bit more strongly. But they kind of had a – a hands-off approach really, I would have preferred [more] active support. They asked us to write up a report and [a newsletter article] about the project... and I would have given a presentation at the Principals' conference...But ultimately that Principal must go back and get something off the ground in their own school. Which is the harder part.

For many principals in particular, individual teachers or their own commitment to initiatives such as DE was essential, especially where their involvement in DE was as:

a blank canvas. And again, this would be coming from my own interest, but I want to bring it in... if we start if off right I've no doubt it will be brought forward.

There is a need for support for individual teachers, especially our:

greatest resource are young teachers. They need to learn but they need to be given opportunities to make their impact.

There was a clear consciousness that supports for DE had to be set within the wider context of challenges facing schools.

it's a kind of societal thing, it's not just schools, but I do feel that more and more when things go wrong people look at schools to fix them. And, erm, you know, if you look at something like development education, you just hope that it doesn't get left behind in all the other things now, the other priorities the schools are formulating.

Ultimately, the respondents to this survey highlighted how the greatest resource for DE is students, as:

young people still have passion, young people have still vision and they're the people, that like sometimes when we get a bit older we lose a little bit of it ourselves. So I think that we should be tapping that.

Chapter 5: Summary and Concluding remarks

This research explores the current development education activities and networks evident in the post-primary schools in 2013, before discussing the key obstacles, opportunities and supports for development education as identified by pricipals and deputy principals of participating Irish post-primary schools. Sutton's comment in 1977 about the need for development education is equally applicable today with "*projects aimed at increasing the Irish public's awareness of development problems [that are] viewed as essential to building support for the deep and transformative changes needed to address global injustice*" (cited Fiedler *et al.* 2011). This research intends to provide strategic insights to WWGS about where extensive and intensive development education integration in schools is happening and where it is less visible or struggling. The characteristics of DE revealed in this report assist us to explore the conditions for development education to occur and the supports required to enable it to be sustained in the longer term. These are reviewed in terms of the benefits, obstacles, approaches, opportunities and supports for DE.

Benefits of development education

Ireland's post primary schools are clearly active in some form of Development Education and are eager to develop an awareness of global issues such as social justice, human rights and inter cultural relationships at national and international levels. Respondents agreed it was a rewarding activity for teachers and students alike, generally receiving good levels of support from management, parents and the wider school community. Students exposed to the area during their school years have maintained involvement during their college years and in their local communities.

Schools that had a DE component/activity/involvement felt that it added an immense and extra advantage to the school's atmosphere and learning experience. Moving forward, they felt it was an integral part of the school and of student's future life and one that needed to be expanded.

Obstacles to development education

Several factors were noted that act as obstacles against implementing DE activities identified including the pressures of time; a full timetable (65%), little class time for DE (42%), a busy extracurricular timetable (39%) and the related issue of overworked teachers (53%). Given these time pressures and the "*overloaded*" complaint from schools and broader context of economic restraint, it is clear that any new development education activity be seen to be within, and supporting, existing school activities; otherwise it risks rejection.

The broader education and economic situation dominated by crisis and cutbacks makes it difficult for DE to carve out space for itself in schools. The economic situation also impacts on new teachers who are often most energetic and enthused by DE opportunities as the findings chapter noted.

Approaches to development education

Different approaches to DE were evident amongst respondents. For some the focus of students' actions remained limited to inviting '*visiting speakers and fundraising*' (Jeffers 2008: 15) and what Bryan and Bracken (2011) describe as '*development-as-charity*' approach to development education. Both authors note how such approaches tend to dilute power and eschew critical approaches to teaching about global social injustice. This was also allied to an approach to DE that focused on the commitment of individual teachers and students, leaving an over-reliance on the energy of individuals rather than a systems level formal commitment to DE.

Many respondents highlighting the need for broader school networks and institutional and curricular supports for DE. This was often contextualised by the opportunities offered by TY or the new short courses for the Junior Cert. More broadly, an institutional level of cultural support is seen as key to ensure that DE becomes an '*organic…part of the culture of the school'.*

This broader perspective on DE, included calls for a diverse range of development issues and contexts on a truly global level to be developed; not just about Africa. Several respondents highlighted the need to begin from local issues and concerns to which

students could readily relate. The need to open a conversation on mental health issues were raised in particular. Beginning with a local focus was seen as a way to explore how some of these issues may impact on attitudes to other cultures, diversity and attitudes; thereby hoped to find a linkage with the wider DE conversation as a way of transversing local and global issues.

These comments point to the varied involvement and knowledge of DE amongst respondents, with a cross-sectoral response to counter this lack of information and involvement in DE being called for. The complexity of the school setting is clearer evident in responses, which impacts on engagement with DE.

Opportunities for development education

Respondents were confident that DE could fit very well with the proposed revised Junior Cycle and as a Transition Year module. The allocation of a timetabled slot in Transition Year was considered as vital by schools that had introduced it. Principals that were planning to engage with DE felt that they would need to have a timetable allocation for DE activities.

Respondents felt that DE should be integrated in as many subjects as possible and on a cross-curricular level. This cross-curricular nature of development education was cited as an opportunity with some respondents feeling that development education should be a component of nearly every subject. However, others saw its cross-curricular nature as a constraint in the current context where it would struggle to find a place in the existing subject-based system as noted by Jeffers (2008) and Bryan and Bracken (2011).

Drivers of change were acknowledged as crucial with DE initiatives often starting from something very simple and being driven by a committed individual and a supportive school management and wider school community. This cultural identity and commitment to DE is a feature that has not been researched in-depth, but is key to understanding the level of dedication and ongoing sustainability of DE.

Supports for development education

Respondents were clear about the supports that would assist them in implementing development education in their schools, citing three main reasons – those of further support and advice (72%), opportunities for staff training (68%) and access to centralised DE resources (68%), with 52% citing planning for DE as an educational resource as an support.

Bryan and Bracken (2010: 24) note that the willingness and capacity of school management to support teachers in DE endeavours is crucial, especially new teachers as they develop their professional capacities. Some respondents called for staff workshops to give "*confidence and support for teachers*".

Respondents also acknowledged the need for a broader level of support from school bodies and trusteeships to support the DE efforts of individual principals and schools.

In schools that had little DE component, they referred to other schools in their region that were known for their "*dev ed activities*" and were keen to replicate their involvement. Many of these principals were open to any opportunities and guidance to get the school involved.

The majority of respondents were keen to integrate DE activities and to network with other schools. Supporting schools' involvement in DE initiatives and networks points to a strategic area that development education providers and policy-makers could continue to nurture.

Principals were keen to emphasise the urgency to WWGS to engage with schools to support their activities. Staff meetings had already occurred in several schools in planning the next years, timetable. Schools were open to collaborations and networks, albeit pointing to some of the broader constraints on this in terms of school competition, teacher isolation, school cultures, time and geographical constraints.

The indicators, data and recommendations in this research will enable WWGS to identify the schools most open to supports, resources, networks and future capacity building activities to be shaped in the appropriate ways. The qualitative interviews with respondents in particular revealed a wealth of insights that could usefully be expanded in further ethnographic research to explore the stories of development education from

the perspectives of the school culture, school leadership, implications for teaching and learning, impacts on the school community, and relations with NGOs and other DE providers.

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