

Social Justice Education in Initial Teacher Education: a Cross Border Perspective

A report for the Standing Conference on Teacher
Education North and South (SCoTENS)



Audrey Bryan, Marie Clarke, Sheelagh Drudy
School of Education, University College Dublin

with

Tony Gallagher, School of Education, Queens University Belfast

Martin Hagan, St. Mary's University College Belfast

Lesley McEvoy, School of Education, Queens University Belfast

Margaret Reynolds, St. Mary's University College Belfast

Ken Wylie, Stranmillis University College Belfast



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GLOSSARY OF TERMS

CICE	Church of Ireland College of Education
CPD	Continuing Professional Development
CSPE	Civic Social and Political Education
DE	Development Education
DERN	Development Education Research Network
DfID	Department for International Development
DICE	Development and Intercultural Education Project
EES	Enabling Effective Support
GCE	Global Citizenship Education
GCES	Graduate Certificate in Educational Studies
NGDO	Non-governmental Development Organisation
NGO	Non-governmental Organisation
NUIG	National University of Ireland, Galway
NUIM	National University of Ireland, Maynooth
PDPEs	Postgraduate Diploma in Professional Education Studies
PGCE	Post-graduate Certificate in Education
PGDE	Post-graduate Diploma in Education
NI	Northern Ireland
ROI	Republic of Ireland
SMUC	St. Mary's University College
SUC	Stranmillis University College
QUB	Queen's University, Belfast
UCD	University College Dublin

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EXECUTIVE SUMMARY

This report seeks to enhance our understanding of pre-service teachers' attitudes towards, and understandings of, social justice, diversity and international development issues, based on a collaborative research project undertaken by teacher educators at institutions in Northern Ireland and in the Irish Republic. It presents the findings of research amongst a sample of consecutive cohorts of pre-service teachers enrolled in programmes in initial teacher education programmes education institutions at four institutions—University College Dublin in the Republic of Ireland (UCD) and St. Mary's University College (SMUC), Stanmillis University College (SUC), and Queens University Belfast (QUB) in the North. The purpose of the research was to generate baseline data on pre-service teachers' understandings of social justice and Development Education (DE) issues and to consider the implications for initial teacher education programmes on the island of Ireland. It is hoped that the findings will be of particular interest and benefit to teacher and development educators who seek to equip student teachers with knowledge and methodologies that will enable them, as well as their own students, to reflect on how they can contribute to a more locally and globally just future.

Methodology

An initial mapping exercise and literature review were conducted with a particular focus on identifying existing provision as well as key issues and challenges pertaining to the implementation of social justice education in formal educational settings. A survey instrument was designed for the purposes of gathering attitudinal data on social justice, development and diversity issues among students in initial teacher education programmes at each of the participating institutions who have been exposed to content knowledge and methodologies relevant to development, diversity and social justice issues. The survey comprised a combination of open-ended, Likert-scale, rank-order and 'check all that apply' questions. Specific items were included to examine student teachers' perceptions and understandings of range of issues including: the role and scope for development and diversity education in the curriculum; the perceived relevance of social justice education to ones' own subject areas; attitudes towards migration, cultural diversity and racism; attitudes towards

specific minority groups (e.g. Travellers); understandings of poverty; and attitudes towards social action, activism, and social change. The questionnaire was distributed to a sample from two separate cohorts of students in initial teacher education programmes at each of the participating institutions in 2007 and 2008.

Respondent profile

- A total of 489 completed surveys were included in the final dataset; 95 from QUB, 204 from SMUC; 67 from SUC and 123 from UCD.
- Respondents ranged from 20 to 47 years of age; the mean age of respondents was 24 years.
- Eighty percent of the sample was female, which is broadly reflective of the gender profile of entrants to the teaching profession in Ireland.
- Sixty-eight percent of the sample identified as Irish; 22% as British and 6% identified as Northern Irish. Two percent held dual nationality (e.g., Irish/French), while the remainder were nationals of countries in Asia, South America, Europe and North America.

Key findings

Pre-service teachers' understandings of DE

[Development Education] is an educational process to increase awareness and understanding of global inequality and injustice. It is an attempt at social transformation – to make the world a better place (UCD student).

- The most common understandings of DE were those pertaining to raising awareness/understanding of global or ‘developing world’ issues or events and promoting respect for diversity and cross-cultural understanding.
- Only a very small number of respondents explicitly mentioned the action and social transformation dimensions of DE in the definitions they provided.
- A significant minority were vague, ambiguous or uncertain about the meaning of the term ‘development education,’ or tended to offer individualised understandings of DE that privileged personal or child development. This may be related, in part at least, a reflection of the different terminology used to

refer to DE and GCE, and the fact that the question was framed in terms of understandings of DE.

Levels of support for social justice and DE among pre-service teachers

Development Education work in the university sector does not need to work to engage students' interest in development issues, or to persuade them that it is important. Students already show high levels of support. If the government is concerned with maintaining public support for its development programme, ...[there is a] need to foster a more sophisticated understanding of development amongst university students and a more nuanced understanding of the role of [Official Overseas Development Assistance Programmes] (Connolly, Doyle & Dwyer, 2008).

The findings of are consistent with existing research which suggests that students in third level express high levels of support, enthusiasm and commitment to learning and teaching about social justice and development issues (e.g., Clarke & Drudy, 2006; Connolly *et al.*, 2008; Holden & Hicks, 2007)).

- Over 70% either 'agreed' or 'strongly agreed' that DE should have a high priority in initial teacher education, and only 16% felt that there wasn't 'really room for DE within the confines of an initial teacher education programme.'
- Almost 70% 'agreed' or 'strongly agreed' that DE should be afforded higher priority within the school curriculum than is currently the case. Many felt ambivalent about the extent the existing curriculum provided sufficient opportunities for them to incorporate DE in their classrooms; 29% 'neither agreed nor disagreed' with this statement, while only 37% 'agreed' or 'strongly agreed' that this was the case.
- From the point of view of embedding DE, it is encouraging to note that 71% of survey participants either 'agreed' or 'strongly agreed' that 'DE is relevant to all subject areas,' and that over 60% agreed that DE was relevant to the specific subject areas they taught.
- Those who would prefer to have more lectures or workshops on their own subject areas than on development and social justice issues were in a minority, with just over a third of respondents indicating that this was the case.

- Only a quarter of respondents felt that teaching about development and social justice issues was less important than teaching numeracy and literacy skills.

Perceived competency in delivering DE content and methodologies

- A majority felt confident in their ability to deliver DE content and methodologies, with over two thirds of respondents agreeing that they felt confident in their ability to teach about development and social justice issues.
- Only 11% did not feel that active and participatory learning modalities were practical in a classroom context.
- Analysis of the open-ended comments, however, revealed variation in the extent to which participants understood the meaning and aims of DE, with some respondents acknowledging that their understandings of the issues were limited.
- No significant differences between the confidence levels of NI and ROI respondents were observed.

I feel that my basic understanding of this topic is quite limited and by right should be introduced from Primary School with active campaigns and involvement for the children so that it stands out and stimulates their interest (SMUC student).

Attitudes towards social action and confidence in one's own ability to effect social change.

[Development Education] is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels (Irish Aid, 2007).

While student teachers are favourably disposed to the social action dimension of DE, they tend to hold contradictory views about the possibilities of social transformation, and a majority are generally lacking in confidence about their own ability to positively effect social change.

- A substantial majority (over 80%) agreed that their role as an educator involved striving to help their students both understand social injustices as well as encouraging them to transform society.
- A majority were motivated to attempt to improve society, with less than 10% ‘agreeing’ or ‘strongly agreeing’ with the statement ‘you can try to change things in society, but it will just end up making you feel bad for trying’. Only a small minority of respondents felt that they as individuals should not play a role in the betterment of society; eleven percent of respondents ‘agreed’ or ‘strongly agreed’ with the statement ‘making societies better is the responsibility of governmental agencies and/or NGOs, not mine’.
- On the one hand, 72% agreed or strongly agreed that a more equal world is possible; yet at the same time, almost two thirds felt that social inequalities (based, on class, gender, ‘race’ etc) were inevitable.
- A significant proportion of respondents felt ambivalent about their ability to bring about positive social change. A significant minority 43% neither agreed/nor disagreed with the statement ‘I feel helpless in brining about positive social change’, while a further 26% ‘agreed’ or ‘strongly agreed’ that they felt helpless in this regard.
- Only one third of respondents felt confident in their ability to influence decisions affecting their local area and society more generally, whereas less than a quarter felt confident in their ability to influence decisions affecting other parts of the world.

Understandings of global poverty and social injustices

We are familiar, through charity appeals, with the assertion that it lies in our hands to save the lives of many or, by doing nothing, to let these people die. We are less familiar with the assertion (...) of a weightier responsibility: that most of us do not merely let people starve but also participate in starving them (Pogge, 2002, p. 214).

- A majority of students had an awareness that their own actions have an impact on those in other parts of the world, with 60% ‘agreeing’ or ‘strongly agreeing’ that their day-to-day actions affect people’s lives in other parts of the world, and a

similar proportion agreeing that the lifestyles and actions of ordinary people in the First world were partly responsible for problems in the developing world.

- At the same time, almost a third of respondents ‘agreed’ or ‘strongly agreed’ that ‘underdevelopment in the Third World is mainly the result of internal problems,’ and almost 30% ‘neither agreed nor disagreed’ with this statement.
- When asked to select from a list the three most important reasons for poverty in poor countries, ‘lack of education and training’ (38%), ‘war and conflict in developing countries’ (36%) and ‘debt repayments to banks and other financial institutions in the West’ (31%) were the most popular responses. On the other hand, other possible causes, including developing countries’ colonial pasts (7%) and the lifestyles of people in the West (4%), were seen as the most important reasons by far fewer respondents.
- Over a third of respondents believed that the government should work towards eliminating poverty in Ireland first, before providing development assistance to the Third World, while a significant minority (40%) ‘neither agreed nor disagreed’ with this statement.
- Respondents tend to favour individualistic understandings of racism, with over 80% ‘agreeing’ or ‘strongly agreeing’ that racism is mainly the result of people’s ignorance and lack of understanding of other cultures and less than 40% indicating that government policies were largely to blame for the intensification of racism in society.
- A significant minority (34%) also held the view that racism was an inevitable feature of society.

I believe all of us could become more aware of how our own society is contributing to the inequality in the developing world and do something in our own lives to change that. There needs to be a bigger public campaign to raise awareness of this and what we could do to help. (UCD student).

Levels of support for official development assistance and attitudes towards international development institutions

- Only 7% of respondents 'agreed' or 'strongly agreed' with the statement 'the third world should deal with its own problems and not look to the First World for help'.
- Only a fifth of respondents believed that the government donated generously to the developing world, with no significant differences between NI and ROI respondents in regards to this.
- While most pre-service teachers felt that overseas aid was important, many seemed less committed or convinced when asked to focus on issues of more immediate and local relevancy (Clarke & Drudy, 2006). Over a third of respondents believed that the government should work towards eliminating poverty in Ireland/Northern Ireland first, before providing development assistance to the Third World, while a significant minority (40%) 'neither agreed nor disagreed' with this statement.
- Respondents expressed very high levels of ambivalence about the role of international development institutions like the World Bank in making things better for people in the developing world, with 56% of respondents saying that they 'neither agreed nor disagreed' with this statement. These high levels of ambivalence may indicate a lack of in-depth knowledge about the effects of World Bank policies and programmes. Only a fifth of respondents 'agreed' or 'agreed strongly' that development institutions like the World Bank had made things better, while a quarter disagreed with the statement.
- ROI respondents tended to view the Bank in slightly more negative terms than did their Northern counterparts ($t = -4.391, p < .001$).

Nature and levels of civic engagement and development activism amongst pre-service teachers

If you think you are too small to have an impact, try sleeping in a room with a mosquito.-African Proverb

The survey included a range of indicators of active citizenship, civic engagement and development activism to gauge the levels of student involvement in efforts to promote social change.

- The findings indicate that while forms of ‘individualistic activism’ are relatively high amongst pre-service teachers (Pattie, Seyd & Whitley, 2003), collective forms of action are far less common.
- Making donations to charity or other appeals on behalf of developing countries and buying fair trade products (53%) were the most common forms of development activism in which respondents engaged; more political forms of development activism were rare, with only 12% of respondents indicating that they had been involved in campaigning or other groups who worked on behalf of developing countries in activities other than fundraising, and less than 6% indicating that they had lobbied politicians to promote development issues, either alone or as part of a lobby group.
- Similarly, while a majority (83%) had donated money to an NGO or charity group during the previous 12 months, other forms of development and political activism and civic engagement were relatively low amongst the sample.
- Less than a quarter indicated that they had engaged in activities to support the cause of social justice during the previous 12 months.

Attitudes towards minorities

A measure of social distance adapted from Micheal McGréil’s study of prejudice in Ireland (1996) was included in order to capture attitudes towards Travellers, one of the most marginalised sectors of Irish society.

- On the one hand, the results suggest broadly favourable attitudes to Travellers; almost 90% of respondents indicated that they would respect the average

Traveller and a similar proportion indicated that they would be happy to have a Traveller child in their classroom.

- Over 70% stated that they would be willing to employ a Traveller or consider them competent to sit on a jury (77%).
- However, almost two-thirds of respondents acknowledged that they would be reluctant to buy a house next door to a Traveller and 62% would be hesitant to seek out this person's company and close to 40% would exclude Travellers from their close set of friends, indicating a reluctance to interact with Travellers on a more personal level.
- Overall, ROI respondents were found to be more likely to express favourable attitudes to Travellers on items measuring general attitudes to Travellers in society, although no significant attitudinal differences were observed between NI and ROI respondents with regard to personal forms of contact with Travellers.
- The data on attitudes towards immigrants also suggest that a significant minority of respondents hold assimilationist views where minorities are concerned, and that their willingness to embrace migrants is contingent on a number of factors, including employment levels and minorities' willingness to integrate into Irish/Northern Irish society.
- Almost a fifth of respondents were of the opinion that 'many foreigners come here to abuse the country's welfare system', with over a quarter indicating that they 'neither agreed nor disagreed' with this statement.
- Almost one fifth felt that Northern Ireland's/Ireland's asylum policies are too lenient.
- Over a third were of the opinion that 'there is a limit to how many people from other countries and cultures a society can accept,' while a similar proportion held ambivalent views on this issue.
- Forty-four percent were of the opinion that immigration into Northern Ireland/Ireland should be restricted if unemployment levels rose, and a similar proportion believed that 'the presence of racial-ethnic minorities in Northern/Ireland has caused problems in recent years.'
- A significant minority (40%) were of the opinion that immigrants should alter parts of their lifestyle so that they can fit in or integrate better into society,

while over half of all respondents felt that it was a good idea to encourage linguistic minority students to speak English, as opposed to their native tongues, in schools.

Attitudes towards school and curricular reform

- A majority (60%) believed that students from lower socioeconomic backgrounds typically do not have the same educational opportunities as their middle class peers, although a significant minority (20%) agreed that they did, and a further fifth of respondents ‘neither agreed nor disagreed’ with this statement.
- Less than a third were of the opinion that schools and curricula should be altered to privilege the views of the most marginalised in society, with a significant minority (over 40%) expressing ambivalence about this issue.
- Only 30% were of the opinion that teaching about development and social justice issues should, when necessary, make students feel uncomfortable about their views they hold. Once again, a significant minority ‘neither agreed nor disagreed’ with this statement.
- Over one fifth of respondents felt that schools should not be responsible for the development of linguistic minority students’ native language, while two fifths were ambivalent about this issue,

Synthesis of key findings

On the one hand, the study’s findings are very encouraging for teacher educators, as well as the range of governmental and non-governmental actors who support, and engage in, the delivery of inputs and modules with social justice, diversity and development themes. Consistent with research carried out among in-career teachers and other third level student cohorts, the present study suggests that pre-service teachers are, in the main, very supportive, enthusiastic and committed to learning and teaching about social justice and development issues, and that they feel that DE themes and topics should be afforded higher priority within the school curriculum. Also extremely encouraging from the point of view of the transformative goal of social justice and DE, is that the vast majority of those who took part in the research understood their educative role as transformative, with the vast majority agreeing that

they should strive to help their students both to understand social injustices, as well as encouraging them to transform society.

That pre-service teachers are sufficiently interested and willing to engage directly with social justice and development issues and methodologies in their classrooms and view themselves as social change agents, are very important pre-conditions to ensuring that social justice education has a place in the school curriculum. Yet strong commitment is not, in and of itself, enough to ensure that teachers will embed DE across a range of subject areas, or that they will engage critically with development and social justice issues in their classrooms. Indeed, the findings suggest that many pre-service teachers' understandings of development are more consistent with 'soft' (as opposed to more critical) versions of development or global citizenship (Andreotti, 2006). 'Soft' understandings of global citizenship include attributing the prevalence of poverty in poorer countries to internal or endogenous factors or the belief that the 'problem' of developing countries is based primarily on a 'lack' of attributes that the North possesses (e.g. education, modern values, attitudes and so on).

Based on the findings of this research, we can conclude that although pre-service teachers possess some appreciation of the detrimental nature of the West's structural relationship with developing countries in perpetuating poverty, they are more likely to attribute poverty in the third world to endogenous factors than they are to external factors. Although a majority of pre-service teachers understand the ways in which 'we' in the west, are implicated in global inequality through our everyday actions, relative to other possible causes of poverty and inequality, they tend not to rate Western lifestyles as having nearly as much of an influence as indigenous factors, such as a lack of human resources and skills, or internal conflict. That a lack of education and training and war and conflict in developing countries featured so prominently in pre-service teachers' understandings of the causes of global poverty implies that pre-service teachers would benefit from deeper exposure to the underlying structural causes of underdevelopment and to the nature of the relationship between richer and poorer states (Connolly, Doyle, & Dwyer, 2008).

Another key finding of this study, with important connotations for the nature of DE content, is that pre-service teachers do not feel especially confident in their ability to

influence local, national or international environment to any significant extent. This finding has direct implications for teacher educators involved in the delivery of DE, as student teachers' own sense of agency to effect positive social change will, in turn, impact on the extent to which they will try to encourage their own students to do so. With less than a third of respondents expressing confidence in their ability to influence decisions affecting their local area and society more generally, and less than a quarter feeling confident in their ability to influence decisions affecting other parts of the world, there is a clear need for DE efforts focused on equipping pre-service teachers with a set of concrete tools and skills that will enable effective civic and political engagement.

Consistent with the finding that pre-service teachers do not feel confident in their ability to influence policies or decisions that affect their world, was the finding that a majority of pre-service teachers were not engaged in collective forms of social action. Forms of 'individualistic activism' were found to be relatively high amongst pre-service teachers, suggesting that pre-service teachers are by no means devoid of a social conscience. However, these individualistic forms of activism can be seen as relatively low-cost, in the sense that they tend to involve no more than minimal effort on the part of the actor who engages in them (e.g., donating money to charity, signing a petition, choosing to buy fair trade products over others). It is important to note that this lack of engagement in more collective forms of action may, in part at least, reflect the time-intensive and demanding aspects of preparing and studying to become a teacher. In other words, in combining teaching practice and college, pre-service teachers are an extremely busy group, and are unlikely to have free time to engage in political activism. The findings should not, therefore, be taken to indicate a lack of global caring or inertia on the part of pre-service teachers, or as predictive of future behaviour. Consequently, care should be taken not to extrapolate too much from these findings on levels of civic and political activism. Of more immediate and practical significance, is the finding that a majority of pre-service teachers do not feel confident in their ability to influence policies or decisions that affect their world on a local or more global scale. The implications of this finding are outlined in more detail below.

Also significant is the finding is that while pre-service teachers expressed strong theoretical commitment to the idea of supporting Third World countries, a significant

minority placed domestic concerns above giving development assistance to others. When faced with the choice of prioritising national or global social issues, a sizeable minority of respondents were more likely to privilege the national interest and the well-being of its citizens over more abstract global problems and concerns, while those pledging unwavering support for ODA were in a minority. Moreover, the findings on attitudes towards minority groups reveal that while student teachers expressed broad support for teaching and learning about social justice and development issues, their own beliefs about minorities uncovered a somewhat more pessimistic picture, indicating a greater degree of variation and conditionality in their views. The findings are consistent with previous research which suggests that issues that of more immediate and local relevancy tend to attract a different pattern of responses among student teachers than issues that are more global and removed from specific contexts (Clarke & Drudy, 2006).

Implications

Implication I: The need to cultivate more sustained and critical engagement with development and global issues within initial teacher education.

The study's findings suggest that many pre-service teachers possess a somewhat superficial understanding of the causes of global poverty – understandings that are reflective of 'soft', rather than critical versions of GCE. This would imply that pre-service teachers would benefit from more sustained engagement with versions of GCE which emphasise the extent to which contemporary difficult social and economic conditions in the developing world have their roots in exogenous factors, including colonial processes of wealth extraction, neo-colonial political-economic arrangements imposed by Western-led international institutions and Western consumption patterns and lifestyles. There is also a clear need for deeper and more sustained engagement with the more critical versions of global citizenship and DE which would offer greater scope for students to interrogate how they themselves (and the nation and regions to which they belong) are implicated in the global economic processes and relations of domination that have generated and continue to reproduce global inequality (Andreotti, 2006). Collectively, the findings of this research suggest that pre-service teachers would benefit from more sustained exposure to a range of

critical theoretical perspectives and pedagogical strategies which enable learners to interrogate their own positionality as a function of historical and contemporary inequalities (den Heyer, 2009). Theoretical perspectives which lend themselves to a consideration of more critical versions of GCE include, but are not limited to: whiteness studies; cultural studies; critical race theory, post-structural theory, postcolonial theory, and critical pedagogy.

More critical versions of GCE, which focus on the ways in which individuals are implicated in the structural relations that perpetuate global inequality are crucial to fulfilling DE's radical agenda, because people are more likely to feel obligated to take action to ameliorate the suffering or disadvantage of others if they feel responsible for their situation, to some degree, in other words, if there is some identifiable *causal relationship* between their actions and the plight of others (Dobson, 2006). Dobson's notion of 'causal responsibility' (Dobson, 2006, p. 172) and Pogge's idea of 'active complicity,' for example, are helpful conceptual tools that can be applied to facilitate deeper understandings of the ways in which 'the citizens and governments of the affluent countries – whether intentionally – are imposing a global institutional order that foreseeably and avoidably reproduces severe and wide-spread poverty' (Pogge, 2002, p. 201; cited in Dobson, 2006).

The challenge for development educators seeking to promote more critical versions of GCE is that critical DE cannot be meaningfully implemented through isolated, one-off, 'add-and-stir' type lectures or seminars on development issues. In some respects, limited interventions may be preferential to no DE interventions at all, given the overloaded nature of the pre-service teacher education curriculum. However, in the absence of pedagogical spaces where student teachers can engage more deeply with the complexities of global injustice, or to critically reflect on their assumptions about development, teacher educators run the risk of reinforcing, rather than challenging, unequal power relations and colonial assumptions, and promoting uncritical forms of development action (Andreotti, 2006).

Implication II: The need to provide students with a concrete set of skills that promote self-reflection about their global obligations as well as tools for effective political engagement.

Sustained engagement with critical forms of DE, such as those grounded in notions of complicity and causal responsibility, demand political and ethical responses based in a social justice framework. However, the survey's findings indicate that, in general, pre-service teachers do not believe that they have much influence over their local, national or international environment, and that only a minority were engaged in collective forms of social action. These findings, while not necessary predictive of future behaviour, are problematic from the point of view of fulfilling DE's radical agenda, which seeks to support people in 'understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels' (Irish Aid, 2007, p. 4).

Moreover, pre-service teachers do not seem to have a sufficiently nuanced understanding of the extent to which Western lifestyles and patterns of consumption, or Western institutions and structures have significantly adversely affected the lives of inhabitants in majority world countries. Dobson (2006) stresses the need to attend to both the institutional as well as individual dimensions of global injustice. In other words, he highlights the need to promote forms of justice-oriented action that target both the institutions, corporations and structures that promote unjust relations and practices, as well as ordinary citizens who, through their everyday actions, affect other things and people in ways that are often detrimental, and are thus implicated in larger patterns of injustice, albeit on a more personal level. Hence, there is a need for forms of DE which engage people with both institutional, as well as more mundane political objectives.

Implication III: The need to harness the expertise of campaigning groups and non-governmental organisations to demonstrate tools for effective political engagement to foster positive social transformation within teacher education programmes.

Development NGOs have long been involved in the provision of resources and teaching support to those incorporating a global dimension into their teaching. Development NGOs and human rights groups are in a unique position to inform pre-service teachers about effective forms of individual as well as more collective forms of political engagement and positive social action. Teacher educators should harness the expertise of the NGO sector to engage pre-service teachers in dialogue about successful social justice initiatives programmes and to offer insights, tools and strategies for effecting positive social change. Further insights into how best to promote enlightened political engagement amongst pre-service can be derived from the concept of ‘democratic enlightenment’ (Parker, 2003), which focuses on providing students with a set of concrete tools, skills and dispositions required for critical and effective political engagement.

Implication IV: The need to engage pre-service teachers in dialogue about a range of radical alternatives to existing political-economic arrangements and institutions.

Developing a sophisticated understanding of the social injustices is but one side of the coin of GCE. In order for individuals to fulfil DE’s radical agenda, they also need to be able to envision radical alternatives to existing political-economic arrangements and institutions which promote unjust global relations and practices. Providing concrete examples of positive, effective, non-violent social movements which can enable students to ‘re-narrativise’ the world and realize alternative, progressive and socially just realities is another potential pedagogical strategy that educators could use to enable their students to feel more positive and empowered about their ability to effect positive social change. Insights can be gleaned from a range of existing academic projects which seek to sustain and deepen serious discussion of alternatives, such as the *Real Utopias* project, based at the University of Wisconsin, Madison in the US, which seeks to achieve ‘a clear elaboration of the *institutional principles* that inform radical alternatives to the existing world.’

Implication V: The need to create spaces where pre-service teachers can interrogate their pre-existing assumptions, beliefs and knowledge regarding 'race,' racism and ethnic minority students.

Findings uncovered around pre-service teachers' attitudes towards indigenous minorities, as well as migrants living in Ireland/Northern Ireland suggest that there is a greater need within pre-service teacher education programmes for anti-racist approaches. These approaches would provide spaces for teacher candidates to interrogate more fully their pre-existing assumptions, beliefs and knowledge regarding 'race', racism and ethnic minority students (Solomon *et al.*, 2005). That a significant minority (and in some instances a majority) of respondents hold conditional and negative attitudes towards minorities is likely to have negative consequences, particularly if they teach in culturally diverse settings. The findings also suggest that pre-service teachers would benefit from further exposure to alternative understandings of social injustices and inequalities, which view problems like racism, sexism and class-based inequalities not as fixed and inevitable features of humanity, but as ideologies which are produced and reproduced by human beings and in and through social institutions, and which may, therefore, be radically transformed (Rizvi, 1991).

Solomon *et al.*'s work on anti-racist teacher education is useful as a means of helping teacher educators to go about addressing some of these challenges in our classrooms. They identify a range of areas that teacher educators should address in preparing student teachers to address issues of citizenship, racism, inequality and discrimination, including: the importance of prior knowledge of teacher candidates, providing spaces within the programme within which they can address their questions and concerns, preparing them for the range of emotions they may experience, and providing concrete strategies for including anti-discrimination practices in their classrooms.

Summary of implications

Implication I: The need to cultivate more sustained and critical engagement with development and global issues within initial teacher education.

Implication II: The need to provide students with a concrete set of skills that promote self-reflection about their global obligations as well as tools for effective political engagement.

Implication III: The need to harness the expertise of campaigning groups and non-governmental organizations to demonstrate tools for effective political engagement to foster positive social transformation within teacher education programmes.

Implication IV: The need to engage pre-service teachers in dialogue about a range of radical alternatives to existing political-economic arrangements and institutions.

Implication V: The need to create spaces where pre-service teachers can interrogate their pre-existing assumptions, beliefs and knowledge regarding 'race,' racism and ethnic minority students.

CHAPTER I: EDUCATING FOR SOCIAL AND GLOBAL JUSTICE WITHIN TEACHER EDUCATION, NORTH AND SOUTH: MAPPING EXISTING PROVISION

1.1 Introduction

This report seeks to enhance our knowledge of pre-service teachers' attitudes towards, and understandings of, social justice, diversity and international development issues, based on a collaborative research project undertaken by teacher educators at academic institutions in Northern Ireland and in the Irish Republic. It presents the findings of research amongst a sample of consecutive cohorts of pre-service teachers enrolled in programmes in initial teacher education programmes education institutions at four institutions—University College Dublin in the Republic of Ireland (UCD) and St. Mary's University College (SMUC), Stanmillis University College (SUC), and Queens University Belfast (QUB) in the North.¹ Its purpose was to generate baseline data on pre-service teachers' understandings of social justice and DE issues and to consider the implications for initial teacher education programmes on the island of Ireland. It is hoped that the findings will be of particular interest and benefit to teacher and development educators who seek to equip student teachers with knowledge and methodologies that will enable them, as well as their own students, to reflect on how they can contribute to a more locally and globally just future.

This chapter seeks to provide a broader context for the research by presenting an overview of social justice, diversity and DE, with a particular focus on the ROI and NI contexts. Students who participated in the present study on attitudes towards, and understandings of Development, will have experienced different levels and kinds of exposure to DE content and methodologies at the time of completing the survey, depending on such factors as the institution in which they were enrolled, their specific subject areas, and the kinds of module options they selected, or which were available to them, during the course of their programme of study. As such, this chapter seeks to provide an overview of the kinds of DE offerings available at various institutions in

¹ As only four institutions were involved in the project—three from NI and one from the ROI— the findings are not representative of the entire population of students enrolled in initial teacher education on the island of Ireland.

NI and the ROI. Combining desk-based research as well as consultation with teacher educators involved in the provision of DE, this chapter maps existing DE provision in both jurisdictions, and provides an overview of recent statutory initiatives and programmes designed to support the inclusion of social justice, diversity and DE within the formal educational sectors, North and South.²

1.2 An overview of social justice, diversity and development education

Since the 1990s, there has been increased recognition of the need to instil in citizens a global consciousness in the face of an escalating range of problems which transcend national borders and demand a global response, such as global poverty, climate change and environmental degradation, and pandemics such as HIV/AIDs. In recent years, increased funding for, and prioritisation of, DE by government bodies, including Irish Aid in the Republic and the Department for International Development (DfID) in the North of Ireland, have enhanced opportunities for integrating DE or global educational content and methodologies in initial teacher education programmes, and in the formal education sector more broadly. These attempts to incorporate or ‘mainstream’ DE are coupled with an increasing emphasis on notions of social justice more broadly within teacher education discourses and policies, scholarly articles, books and conference programmes, and in formal school curricula (North, 2006).

While the meaning of social justice is contested, social justice education typically involves highlighting local and/or global social injustices with a view to motivating individuals and groups to envision and work towards a different future, based on a more humane and just vision of society, at both a local and a global scale (North, 2006). There are a variety of forms of education which can be classified as falling broadly within the remit of social justice education as they share many overlapping concerns. These include, but are not limited to: DE, inclusive education, citizenship education or education for democratic citizenship, multicultural and intercultural education, diversity education, and education for sustainable development, human rights education, global education or the global dimension in education, and education

² A combination of methods was used to gather information about DE provision within teacher education programmes at different institutions in NI and the ROI, including e mail and telephone correspondence with teacher educators and other educational providers involved in DE, internet searches of college and university websites, and existing publications documenting DE provision.

for international understanding. While the specific priorities of each of these versions of social justice education may differ somewhat, each shares a concern with cultivating awareness of the nature and causes of injustice and inequality in the world, and is oriented towards effecting positive social change. As an approach to learning, therefore, social justice education is about both understanding and transforming the world in which we live.

Initial teacher education programmes have been identified as having a key role in equipping teachers with the necessary competence to promote progress towards concern and action for equal opportunities, social justice and sustainable development from the local to the global scale in their schools (Holden & Hicks, 2007; Robbins, Francis & Elliot, 2003). While specific initiatives have provided enhanced opportunities for teacher education programmes to offer a variety of courses and units with a strong social justice orientation, such as inter/multicultural education, diversity education or DE, it cannot be assumed that socially and culturally responsive teaching will necessarily follow from student teachers' participation in such courses (Pohan & Aguilar, 2001). Teacher educators need to understand students' underlying values and ideas about diversity, their own experiences of development and social justice issues, and their understandings about local and global injustices and inequalities, in order to ensure meaningful classroom dialogue and to facilitate learning (e.g., Clarke & Drudy, 2006). Moreover, despite efforts to mainstream development and diversity education in the formal education sector, and an enhanced profile of international development in the tertiary sector in recent years (McCloskey, 2009), there is a dearth of research on the opinions, values and attitudes held by pre-service teachers as it relates to development, social justice and diversity issues (McCutchen, Knipe, Cash & McKay, 2008). The present study was undertaken to lessen these gaps in our understanding, with a view to enhancing the development and effective delivery of development and social justice education offerings in initial teacher education on the island of Ireland.

The next section seeks to provide a contextual backdrop for the research by providing an overview of recent developments in the provision of DE in both the ROI and NI. In so doing, it provides an overview of specific initiatives that have enhanced

opportunities for integrating DE content and methodologies in initial teacher education programmes in recent years.

1.3 The evolution of DE

While DE has been in existence for over fifty years, with its roots in the non-governmental Organisation (NGO) sector (Mesa, 2005; Regan, 1994), recent years have witnessed a significant increase in government support for a range of initiatives in both the formal and non-formal educational sectors designed to produce global citizens and to educate about ‘global’ and ‘development’ issues (Smith, 2004). In addition its goal of enhancing awareness and understanding of social injustices and inequalities, DE has a radical agenda, which aims to support people in ‘understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels’ (Irish Aid, 2007, p4)

The origins of DE as a distinct enterprise have been traced to the 1960s, and can be understood as a response on the part of development NGOs to inform donors and the public more broadly about elements of the wider economic, political and social settings within which they carried out development work (Mesa, 2005). Although development NGOs continue to remain a vital role in the development and delivery of DE content, the range of institutional actors involved in, as well as the scope of, DE, has become more varied and complex (ibid). The 1970s witnessed a concerted effort on the part of international institutions to promote the integration of DE within the formal education sector, with agencies such as UNESCO developing programmes advocating the promotion of ‘world problems’ in school curricula. The intensification of globalising trends and forces during the 1990s was accompanied by an increased recognition of the need for a ‘global education in the face of globalization’ (Garbutcheon, Fien & Williamson-Fien, 1997; cited in Mesa, 2005, p. 17). Since the 1990s, Global Citizenship Education (GCE) has come to define the focus and content of DE. The need to educate about the effects of globalisation has been accompanied by increased statutory funding and support for DE amongst European governments, including the UK, NI and ROI contexts. The next section outlines specific initiatives and developments related to the promotion of DE within the formal education sectors in each jurisdiction.

1.4 Recent initiatives to promote DE within the formal education sector in the Republic of Ireland

The government intends that every person in Ireland will have access to educational opportunities to be aware of and understand their rights and responsibilities as global citizens and their potential to effect change for a more just and equal world (Irish Aid, 2006, p. 107).

It is widely recognised that there is a vibrant DE sector within the Republic of Ireland (Harris, 2006). Nongovernmental development organisations (NGDOS) have long been involved in the provision of resources and teaching support to those incorporating a global dimension into their teaching. Despite its highly active DE sector, prior to the first decade of this century, the status of DE within Irish educational policy in the Republic of Ireland remained marginal (Kenny & O'Mally, 2002; McDonnell, 2003). A 2002 report on produced on behalf of Dóchas, the Irish Association of Nongovernmental Development Organisations concluded that:

Development education has only a tenuous link with mainstream education at primary, second and third level. Though some activists are knocking at the door of formal education, and while recognising that progress is ongoing, there is little evidence of recognition of development education as being an integral part of integrated education (Kenny & O'Malley, 2002, p.38).

Since that time, the Irish government, through its DE grants scheme, has financially and otherwise supported the integration of DE within a range of formal, informal and non-formal educational settings in Ireland. A dedicated DE Unit was established within Irish Aid in 2003, with responsibility for implementing a series of strategy plans for DE and administering a DE Funding Scheme to support DE programmes in the formal and non-formal education sectors.³ As such, it has invested in efforts to

³ The DE funding scheme is open to a range of actors including DE organisations; school networks at primary and post-primary level; tertiary education institutions; trade unions; youth organisations; community and women's groups; adult education providers; non-governmental development organisations; faith-based groups; and campaign and solidarity groups, and is designed to strengthen

enlarge public understanding of development issues and the underlying causes of poverty and underdevelopment in the world, and to empower people to take action for a more equal world.

The current Irish Aid DE Strategy 2007-2011, titled ‘Promoting Public Engagement for Development’ sets out four component objectives for support for DE in the ROI.

The objectives are:

1. *Strengthen coherence between DE and national education, citizenship and development policies in Ireland and support the growth of best practice in DE at European and international levels.*
2. *Contribute to high quality DE in Ireland through strengthened support for DE practitioners and the organisations in which they work.*
3. *Support the further integration of DE in formal and non-formal education programmes in Ireland*
4. *Ensure that our DE initiatives raise public awareness and understanding of the underlying causes of global poverty and inequality and Ireland’s role in tackling these issues.*

Primary education, post-primary education and tertiary education are among the priority areas identified in the most recent DE strategy document (Irish Aid, 2007). The DE unit provides funding to third-level institutions providing teacher education as well as organisations who work with teachers. The following section outlines some of the major projects that have been implemented in recent years to support the integration of DE into teacher education in the ROI, and provides an overview of DE provision within teacher education. A summary of this information is presented in Table 1.⁴

support for development education practitioners and the organisations in which they work (Irish Aid, 2007).

⁴ The information presented in this chapter is based on details of DE offerings provided by teacher educators directly involved in the provision of DE courses and/or available on departmental websites. E mail and telephone contact with teacher educators from the DICE and UBUNTU networks was made requesting details of DE offerings available at their respective institutions. However, a small number of colleges or universities offering programmes in teacher education did not respond to repeated request

1.5 DE in primary level teacher education in the ROI: The DICE Project

Since 2008, all trainee primary teachers in Ireland can take development education modules as part of their training (Irish Aid, 2009, p. 48).

In recent years, efforts to mainstream DE within the primary sector in the ROI have been promoted through an Irish Aid funded initiative known as the DICE Project (Development and Intercultural Education within Initial Teacher Education). The aim of the DICE Project is to integrate development and intercultural education into initial Primary teacher education on a sustainable basis (See www.diceproject.org). The project was established in 2003, after an initial two year pilot project. Since 2007, part-time DICE lecturers have been employed in each of the five colleges of education offering primary level teaching qualifications (Church of Ireland College of Education, Marino Institute of Education, Froebel College of Education, Mary Immaculate College, and St. Patrick's College of Education, Drumcondra, Dublin). These lecturers work to supporting the inclusion of DE and intercultural education as essential elements of initial teacher education through supporting work within colleges and undertaking initiatives such as research, publications, seminars and conferences. The DICE lecturers' project is complemented by a separate structure—known as the DICE Core Project—which acts as an enabler and promoter of DE and intercultural education for the primary teacher education sector. The project is located within Church of Ireland College of Education (CICE) and is coordinated and managed by mutual agreement with Irish Aid. This separate structure facilitates opportunities for the sharing of ideas and practice and to enable continuing professional development and research for DICE lecturers.

for details of DE related courses. In those instances where there was no direct response to the request for information, programme/course information as it was reported on the institution's website or related sources is presented, where available. While every attempt was made to ensure that the overview of DE offerings in teacher education outlined in this report is accurate and comprehensive, it should be noted that there may be additional teacher education courses, modules or workshops in DE that are not be reflected in this report.

In addition to the DICE project, the integration of DE in the primary sector has been facilitated by other Irish Aid funded initiatives. For example, the online institution, Hibernia College began offering a two year Higher Diploma in Arts (HDip) in Primary Education in 2004 for those who want a more flexible route to becoming a fully qualified teacher. It has received funding from Irish Aid to run an online DE courses examining issues of world development, human rights, justice and world citizenship. Furthermore, graduates of CICE, Marino and Froebel who seek to obtain an Honours BEd Degree, by undertaking a fourth year of study at TCD, have the option of taking modules in DE, inclusive education, and ESD. These DE/ESD offerings are supported by a multi-annual DE grant from Irish Aid (See Table 1. for details of DE specific modules, courses and inputs that are offered within primary teacher education programmes in the ROI).

1.6 DE in post-primary initial teacher education in the ROI

Qualifications in post-primary initial teacher education in the ROI are provided through programmes of a consecutive or a concurrent nature at each of the seven universities in the Republic (University College Cork; University College Dublin; NUI Galway; NUI Maynooth; Trinity College, Dublin; Dublin City University; University of Limerick). A number of other institutions, including Mater Dei Institute of Education, St. Angela's College, Sligo; National College of Art and Design, Dublin; Crawford School of Art and Design, Cork; Limerick Institute of Technology, School of Art and Design; St. Patrick's College, Thurles; Galway-Mayo Institute of Technology, offer post-primary qualifications in specific subject areas, such as religious studies, art, craft and design, and home economics.

Pre-service teachers enrolled in post-primary teacher education programmes are among the target groups for DE activities identified by Irish Aid (Irish Aid, 2007). As in the primary sector, Irish Aid supports a number of institutional initiatives and inter-institutional networks which seek to promote and infuse DE within the context of pre-service post-primary teacher education. The following section provides an overview of some of the major developments in this area in recent years.

1.6.1 The UBUNTU Network-Teacher education for sustainable development

The Ubuntu Network was established in 2006 to support teacher educators to integrate DE and Education for Sustainable Development (ESD) into post primary Initial Teacher Education in Ireland. The aim of the Network is to enhance the capacity of teacher educators to effectively integrate DE/ESD principles into their professional practice. The Ubuntu Network comprises teacher educators and educational researchers from post primary Initial Teacher Education Institutions – Limerick College of Art and Design (LIT), Mater Dei Institute of Education, National College of Art and Design (NCAD), National University of Ireland Maynooth (NUIM), National University of Ireland Galway (NUIG), St. Angela’s College of Education, Trinity College Dublin (TCD), University College Cork (UCC), University College Dublin (UCD) and University of Limerick (UL). It is also supported by NGOs, including Trócaire, Amnesty, Just Forests and Eco-UNESCO, who offer insight into the educational work of NGOs and the development of relevant resources and campaigns.

1.6.2 Other DE programmes/initiatives in teacher education

Within a number of institutions, such as UCD and TCD, dedicated lecturers in DE/development studies have been appointed with the brief of embedding DE across a range of programme offerings within schools of education. These posts are also funded through the Irish Aid DE grants scheme, and their institutions are represented by the DE lecturers on the UBUNTU network steering committee.

In addition to the DE-related modules, courses and related offerings outlined in Table 1, many institutions offer programmes or have networks, centres, or other initiatives with an explicit development or social justice focus which teacher education candidates may participate in, but which are not the specific focus of this report. For example, the Development Education Research Network (DERN) at NUIG, which was established in 2005 to promote DE and enhance networking between researchers and academics interested in development and education issues at the university, host regular lectures and workshops that education students are encouraged to attend. Similarly, Trinity College Dublin runs an annual Millennium Development Goals (MDGs) lecture series, which education students are invited to attend, and the UCD

Equality Studies Centre hosts the Egalitarian World Initiative Network, which offers modules, seminars and workshops on development, equality and social justice issues. Some institutions offer discrete programmes in development studies and/or equality studies, while others offer modules in development and social justice as part of other programmes. Many of these offerings are captured in a recently produced Centre for Global Education publication titled ‘Development education in the tertiary sector in the North and South of Ireland: Courses and modules on international development’ (Centre for Global Education, 2009). The current report seeks to build on this existing mapping exercise, but with a more specific focus on teacher education offerings.

Table 1. DE offerings in initial and in-career teacher education programmes in the Republic of Ireland.

Institution	Programme	Level	Initial/ In career	Module Title	Details ⁵
University College Dublin	PGDE	Post- primary	Initial	Inclusive Education	Compulsory units on anti-racism and interculturalism within core module
	PGDE	Post- primary	Initial	Contemporary Issues/Professional Practice	Compulsory DE Lecture and workshop series within core module
	PGDE	Post- primary	Initial	CSPE Special methods	Special methods option for CSPE students
	MA/MED/GCES	Multiple	In- career	Education and Development	Optional 12 week DE module for in-career teachers/those with an interest in education
	MA/MED/GCES	Multiple	In- career	Development Education	Optional 12 week DE module for in-career teachers/ those with an interest in education
	MA/MED/GCES	Multiple	In- career	Migrant, Intercultural and Language Education	Optional 12 week module for in-career teachers/ those with an interest in education
Trinity College Dublin	BEd	Primary	Initial	Development Education	Optional module for Fourth Year students
	BEd	Primary	Initial	Education for Sustainable Development	Optional module for Fourth Year students
	BEd	Primary	Initial	Interculturalism	Optional module for Fourth Year students.
	PGDip	Post- primary	Initial	Intercultural Education	Optional module
	PGDip	Post- primary	Initial	Development Education	Optional module

⁵ Details on DE related modules presented in the table as they were described by the institutions, and/or their representatives who are involved in their delivery. As such, the information is not standard across different institutions, and should not be viewed as directly comparable across different institutions.

Institution	Programme	Level	Initial/ In career	Module Title	Details
National University of Ireland, Galway	PGDE	Post-primary	Initial	Education, Diversity & Social Justice	Core module drawing on core DE themes
	PGDE	Post-primary	Initial	CSPE subject methodology	Special methods sub (2-3 hours on DE)
	PDPEs	Post-primary	In-career	Sociology of Education	Optional module drawing on core DE/ESD themes
University of Limerick	B.A./B.Tech/BSc. (Educ).	Post-primary	Initial	Technology and society	Addresses tech & dev & technology and sustainability (100% of a module taken by all Construction & Engineering Students (2 nd year).
	B.A./B.Tech/BSc. (Educ).	Post-primary	Initial	Philosophy of Education	Addresses the work of Freire and uses participatory methods in tutorials and in lectures (roughly 8% of a core module) (First year).
	B.A./B.Tech/BSc. (Educ).	Post-primary	Initial	Micro-teaching	Inputs on DE; student teach a sustainable development topic for one of their teaching experiences (roughly 16% of core mod)
	B.A./B.Tech/BSc. (Educ).	Post-primary	Initial	Ed & Society in modern Ireland	Core module on education and identity/education and ethnic minorities (3 rd yr)
	B.A./B.Tech/BSc. (Educ).	Post-primary	Initial	Curriculum Studies	Core module including inputs on active and participatory methods (3 rd year)
	B.A./B.Tech/BSc. (Educ).	Post-primary	Initial	Diversity and Equality in Education	Core module for 4 th yr construction studies students.

Institution	Programme	Level	Initial/ In career	Module Title	Details
Mary Immaculate College	BEd	Primary	Initial	Development and intercultural education	Development and Intercultural Education Option within core module
	BEd	Primary	Initial	Intercultural and development education	Integrated across core modules
	MEd	Multiple	In-career	Intercultural education	Core module
NUI Maynooth	PGDE	Post-primary	Initial	Development education week	Compulsory workshops as a core element of the PGDE
Dublin City University	BSc. Education and Training	Adult/Further Education and Training	In-career	ICT-enabled Education for Sustainable Development	ICT-enabled Education for Sustainable Development
	GDIP	Post-primary	Initial	Issues in Civic, Social and Political Education	Special methods option for CSPE students
University College Cork	PGDE	Post-primary	Initial	Inclusive and multicultural Education	Core module, part A on concept of multicultural education and culturally responsive pedagogy
St. Angela's College of Education, Sligo	BEd	Post-primary	Initial	Development education	Core module
	BEd	Post-primary	Initial	Intercultural education	Core inputs
	BEd	Post-primary	Initial	Ethical consumerism and sustainable development	Core inputs
	MA	Multiple	In-career	Intercultural education	Core inputs and optional module
	MA	Multiple	In-career	Globalisation and development	Core inputs

Institution	Programme	Level	Initial/ In career	Module Title	Details
Mater Dei Institute of Education	BRelEd	Post-primary	Initial	Justice issues	Core module
	BA	Arts	Arts	The church in the world: global and local justice issues	Core module
	BRelEd	Post-primary	Initial	Advanced teaching Programme	Core module involving treatment of local development issues
	BRelEd/BA	Post-primary/Arts	Initial	Religion and gender	Optional module
	BRelEd	Post-primary	Initial	Global ethics	Optional module
	BRelEd/BA	Post-primary/Arts	Initial	Latin American liberation theology	Optional module
	BRelEd	Post-primary	Initial	The socio-cultural competence of the teacher	Core module
	MReIED	Multiple	In-career	Designing and resourcing religious education in the senior cycle	Core module
National College of Art and Design	PGDE Art and Design	Post-primary	Initial	Curriculum Workshop	Curriculum Workshops focusing on such themes as Environmental Sustainability; Similarity and Difference.
Limerick Institute of Technology	HDip Art and Design	Post-primary	Initial	Critical studies/design communications	Series of curriculum workshops focused on following themes: child soldiers; human shelter, gender equality; mass/ethical consumption; assimilation/modification; materialism.

Institution	Programme	Level	Initial/ In career	Module Title	Details
Church of Ireland College of Education, Rathmines	BEd	Primary	Initial	Professional development	1 st year, 2 nd year and 3 rd year (2 hours)
	BEd	Primary	Initial	Inclusive education	2 nd year (10 hours)
	BEd	Primary	Initial	Inclusive education	3 rd year (4 hours)
	BEd	Primary	Initial	Education for sustainability	All years, extra-curricular course, (12 hours).
	BEd	Primary	Initial	SESE Geography	1 st year (2 hours)
Froebel College of Education	BEd	Primary	Initial	Religious Education	3 rd year (8 hours)
	BEd	Primary	Initial	English, Gaeilge, ECE	2 hours each
Marino Institute of Education	BEd	Primary	Initial	The world in the classroom	Optional (elective – total 20 hours) 10 hour programme focusing on issues of interculturalism and identity, and a 10 hour programme focusing on human rights, development and global issues
	BEd Primary	Primary	Initial	Intercultural and development education	Core (20 hour programme) focusing on citizenship, human rights, child labour, use of images, teaching materials.
St. Patrick's College of Education, Drumcondra	BEd	Primary	Initial	Citizen teacher, living and working in a diverse world	Year 1 module
	BEd	Primary	Initial	The World in the Classroom	Elective
	BEd	Primary	Initial	The Global teacher	3 rd year
	Graduate Dip.	Primary	Initial	Citizen teacher, citizen child	Graduate Dip. module
Hibernia College	HDip	Primary	Initial	Development education	Online DE courses

Given its focus on curriculum modules and units with an emphasis on DE issues, Table 1. does not capture the entire range of development or social justice teacher education related offerings available at different institutions. Many colleges and departments/schools of education engage teacher education students and/or faculty in DE issues through a range of additional or extra-curricular events, activities or initiatives, including global and social justice weeks/days; fair trade events and policies; film screenings; trade fairs; visiting speakers; staff training days or events etc. In addition, MIE, CICE and St. Patrick's College Drumcondra, operate an inter-college 'Réalt' programme where a number of students and recent graduates work in schools and colleges in various African countries during the summer months, while Mary Immaculate College has developed an 'Alternative Education Experience Africa' (AEEA) initiative which provides students with a similar experience. It should also be borne in mind that global and social justice issues may be addressed within the context of other education modules that do not necessarily have an explicit DE remit, and that DE principles may be infused and inform a whole range of teacher education offerings, even in cases where there is no formal DE provision. Some colleges, such as Mater Dei, for example, run an annual 'global and social justice week' to complement DE issues that are addressed in the curriculum, which features speakers and events dealing with such topics as HIV/ Aids, global warming and issues of injustice locally and internationally.

1.7 Citizenship Education in the Republic of Ireland

1.7.1 Civic, Social and Political Education (Junior Cycle)

Prior to the last decade of the twentieth century, citizenship education did not feature prominently in the formal curriculum in the Republic of Ireland. Despite having been introduced as a mandatory subject in the 1960s, by the 1970s it had become a 'dying subject', hampered by *inter alia*, insufficient time devoted to the subject area (one class period per week), a lack of trained personnel to teach the subject, a lack of appropriate teaching and learning materials, and a failure by educational administrators to take non-examination subjects seriously within a culture of examination competitiveness (NCCA, 1997, cited in Gleeson, 2009). It was not until the publication

of a discussion paper on Civic Social and Political Education (CSPE) at secondary level in 1993, that Citizenship education re-emerged on the educational and political agenda (NCCA, 1993). This led to the establishment of CSPE as a compulsory examination subject at junior certificate (lower secondary) level in 1997. Despite evidence to suggest that since its inception, schools have struggled with the implementation of CSPE (Gleeson & Munnell, 2003; Gleeson, 2009; Murphy, 2009; Redmond and Butler, 2003), its appearance as an examination subject on the Junior Certificate curriculum in 1999 has nonetheless been identified as a ‘landmark development’ (Jeffers, 2009, p. 11). CSPE seeks to promote ‘active exploration and study of citizenship at all levels (personal, local, national, global) in the context of contemporary social and political issues’ (DES, 2006, p. 2). The curriculum is framed around seven key organising concepts including: democracy, citizenship, interdependence, human dignity, stewardship, rights and responsibilities and development, all of which lend themselves to the promotion of a global dimension within the curriculum.

1.7.2 Proposed subject in Politics and Society (Senior-Cycle)

A new full, optional version of CSPE at senior cycle level, subject, entitled Politics and Society, is currently being considered. In 2008, a new Politics and Society syllabus was approved by the National Council for Curriculum and Assessment for consultation. The proposed syllabus is comprised of two distinct, yet interrelated units that are of direct relevance to DE, namely 1) Interdependence and Conflict (which includes topics on active citizenship, the origins of social solidarity, democratic governance, democratic practices, social order, divisions in society, and 2) globalisation and localisation, which includes topics on diversity in contemporary societies, understanding the relationship between equality and diversity, perspectives on development and sustainable development). A targeted consultation on Politics and Society has commenced. Stakeholders are invited to make submissions until November 2009 as part of this process.

1.8 DE in Northern Ireland

‘Education for Local and Global Citizenship’ was phased into the curriculum for all post-primary schools in Northern Ireland on a pilot basis between 2002 and 2007. A

revised NI Curriculum became statutory from September 2007, as part of which, Education for Local and Global Citizenship became a mandatory component of the post-primary curriculum. Education for Local and Global Citizenship is now a key element within the overall curriculum framework as well as an explicit strand of learning within the Learning for Life and Work dimension of the curriculum (UNESCO Centre, University of Coleraine, 2007).

1.8.1 The Department for International Development's Enabling Effective Support Initiative

The Department for International Development (DfID) has responsibility for the British Government's overseas development aid and UK development awareness programmes. In 2003, DfID launched a new strategic initiative in the formal education sector called Enabling Effective Support (EES), which was implemented in nine regions in England as well as Scotland, Wales and Northern Ireland. The aim of ESS is to:

Provide teachers with more effective and sustained support to incorporate a global dimension into their teaching. It supports the development of locally owned strategies to achieve more comprehensive, high quality support to teachers for the delivery of the global dimension. Each strategy will focus on how global perspectives in the curriculum can be effectively delivered and supported, particularly through new partnerships and co-operative ways of working; and also how to access resources that support work in this area (DfID, 2003, p. 2).

The EES initiative aims to co-ordinate supports that are already available and provide a clear strategy that ensures global perspectives are fully embedded into the NI education programme. Phase One of EES involved research on the current provision for DE in the formal sector and consultation with key stakeholders to secure their support for the strategy. A research report, commissioned by the Coalition of Aid & Development Agencies (CADA) in Northern Ireland on behalf of DfID, was produced by researchers from St. Mary's University College Belfast (Reynolds, Knipe, & Milner, 2004). The

focus of the research was on determining current provisions and opportunities which support the delivery of the global dimension in education. In addition, it examined the needs of the formal education sector in incorporating this global dimension into teaching practice. The findings from this research were used to inform the development of a strategy and action plans for Phase Two of EES in Northern Ireland (ibid). As a result of the first phase of EES, a three year, DfID-funded (Development Awareness) project, 'The Global Dimension in Initial Teacher Education Project' was initiated at SMUC Belfast in 2005. It involved the development of taught programmes at undergraduate and postgraduate levels that promote expertise in teaching the global dimension; the development of an on-line course in teaching the global dimension; the development of certification in the area of the global dimension; the establishment of on-campus access to DE resources and on-line sources of information and materials and the production of a reference guide to 'The Global Dimension in Initial Teacher Education'.

Phase Two of EES, which is now underway, involves the development and implementation of a new strategy for the global dimension in schools based on the research findings and consultation with stakeholders. The main aim of the strategy is to build capacity within the education system to prepare young people 'to understand... and shape the globalising and interdependent world they will inherit' (DfID, 2003, p.8).

1.8.2 The Global Dimension in Schools NI Initiative

The Global Dimension in Schools NI (GDSNI) is the Northern Ireland regional project for the EES initiative. Initiated in 2007, the project aims to enhance the global dimension in the formal education sector (GDSNI website, 2009).⁶ The project is hosted by the Centre for Global Education and it seeks to provide educators with effective and sustained support to incorporate the global dimension into the teaching of all NI Curriculum subjects. The global dimension involves the provision of resources and teaching support to incorporate global perspectives into classroom practice and ensuring that development issues become an integral component of education policy and practice in Northern Ireland.

⁶ See <http://www.globaldimensioninschools.org>

Phase two of EES combines two main strategies, the first of which involves delivering activities that generate support for the global dimension at practice level, particularly with teachers, teacher advisers and students, through the rolling out of activities on the global dimension (GDSNI, 2009). These activities include a series of in-service training days in each of the five Education and Library Boards to showcase a range of global dimension initiatives and the role of NGOs in those initiatives. A second strategy is advocacy work, designed to engage statutory policy-makers in formal education in a strategic planning process toward enhancing the policy and practice environment for the global dimension in schools (ibid). As such, the Global Dimension acts in a supportive role to enable educators to meet the statutory requirements of the NI Curriculum. The next section provides an overview of course offerings that support the implementation of the global dimension within teacher education programmes in NI.

1.9 DE in initial and in-career teacher education in NI

There are five teacher education providers in Northern Ireland variously offering a four-year B.Ed programme and/or one year PGCE. Table 2. provides an overview of DE/GCE related offerings at these institutions. As with the ROI, Table 2. does not capture the full range of development or social justice-related activities taking place at academic institutions in NI, given the limited focus of this report on teacher education, and the mapping exercise's emphasis on module offerings specifically within this field. As in the ROI, there are a range of additional networks, centres, or other initiatives with an explicit development or social justice focus in NI which teacher education candidates may participate in, but which are not the specific focus of this report. One such initiative is the UNESCO initiative at the University of Ulster, Coleraine, which comprises a University Centre for research, development and teaching in Education for Pluralism, Human Rights and Democracy at a local, national and international level. As part of its aims, the Centre seeks to bring the themes and priorities of international development to a stronger focus and a higher priority within all areas of the University.

Table 2. DE Offerings in initial and in-career teacher education programmes in Northern Ireland

Institution	Programme	Level	Initial/ In career	Module Title	Details
University of Ulster, Coleraine	PGCE	Post-primary	Initial	Local and global citizenship	(Optional module, 30 hours).
	PGCE	Post-primary	Initial	The World around Us	
	PGCE	Post-primary	Initial/in-career	Local and global citizenship day	Local and Global Citizenship day
	BA	N/A	N/A	International Development	Undergrad pgm in Int. Dev in School of Education
	MA	Multiple	In-career	Essential learning for a shared society	Module offered as part of the Ed, Conflict & Reconciliation Programme strand.
	MA	Multiple	In-career	Essential learning for a shared society	Module offered as part of the Ed, Conflict & Reconciliation Programme strand.
Queens University Belfast	PGCE	Post-primary	Initial	Local and Global Citizenship	Subsidiary module (RE and Social Science Students)
	PGCE	Post-primary	Initial	Citizenship Awareness	Twilight course
	PGCE	Post-primary	Initial	Education for Sustainable Development/Global Citizenship	ESD/GCE Day (All students)

Institution	Programme	Level	Initial/ In career	Module Title	Details
Stranmillis University College	BEd	Primary	Initial	Multicultural Education	Year 3
	BEd	Primary	Initial	Local and Global Citizenship	Optional module, year 4
	BEd/PGCE	Multiple	Initial	Education for Mutual Understanding	Inter-college programme, (with SMUC), comprising workshops/speaker series Years 3, 4 of BED and PGCE.
	BEd	Primary	Initial	The Geography of Global Dev	
	BEd	Post-Primary	Initial	Intro to Development Studies	
St. Mary's University College, Belfast	BEd	Primary	Initial	Personal Development and the Pastoral Curriculum	3 rd year module addressing citizenship ed; child rights; conflict res
	BEd	Primary	Initial	Multicultural and intercultural education	Professional Studies module
	BEd	Post-primary	Initial	Multicultural and intercultural education	Professional Studies module
	BEd	Post-primary	Initial	Learning for Life and Work in the Post-primary curriculum	Values in education; conflict resolution; human rights and active participation
	BEd/PGCE	Multiple	Initial	Certificate in the Global Dimension in Education	Completed over 3 or 4 years
	BEd	Primary	Initial	Issues in Learning and Teaching	Addresses social inclusion, social justice and equity;

St. Mary's University College, Belfast, contd.					race, ethnicity.
	Programme	Level	Initial/ In career	Module Title	Details
	BEd	Primary	Initial	Perspectives on learning and teaching at Key Stage Two (Erasmus)	Addresses social inclusion, social justice and equity; race, ethnicity.
	BEd	Post-primary	Initial	Perspectives on learning and teaching in the post-primary sector (Erasmus)	Addresses social inclusion, social justice and equity; race, ethnicity
Open University	CPD	Primary	In-career	Managing the teaching of the global dimension across the Primary Curriculum	Online CPD modules
	CPD	Post-primary	In-career	Managing the teaching of the global dimension across the secondary curriculum.	Online CPD modules
	CPD	Primary	In-career	Teaching and learning about the global dimension in the primary curriculum.	Online CPD modules
	CPD	Post-primary	In-career	Teaching and Learning about the global dimension in Secondary Geography.	Online CPD modules
	CPD	Multiple	In-career	Teaching and Learning about the global dimension in primary and secondary science	Online CPD modules

1.10 Summary and Conclusion

This chapter sought to provide a broader context for the research by mapping existing social justice, diversity and DE provision within teacher education programmes on the Island of Ireland and presenting an overview of strategies and programmes through which the various elements of global education and development education can be embedded within teacher education. It also emphasised the extent to which the introduction of citizenship education as a compulsory component of learning and teaching for primary and secondary schools in both jurisdictions in recent years reflects increased recognition of the importance of a ‘global’ dimension to learning. The next chapter constitutes a review of recent literature highlighting major challenges to the effective delivery of DE in formal educational settings.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

The previous chapter identified a range of initiatives that have been developed or supported by governments in both jurisdictions in recent years to ensure that development education assumes a more central and important place within teacher education and within the formal education sector. This chapter seeks to provide a broader context by examining recent findings on attitudes towards, and understandings of, a range of development issues amongst members of the general public, as well as third level students and pre-and in-service teachers. It also reviews some of the recent literature highlighting major challenges to the effective delivery of DE in formal educational settings. Given the focus of this report, the review focuses primarily on research that has been carried out in the Republic of Ireland and Northern Irish contexts.

2.2 Attitudes and understandings of development amongst members of the general public and third level students

Since 1999, DfID has been conducting research annually to measure public perceptions of development issues in Britain and NI. Findings suggest that members of the general public tend to exhibit high levels of concern about global poverty and high levels of support for efforts to alleviate global problems, combined with low levels of awareness of the government's role in development, or of the nature of development problems and frameworks, such as the Millennium Development Goals (DfID, 2008). Similarly, the most recent national survey of public attitudes towards development carried out in the ROI suggests that while development assistance has a comparatively high level of support in Ireland, the Irish population has a relatively unsophisticated understanding of the causes of underdevelopment and the range of possible policy responses (Connolly, Doyle & Dwyer, 2008). Research amongst university students reveals a broadly similar trend. A recent survey of third level students in the ROI perceived knowledge and understandings of global issues revealed that students have a very strong commitment to development, but demonstrate comparatively low levels of understanding of the complexities and reasons for global poverty (Connolly, Doyle & Dwyer, 2008). Connolly *et al.*, outline a number of implications for DE efforts at third level, including

the need to generate a better understanding of the causes of underdevelopment and the structural factors relating to interactions between majority and minority world contexts and the need to create spaces within formal education settings wherein students can critically engage with the complexities of global poverty.

They argue that:

Development Education work in the university sector does not need to work to engage students' interest in development issues, or to persuade them that it is important. Students already show high levels of support. If the government is concerned with maintaining public support for its development programme, ...[there is a] need to foster a more sophisticated understanding of development amongst university students and a more nuanced understanding of the role of [Official Overseas Development Assistance Programmes] (Connolly, Doyle & Dwyer, 2008).

2.3 Teachers' attitudes towards, and understandings of, development and social justice education

It is widely recognised that the effective delivery of social justice and DE is largely dependent on the understanding, ability and motivation of teachers to help young people to make 'global connections' (Holden & Hicks, 2007). In general, research on teacher attitudes suggests high levels of theoretical commitment to DE on the part of both pre-service and in-service teachers (Holden & Hicks, 2007; McDonnell, 2003). However, this research suggests, that despite their high levels of commitment to the principles of global citizenship, teachers often feel they do not possess the requisite resources, knowledge or expertise to translate their positive attitude toward education for global citizenship into classroom practice (Clarke & Drudy, 2006; Holden & Hicks, 2007; Robbins, Francis & Elliott, 2003). Holden and Hicks (2007) found that a majority of trainee teachers are motivated to learn more about global issues themselves and feel that they can make a difference to pupils' understanding of these issues. Nevertheless, many expressed concerns about what how best to teach what many felt were 'complex' and 'controversial' issues. Similarly, while three quarters of secondary trainee teachers and

almost 60% of primary trainees who participated in a study of pre-service teachers' attitudes towards GCE in Wales felt that DE should have a high priority in the curriculum, just over a third felt confident that they could contribute to a whole school approach to global citizenship in their school (Robbins, Francis & Elliott, 2003).

Recent research carried out among in-career teachers also suggests that while support for the social justice dimension amongst teachers is generally high, similar barriers exist against ensuring effective teaching and learning in this regard. A nationally representative study of 119 Irish post-primary schools by Gleeson, King, O'Driscoll, & Tormey (2007) found that a majority of respondent teachers (57%) felt DE was valued in their schools, and that almost two-thirds recognised opportunities for integrating DE in their main subject area. However, despite strong levels of commitment to DE, less than one fifth of teachers regarded themselves as being well informed about 'Third World issues.' Furthermore, apart from financial contributions to Third World charities, teachers scored low on other forms of development activism (Gleeson, King, O'Driscoll, & Tormey, 2007).

Other research, examining current provisions and opportunities for the delivery of the global dimension in formal educational settings in Northern Ireland, suggests a range of factors impacting on the effective delivery of DE amongst primary and post-primary schools (Reynolds, Knipe, & Milner, 2004). For the primary school sector, the main issue faced by schools when trying to incorporate a global dimension was a lack of in-depth knowledge of the area (74%). Teachers also identified not having enough time (71%); not having relevant training (70%); not having useful resources (62%); and not having up-to-date information (58%). The main issue identified by post-primary schools was not having enough time (88%). Other issues included: not having relevant training (65%); not having up-to-date information (53%); not having useful resources (50%); and not having a depth of knowledge of the global dimension (48%). Furthermore, this research revealed a lack of knowledge among one in three teachers/principals regarding their understanding of the global dimension (Reynolds, Knipe, & Milner, 2004).

A more recent Northern Ireland study of pre-service teachers' attitudes towards the global dimension carried out with SMUC students found that many respondents

believed that in order to further enhance their knowledge and confidence, the global dimension should have a formal presence in their degree programme (McCutchen, Knipe, Cash & McKay, 2008). Moreover, a substantial majority of teachers expressed a desire for support, in the form of in-service training and relevant resources being made available to enable them to effectively embed the global dimension in their teaching (ibid). Similarly, two thirds of recently qualified teachers who had taken part in a development and intercultural education module during their initial teacher education training in the Republic identified an ‘immediate’ need for appropriate teaching resources and ongoing in-service in the area of development and intercultural education (Dillon & O’Shea, 2009). These ROI teachers identified three significant limitations impacting their ability to incorporate a global dimension in their teaching: a lack of teaching resources; an over-crowded curriculum (79.1%) and time constraints (72.1%). While a majority of participants valued their participation in these modules, particularly from an active teaching and learning perspective, the findings highlight a lack confidence among teachers in addressing Development and Intercultural Education with younger children in particular.

Larsen and Faden (2008) provide evidence to suggest that ‘typical’ classroom teachers, i.e., those who do not regard themselves as highly politically active or activist-oriented, are indeed interested in and willing to participate in GCE initiatives, provided they have the proper professional support and access to appropriate teaching materials. Their research demonstrates openness on the part of ‘average’ classroom teachers to engage with topics, previously considered too ‘political’ or controversial, after they had engaged in a process of professional development and support .

Collectively, these studies point to the importance of creating a formal space for GCE within initial and in-career teacher education as a means of enhancing ‘average’ teachers’ willingness and confidence and expertise to embrace social justice education and to expose their own students to DE principles and methodologies. However, providing teachers with specific guidance on appropriate teaching methods and better subject knowledge is not, in and of itself, a panacea to the range of factors impacting the effective implementation of GCE in classrooms. Indeed, as highlighted above, there is

some evidence to suggest that teachers, despite having exposure to DE during their pre-service experiences, still feel ill-equipped to incorporate DE in the classroom. The following section examines additional barriers to the effective implementation of development and social justice education, with a particular focus on some of the major perceptual, structural and curricular factors impeding the realisation of more critical versions of DE in schools.

2.4 ‘Soft’ versus ‘critical’ GCE in schools

Despite its radical agenda, there is some evidence to suggest that the kinds of DE and GCE being advanced in mainstream educational settings is consistent with ‘soft’ as opposed to more ‘critical’ approaches (Andreotti, 2006). Soft versions of GCE include those which explain poverty primarily as a result of internal problems and endogenous factors, and attribute ‘underdevelopment’ to such things as a lack of national resources, including skills, technology, education and so on. On the other hand, more critical approaches to GCE emphasise the extent to which contemporary difficulties in social and economic conditions in the developing world are rooted in exogenous factors, including colonial processes of wealth extraction, neo-colonial political-economic arrangements imposed by Western-led international institutions, and Western consumption patterns and lifestyles. Summarising the detrimental effects of the West’s structural relationship with the majority world, Barbara Heron (2007) argues that:

The terms of world trade, acquired national debts of crippling proportions, and externally imposed fiscal policies known collectively as ‘structural adjustment’ (spearheaded by the World Bank and the Internationally Monetary Fund) have been instrumental in compromising the autonomy of post-colonial states and keeping them in a dependant relationship with the former colonizing powers, thereby continuing exploitative relations that have been operating for the last five hundred years (Heron, 2007, p. 17).

Critical approaches to DE offer greater scope for students to interrogate how they themselves (and the nation and regions to which they belong) are implicated in the

global economic processes and relations of domination that have generated, and reproduce, global inequality in the first place (Andreotti, 2006). Andreotti criticises a range of mainstream educational practices often categorised as DE, such as school-linking and immersion programmes and fund-raising campaigns, on the grounds that they are premised in Western notions of cultural superiority and are reminiscent of the ‘civilising mission’ advanced during the colonial era (Andreotti, 2006). A related barrier to engaging students with the complexities of social injustice is an identified tendency within teacher education programmes to avoid especially ‘controversial’ or ‘confrontational’ subjects, for fear of alienating, disengaging or paralysing students from taking action (Andreotti, 2006; Smith, 2004). Phelan (2001) maintains that teacher education is inclined to reinforce existing educational and social structures by teaching prospective teachers ‘to assimilate and accommodate to existing ways of thinking and acting—dominant discourses—that are prevalent within a given context during a particular period in time’ (Phelan, 2001, p. 584). The overcrowded nature of the curriculum further limits possibilities to equip pre-service teachers with knowledge and tools that will enable them to resist, rather than fit in, ‘to existing patterns and structures of teaching, schooling and society’ (Phelan, 2001, p. 584).

Research also demonstrates that student teachers can experience high levels of discomfort when discussions of oppression, marginalisation, colonisation, racism and alternative ideologies are initiated, and that they can be resistant to critical engagement with systems of national, global or racial privilege (e.g., Hytten & Warren, 2003; Picower, 2009; Solomon, Portelli, Daniel, & Campbell, 2005). Such discomfort and resistance stem from the fact that student teachers are typically members of dominant cultural groups (e.g., White, Irish, Settled, in an Irish context), and this information presents an inevitable challenge to their reality system and knowledge base, resulting in feelings of vulnerability, guilt, indignation, uncertainty, anger and paralysis.

These feelings and anxieties highlight the complexities associated with ‘doing’ critical GCE, challenges which are compounded by the overloaded nature of the pre-service teacher education curriculum. Smith (2004) argues that despite some teachers’ recognition of the need to engage with critical approaches to development, this is not

often realised in the classroom context. Drawing on research carried out in the UK, he argues that educational restructuring with the associated additional pressure on teachers' time and emphasis on measurable educational outputs, have left little space for critical or open ended dialogue and reflection, with the result that political consciousness and action are increasingly difficult to facilitate.

A further challenge to ensuring more critical and complex understandings of global poverty relates to how curriculum content is disseminated in schools. The dominance of textbooks as a tool to teach about development and global issues raises important questions about the nature of development messages to which young people are being exposed in schools. Gleeson *et al.*'s study of development revealed that over 70% of teachers surveyed used textbooks as their primary teaching tool to engage students with social justice issues in the classroom, despite being perceived to be the most effective method of teaching development/global issues by less than five percent of teachers (Gleeson, King, O'Driscoll, & Tormey, 2007). Bryan (2008) argues that dominant curricular constructions of development and global issues in Citizenship Education textbooks, produced for use in Irish schools, offer limited scope for understanding the complexity of global injustices or informing the practice of solidarity with inhabitants of the majority world. Consequently, such textbooks are capable of acting as a barrier to, as opposed to an enabler of, social transformation. These findings support Finlay's argument that the CSPE curriculum promotes an 'uncritical attitude' towards the practices of Northern governments *vis-a-vis* aid and trade. He suggests that this is reflective of a broader tendency within the [CSPE] curriculum to discourage 'critical scrutiny of the practices of the powerful and critical evaluation of the policies of the government of the day' (Finlay, 2006, p. 8). The findings are particularly problematic in light of the centrality of global citizenship concepts within the CSPE curriculum. As one of the subjects that engages most directly with issues of development, and the notion of 'interdependence,' it is disconcerting that few of the CSPE texts promote meaningful engagement with the structural relationships between communities of the developed and developing world. On the contrary, there is evidence to suggest that some of these texts espouse a circular logic which focuses on the symptoms of global inequality, as opposed to actual reasons for underdevelopment.

2.5 Teachers' attitudes towards minorities and teaching in culturally diverse settings

Promoting development education within the education system presents both challenges and opportunities. The curriculum in schools is crowded and classrooms are increasingly diverse culturally and in terms of value systems. This places pressures on students and teachers alike but also offers new opportunities including the promotion of development education within intercultural and global learning. (Irish Aid, 2007, p. 6)

The final aspect of the literature reviewed here pertains to those studies concerned with teachers' attitudes towards, and their understandings of, diversity and their experiences of teaching in culturally diverse settings. The immigration that accompanied the economic boom years of the Celtic Tiger era resulted in a newfound emphasis on interculturalism and anti-racism at multiple levels of Irish society, including schools. Irish classrooms have become increasingly ethnically diverse: about 10% of all primary students, and seven per cent of post-primary students from 160 countries are classified as 'migrant students' (DES, 2008a), and over 10,000 Traveller children are enrolled in school (DES, 2008b). But this ethnic diversity is not mirrored in the teaching profession, or in the profile of teacher candidates (Gannon, 2009). Such asymmetry raises important questions about what it means to be a white, settled teacher in classrooms which are increasingly ethnically and/or racially diverse.

Recent research carried out in the ROI contexts suggests that teachers are often primarily concerned with the intercultural education dimensions of GCE, and that they associate the global dimension with the presence of students from diverse cultural backgrounds in their classrooms (Rousseau, 2006). Furthermore, studies reveal consistently high levels of teacher anxiety and concern about teaching in culturally diverse settings (e.g., Bryan, forthcoming; Devine, 2005; Rousseau, 2006). Bryan (forthcoming) and Rousseau (2006) found that teachers expressed uncertainty about how best to address issues of 'race' and racism in their classrooms, and were concerned about reinforcing negative racial and national stereotypes within the context of ethnically diverse classrooms.

External constraints and conditions intersect with national-level discourses about cultural diversity to influence attitudes and practices in relation to racialised and linguistic minority students within schools. Devine (2005) argues that teacher attitudes towards immigrant children in an Irish context are informed by broader state discourses that are underpinned by a narrow conceptualisation of Irish national identity which positions minority ethnic groups as 'other'. Similarly, Rousseau (2006) found that the presence of ethnic minority children was often conceived as challenging and problematic for teachers, and that their understandings of minorities were framed by an 'us'/'them' discourse. Clarke and Drudy (2006) found that while student teachers' attitudes towards minorities could be characterised as 'broadly inclusive,' there was a shift in the pattern of responses when issues of national or immediate interest were concerned. For example, they found that almost one third of participating student teachers felt that many immigrants come to Ireland to abuse its welfare system, and that immigration should be restricted as long as there is unemployment within the country. Collectively, these findings suggest the need for anti-racist approaches within teacher education which provide spaces for teacher candidates to interrogate their own racial-ethnic identities, as well as their pre-existing assumptions, beliefs and knowledge regarding 'race' racism and racialised minority students (Solomon, Portelli, Daniel & Campbell, 2005).

2.6 Summary and conclusion

A number of factors ...either constrain or support teachers' ability or willingness to incorporate global and justice perspectives in their teaching.... These factors exist at a system level, at a whole-school level, and at the level of the individual teacher. System factors include the legislative context underpinning education, the nature of the educational system, the existing curriculum content, and the availability of resources and time. Whole-school factors comprise of the nature of the school ethos, the School Plan, the school environment or culture, the role of the school principal and the student body profile. Meanwhile, influencing factors that exist at a teacher level include the teacher's own values and personal history, his or her knowledge of global and justice perspectives, and the existence of training and support (Fitzgerald, 2005, p. 37).

Collectively, the foregoing review of the literature indicates that while support for the social justice dimension amongst teachers is generally high, barriers to effective teaching and learning exist. These challenges can broadly be classified as attitudinal, structural and curricular. Structural constraints, such as national curricula and examination requirements, as well as constraints on staff time within the context of an overcrowded curriculum, limit the degree to which critical engagement with development issues is possible. Teachers – and in particular those who teach in more culturally diverse settings – often feel ill-equipped to tackle global issues in their classrooms, even after exposure to DE during their pre-service training. Global issues are viewed as controversial and complex topics, and teachers often feel that their DE efforts are weakened by limited support and resources. Moreover, many of the resources that do exist offer limited scope for understanding the complexity of global injustices or informing the practice of solidarity with inhabitants of the majority world, thereby acting as a barrier to, as opposed to an enabler of, social transformation. There is a clear need, therefore for spaces within formal education settings at all levels wherein students can critically engage with the complexities of underdevelopment and the structural factors relating to interactions between majority and minority world contexts.

CHAPTER III: SURVEY METHODOLOGY

3.1 Introduction

The purpose of this research was to generate baseline data on pre-service teachers' understandings of social justice and DE issues and to consider the implications for initial teacher education programmes on the island of Ireland. This chapter describes the methodology employed to gather and analyze data on pre-service teachers' attitudes towards, and understandings of, social justice, diversity and international development issues at four institutions – UCD in the Republic of Ireland and SMUC, SUC, and QUB in the North of Ireland.

3.2 Methodology

An initial mapping exercise (Chapter 1) and literature review (Chapter 2) were conducted, with a particular focus on identifying existing provision as well as key issues and challenges pertaining to the implementation of social justice education in formal educational settings. A survey instrument was designed for the purposes of gathering attitudinal data on social justice, development and diversity issues among students who have been exposed to content knowledge and methodologies relevant to development, diversity and social justice issues in initial teacher education programmes at each of the participating institutions. The survey comprised a combination of open-ended, Likert-scale, rank-order and 'check all that apply' questions. The survey was designed to provide responses to the following questions:

- What meanings do student teachers ascribe to social justice and DE?
- To what extent do student teachers embrace the values and ideals of social justice education?
- How much scope do they see for the incorporation of DE content in their classrooms?
- To what extent do they feel competent incorporating social justice education into their teaching?

- To what extent do they embrace active learning methodologies within the context of their classroom teaching practice?
- To what extent do they feel confident in their ability to effect positive social change?
- To what extent have they been involved in local and global development/social justice-related activities?

Specific items were therefore included to examine student teachers' perceptions and understandings of range of issues: the role and scope for development and diversity education in the curriculum; the perceived relevance of social justice education to ones' own subject areas; attitudes towards migration, cultural diversity and racism; attitudes towards specific minority groups (e.g. Travellers); understandings of poverty; and attitudes towards social action, activism, and social change. Most of the Likert-scale items (with the exception of the social distance scale on attitudes towards Travellers) examined attitudes using a five point scale where 1 indicated 'strongly agree' and 5 indicated 'strongly disagree', with a neutral or 'neither agree nor disagree' mid-point category. Attitudes towards Travellers were assessed using a modified version of the social distance scale developed by Micheál MacGréil in his study of prejudice and tolerance in Ireland (MacGréil, 1996). A six-point scale was used here with responses, ranging from 1 (Agree Strongly) to 6 (Disagree Strongly). A slightly different version of the survey was administered in each jurisdiction to reflect programmatic and geographical area differences. (A copy of the survey instrument is appended).

The questionnaire was distributed in 'paper and pencil' format to a sample from two separate cohorts of students in initial teacher education programmes (BEd or PGDE) at each of the participating institutions in 2007 and 2008. The survey was anonymous to minimise the likelihood of garnering socially normative responses. Analysis of the data was carried out using the Statistical Package for the Social Sciences (SPSS) Version 12. Where appropriate, mean attitudinal scores between ROI and NI respondents were compared to determine whether attitudes differed significantly in the different jurisdictions.

3.3. Respondent profile

As participation in this research study was voluntary, response rates varied according to the participating institutions. A total of 489 completed surveys were included in the final dataset; 95 from QUB, 204 from SMUC; 67 from SUC and 123 from UCD. Whereas just under a third of the overall annual intake of PGDE/PGCE students from QUB and UCD and SUC participated in the research, response rates at SMUC were considerably higher. The relatively low response at three of the four participating institutions means that the findings cannot be taken to be necessarily representative of the entire population of students enrolled in each of the initial teacher education programmes. For example, it is likely that those students who are more favourably disposed towards DE were more likely to agree to participate in the research in the first instance.

Respondents ranged from 20 to 47 years of age; the mean age of respondents was 24 years. Eighty percent of the sample was female, which is broadly reflective of the gender profile of entrants to the teaching profession in Ireland. Sixty-eight percent of the sample identified as Irish; 22% as British and 6% identified as Northern Irish. Two percent held dual nationality (for example, Irish/French), whilst the remainder were nationals of countries in Asia, South America, Europe and North America.

CHAPTER IV: SURVEY FINDINGS

4.1 Pre-service teachers' understandings of DE

Respondents were asked to provide an open-ended answer to the question: 'Please tell us what you understand by the term 'Development Education' and what you think it aims to do.' Despite the contested nature of DE, there were some common understandings amongst pre-service teachers in response to the question 'what do you understand by the term 'Development Education'.'. The most similarities were found in responses pertaining to raising awareness/understanding of global or 'developing world' issues or events and promoting respect for diversity and cross-cultural understanding:

Development education refers to raising knowledge and awareness regarding developing countries. It also relates to social inequalities and wealth distribution locally and globally (SMUC student).

Development education aims to show students how the third and first world interact and how the balance of power is shared. It aims to highlight or explore what a 'developed' society is, aid, what cost it comes at, and at whose expense (UCD student).

Development education aims to develop our ability to include all cultures in our education system and to be aware of the world outside of Northern Ireland and how our actions affect others. (SMUC student)

Developing understanding of the differences in cultures, ethnicity of all students, developing respect for such differences. (SMUC student)

To develop an understanding of difference in cultures, ethnic groups etc. understanding leading to students treating everyone equal (UCD student).

Make children aware of people in developing countries and those who are here and have come from a developing country for the chance for a better life (QUB student).

De Jong (2009) argues that the discourse of global citizenship is characterised by an ‘uneasy reconciliation’ of contradictory ideas or ‘conceptual paradoxes’ which evoke inclusion and exclusion and sameness and difference/otherness. While a small number of respondents focused on the ‘interactions’ between the first and third world, the relationship between the local and the global and how one’s own actions can affect others, other definitions explicitly emphasised difference and an ‘us/them’ perspective:

[Development Education aims] to increase awareness of differences between developed and developing countries (SMUC student).

Development Education looks at the differences in the world 3rd world: 1st world problems and crises that affect the world. It aims to bring empathy and understanding to it (UCD student).

Only a very small number of respondents explicitly mentioned the action and social transformation dimension of DE in the definitions they provided:

Development education aims to make students more aware of inequalities in the world, and to make students aware of how to overcome those and discuss solutions (UCD student).

It is an education process to increase awareness and understanding of global inequality and injustice. It is an attempt at social transformation – to make the world a better place (UCD student)

While many of the understandings provided were consistent with commonly accepted understandings of GCE, a significant minority were ambiguous or uncertain, or tended to offer individualised understandings of DE that privileged personal or child development. This may be in part related to the fact that the term ‘the global dimension’ is more commonly used to refer to DE efforts in NI; in hindsight, it may have been more appropriate to use this term in the context of the NI surveys. Whereas some NI respondents recognised DE as being synonymous with, or directly linked to the global dimension, a minority of respondents (particularly those attending QUB and SUC) indicated that they were not familiar with the actual term DE. It is possible that these respondents would have been in a position to elaborate on the meaning of the term if the term ‘the global dimension’ had been used instead.

Collectively, these findings suggest the need to promote understandings of DE and GCE that do not reproduce a dichotomous world of ‘us’ and ‘them,’ but which privilege instead understandings based on the nature of structural relationships between communities of the ‘developed’ and ‘developing’ world and the unjust nature of these relations and practices. Furthermore, because DE is ultimately about moving people beyond awareness, understanding and critique and enabling them to participate actively in the construction of new forms of relationships and institutions, students need to have a greater awareness of the action dimension of DE, and how they themselves can contribute to this social transformation agenda.

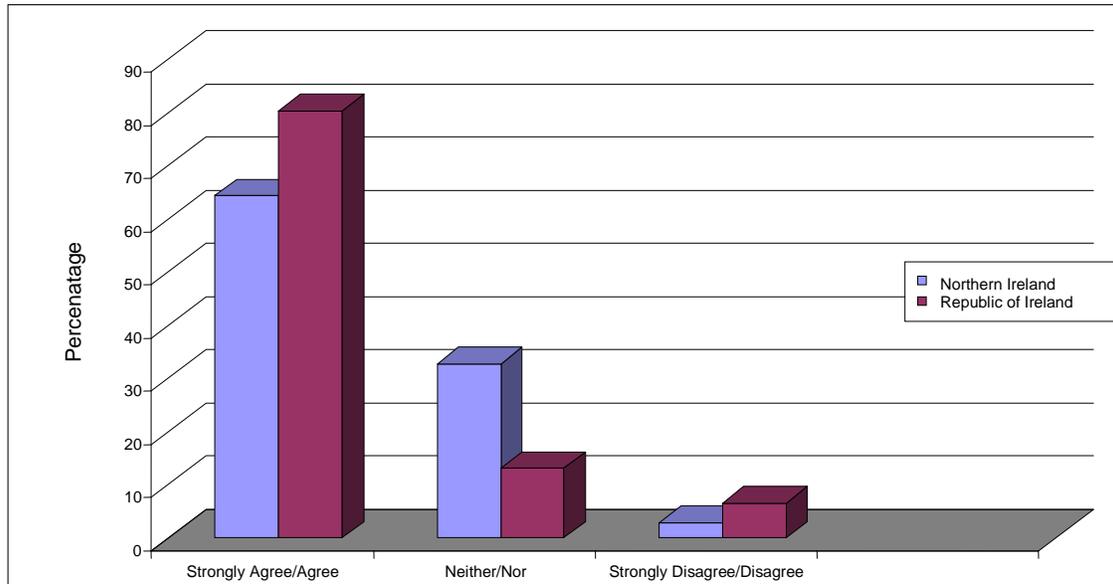
4.2 Levels of support for social justice and development education among pre-service teachers

The survey included numerous items to gauge pre-service teachers’ attitudes towards the inclusion of DE, both within teacher education programmes, as well as in schools. The findings are consistent with those of recent research carried out amongst university students in the ROI which suggests that students in third level express high levels of support, enthusiasm and commitment to learning and teaching about social justice and development issues (e.g., Clarke & Drudy, 2006; Connolly, Doyle & Dwyer, 2008; Holden & Hicks (2007). Over 70% either ‘agreed’ or ‘strongly agreed’ that DE should

have a high priority in initial teacher education. Those who would prefer to have more lectures or workshops on their own subject areas than on development and social justice issues were in a minority, with just over a third of respondents indicating that this was the case. Only 16% of respondents did not feel that there was ‘room for DE within the confines of an initial teacher education programme.’

From the point of view of embedding DE in schools, it is significant that almost 70% of respondents ‘agreed’ or ‘strongly agreed’ that DE should be afforded higher priority within the school curriculum than is currently the case (See Figure 4.1). Many felt ambivalent about the extent the existing curriculum provided sufficient opportunities for them to incorporate DE in their classrooms; 29% ‘neither agreed nor disagreed’ with this statement, while only 37% ‘agreed or ‘strongly agreed’ that this was the case. Overall scores were compared which revealed statistically significant differences between jurisdictions, with significantly more NI respondents agreeing that the curriculum enabled them to incorporate development themes (mean=2.82) than their ROI counterparts (mean=3.44). This may be related to the fact that a substantial number of NI respondents were preparing to become primary school teachers, and would have greater scope to incorporate DE across a range of subject areas. Consistent with this finding, a greater proportion of ROI respondents agreed that DE should have a higher priority in the school curriculum than is currently the case (means of 2.24 versus 2.07). (See Figure 1).

Figure 1: Responses to the statement: 'Development Education should have a higher priority in the school curriculum than is currently the case.'

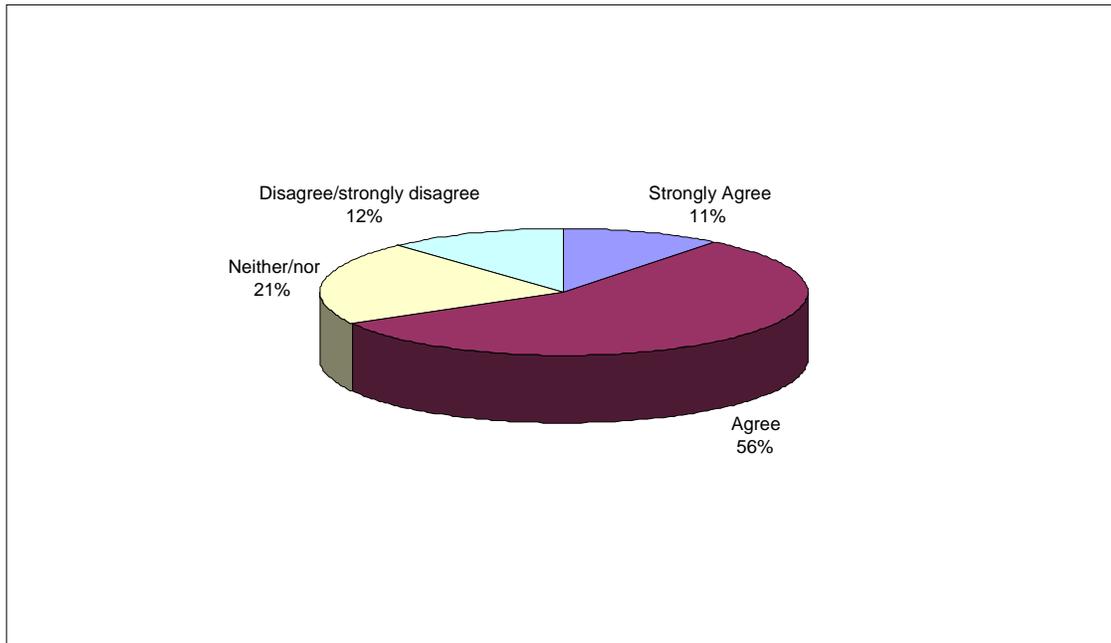


Other findings were also encouraging with regard to embedding DE within schools: 71% of survey participants ‘agreed’ or ‘strongly agreed’ that ‘Development Education is relevant to all subject areas’; over 60% agreed that DE was directly relevant to the specific subject areas they themselves taught. In addition, only a quarter of respondents felt that teaching development and social justice issues was less important than teaching numeracy and literacy skills.

4.3 Perceived competency in delivering DE content and methodologies

A majority of respondents reported feeling competent about delivering DE content and methodologies, with over two thirds of respondents agreeing that they felt confident in their ability to teach about development and social justice issues (see Figure 2). No significant differences between the confidence levels of NI and ROI respondents were observed. Somewhat discouraging is the finding that a third of participating pre-service teachers were unsure or lacking in confidence about their ability incorporate the global dimension in their teaching, particularly as it is expected that DE can, and should be, embedded in all aspects of the formal curriculum and in all subject areas.

Figure 2. Responses to the statement: 'I am confident in my ability to teach issues related to development and social justice'.



That only a small minority (11%) did not feel that active and participatory learning modalities were practical in a classroom context is, however, encouraging, given the centrality of learner-centred and action-based methodologies (group work, discussion, simulation exercises, debate etc.) to the DE process.

As highlighted above, analysis of the open-ended comments revealed considerable variation in the extent to which participants understood the meaning and aims of DE, with some respondents acknowledging that their understandings of the issues were limited. As one student teacher from SMUC candidly explained:

I feel that my basic understanding of this topic is quite limited and by right should be introduced from Primary School with active campaigns and involvement for the children so that it stands out and stimulates their interest (SMUC student).

Collectively, these findings are indicative of very high levels of support for DE, but relatively lower levels of understanding and confidence in one's ability to incorporate the global dimension in one's own classroom. They suggest that pre-service teachers

would be receptive to, and would benefit from, further opportunities to engage more deeply and critically with global themes and issues and to develop strategies to incorporate the global dimension in their own classrooms.

4.4 Attitudes towards social action

[Development Education] is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels (Irish Aid, 2007).

The survey sought to measure a range of attitudes, perceptions and behaviours related to social action, given the centrality of action and social change to the DE agenda. As highlighted above, analysis of the survey's open-ended questions revealed that few student teachers spontaneously emphasized the social action or transformationalist dimensions of DE. However, the study's quantitative data suggest that a majority of participants did view themselves as change agents. A substantial majority (over 80%) either 'agreed' or 'strongly agreed' that their role as an educator involved striving to help their students understand social injustices as well as encouraging them to transform society, a finding which is consistent with the overall aims of DE. No significant differences in attitudes were observed between NI and ROI respondents on this issue.

A majority were motivated to attempt to improve society, with less than 10% 'agreeing' or 'strongly agreeing' with the statement 'you can try to change things in society, but it will just end up making you feel bad for trying'. Moreover, only a small minority of respondents felt that they, as individuals, should not play a role in the betterment of society; eleven percent of respondents 'agreed' or 'strongly agreed' with the statement 'making societies better is the responsibility of governmental agencies and/or NGOs, not mine'.

4.5 Confidence in one's own ability to effect social change

While student teachers are favourably disposed to the social action dimension of DE, they tend to hold contradictory views about possibilities for social transformation, and a majority are generally lacking in confidence in terms of their own ability to positively effect social change. On the one hand, 72% 'agreed' or 'strongly agreed' that a more equal world is possible; yet at the same time, almost two thirds felt that social inequalities (based, on class, gender, 'race' etc) were inevitable. A significant proportion of respondents felt ambivalent about their ability to bring about positive social change. A significant minority 43% 'neither agreed/nor disagreed' with the statement 'I feel helpless in bringing about positive social change', while a further 26% 'agreed' or 'strongly agreed' that they felt helpless in this regard. Less than a third of respondents felt confident in their ability to influence decisions affecting their local area and society more generally and less than a quarter felt confident in their ability to influence decisions affecting other parts of the world. No significant differences were observed between respondents from NI and ROI where measures of confidence in one's ability to affect social change were concerned.

4.6 Understandings of global poverty and social injustices

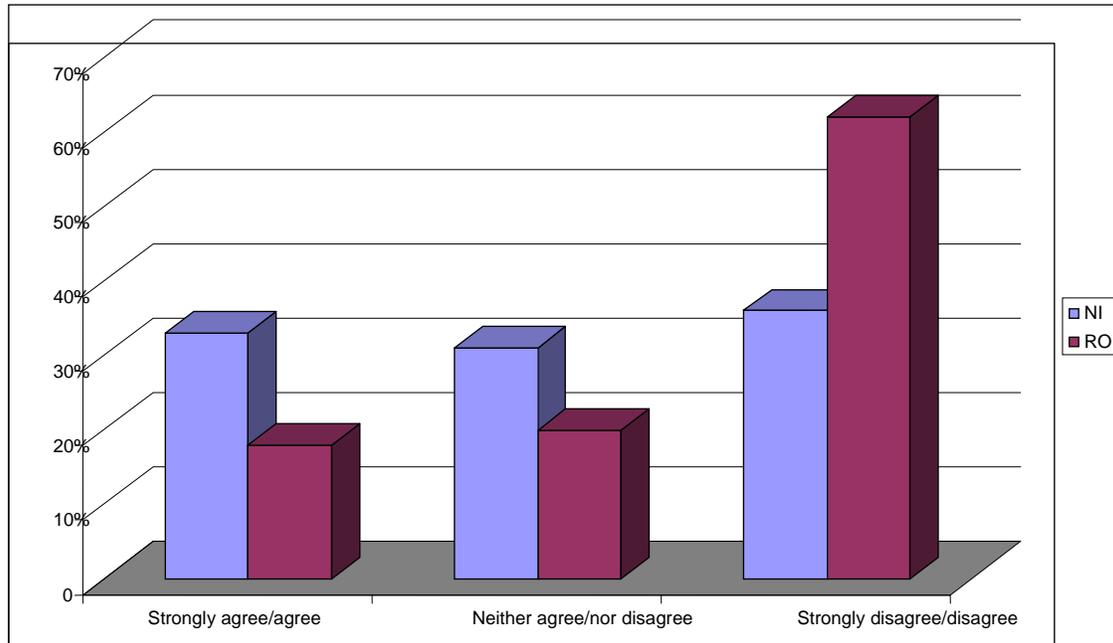
We are familiar, through charity appeals, with the assertion that it lies in our hands to save the lives of many or, by doing nothing, to let these people die. We are less familiar with the assertion (...) of a weightier responsibility: that most of us do not merely let people starve but also participate in starving them (Pogge, 2002, p. 214).

The survey included both Likert-scale and rank-order questions to determine pre-service teachers' understandings of the causes of global poverty. A number of these items were designed to gauge the extent to which pre-service teachers' understandings were informed by structural theorisations of the problems of global poverty and social inequality i.e., those which focus on the impact of exogenous forces, such as high levels of consumption by western populations, or the role of Western-led global economic institutions in the production of global poverty. On the whole, findings suggest that pre-service teachers do possess some appreciation of the detrimental nature of the West's

structural relationship with developing countries in perpetuating poverty, but that they are more likely to attribute poverty in the third world to endogenous factors than they are to external factors. A majority of students did possess an awareness that their own actions can have an impact on those in other parts of the world, with 60% 'agreeing' or 'strongly agreeing' that their day-to-day actions affect people's lives in other parts of the world, and a similar proportion agreeing that the lifestyles and actions of ordinary people in the First World were partly responsible for problems in the developing world.

This is a significant finding, in that it is argued that people are more likely to feel obligated to take action to ameliorate the suffering or disadvantage of others if they feel responsible, to some degree, for their situation – in other words, if there is some identifiable *causal relationship* between their actions and the plight of others. (Dobson, 2006). Statistically, ROI students were more likely to believe that their own actions had an impact on the quality of life of people in other countries ($t = -3.725, p < .001$). However, taking the sample as a whole, those who disagreed with the statement 'underdevelopment in the third world is mainly the result of internal problems in low income countries, like corruption, famine, overpopulation etc' were in a minority (41%), with over one third expressing agreement with this statement, and the remainder expressing ambivalence (as shown in Figure 3). However, a greater proportion of respondents in the ROI, were more likely to attribute underdevelopment to exogenous factors than their NI counterparts ($t = -4.955, p < .01$), with means of 3.61 and 3.06 respectively. Moreover, ROI respondents were less likely to agree that 'the most important thing individuals in the developed world can do to reduce poverty is to provide aid' (mean = 3.52) than pre-service teachers in NI (mean = 2.77). ($t = -7.040; p < .001$).

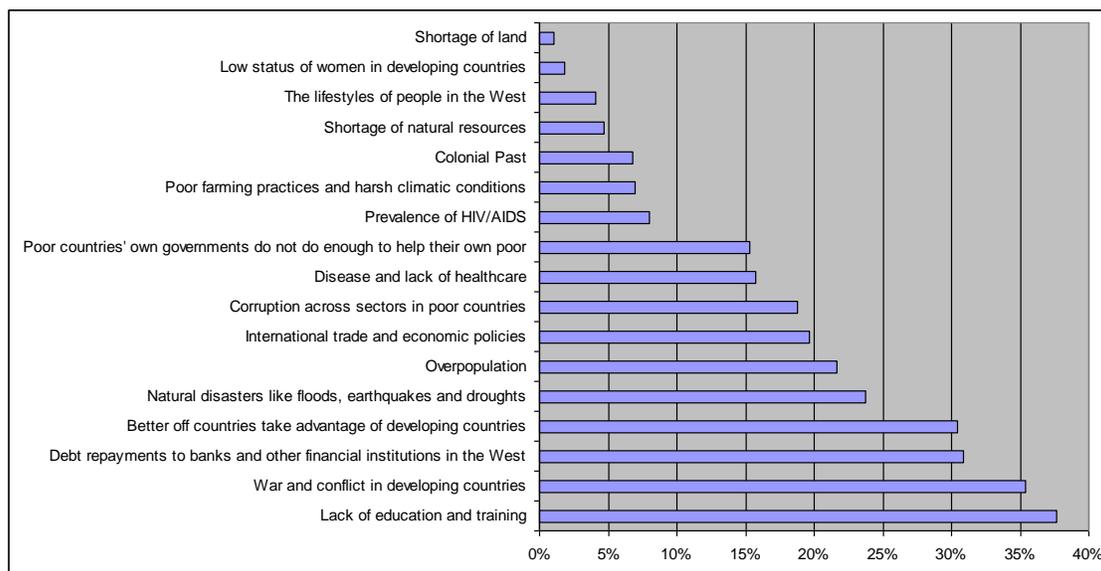
Figure 3. Responses to the statement: 'Underdevelopment in the Third World is mainly the result of internal problems'.



As shown in Figure 4, when asked to select from a list the three most important reasons for poverty in poor countries, the most popular responses were: 'lack of education and training' (38%), and 'war and conflict in developing countries' (36%). On the other hand, other possible causes, including developing countries' colonial pasts (7%) and the lifestyles of people in the West (4%), were seen as the most important reasons by far fewer respondents. These findings are consistent with recent Eurobarometer and MRBI surveys of members of the general public and other third level surveys an Irish context, with suggest that a lack of education and training is regarded as the most important reason why some countries in the world are poor (Connolly, Doyle & Dwyer, 2007) .

Further evidence that students possess an appreciation of the negative effects of the nature of the West's structural relationship with developing countries was uncovered in the finding that almost one third recognised the role of 'debt repayments to banks and other financial institutions in the West' (31%) and that 'better off countries take advantage of developing countries' (30%) in producing poverty in these settings.

Figure 4. Percentage of respondents indicating most important reasons why some countries in the world are poor.



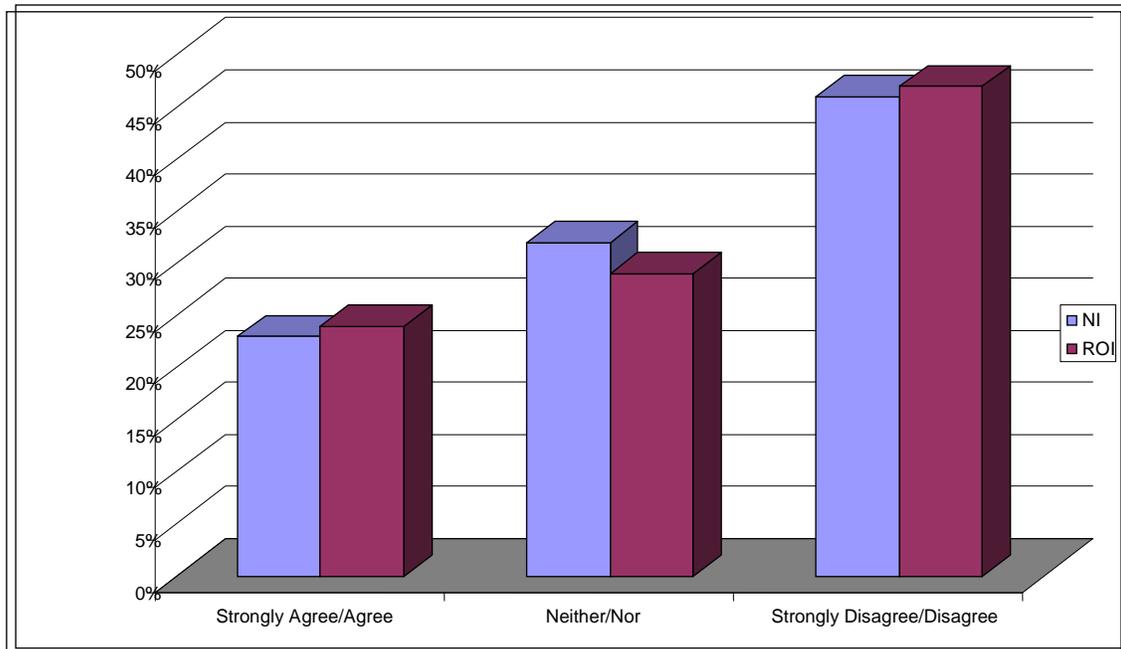
4.7 Levels of support for official development assistance

On the whole, pre-service teachers exhibited positive attitudes towards official development assistance (ODA). Only 7% 'agreed' or 'strongly agreed' with the statement 'the third world should deal with its own problems and not look to the First World for help.' Again, this finding is consistent with Connolly, Doyle and Dwyer's (2008) study of Irish university students, which found that an overwhelming majority of respondents believed that developing countries need support from developed countries, and that the North–South gap is too large. Only a fifth of respondents in the present survey believed that the government donated generously to the developing world, with no significant differences between NI and ROI respondents in regards to this. That a majority of respondents (56%) 'neither agreed nor disagreed' with this statement may be indicative of a lack of awareness about levels of aid spending on the part of the NI and ROI governments, relative to other Northern countries. Once again, this would be consistent with the findings of existing research which indicates a lack of knowledge amongst students and the general public about development spending (Connolly, Doyle

and Dwyer, 2007). In a 2002 general population survey, when asked to spontaneously state how much financial assistance had been given by the Irish government to developing countries the previous year, almost half of respondents said they had ‘absolutely no idea’. Results of an MRBI poll conducted in 2009 suggest that members of the public tend to significantly overestimate the amount of money that the government is spending on overseas aid (Fitzgerald, 2009).

While, broadly speaking, pre-service teachers felt that overseas aid was important, and expressed strong theoretical commitment to the idea of supporting Third World countries, many were less committed or convinced that their governments should provide aid when faced with domestic concerns. Over a third of respondents believed that the government should work towards eliminating poverty in Ireland/Northern Ireland first, before providing development assistance to the Third World, while a significant minority (40%) ‘neither agreed nor disagreed’ with this statement. Broadly consistent with this finding, almost a quarter ‘agreed’ or ‘strongly agreed’ with the statement ‘the government’s priority should be to improve the quality of life for people in this country rather than other countries’, while almost one third felt ambivalent about this. Thus, when faced with the choice of prioritising national or global social issues, a significant minority of respondents are more likely to privilege the national interest and the well-being of its citizens over more abstract global problems and concerns, while those pledging unwavering support for ODA are in a minority. No significant differences were observed between NI and ROI respondents where support for aid relative to domestic quality of life issues were concerned (see Figure 5 below).

Figure 5. Responses to the statement: ‘The government’s priority should be to improve the quality of life for people in this country rather than other countries’.



4.8 Attitudes towards international development institutions

Respondents expressed very high levels of ambivalence about the role of international development institutions like the World Bank in making things better for people in the developing world, with 56% of respondents saying that they ‘neither agreed nor disagreed’ with this statement. Once again, these high levels of ambivalence may indicate a lack of in-depth knowledge about the effects of World Bank policies and programmes. Only a fifth of respondents ‘agreed’ or ‘agreed strongly’ that these development institutions had made things better, while a quarter disagreed with the statement. ROI respondents tended to view the Bank in slightly more negative terms than did their Northern counterparts ($t = -4.391, p < .001$), with mean responses of 3.00 and 3.40 respectively.

4.9 Nature and levels of civic engagement and development activism amongst pre-service teachers

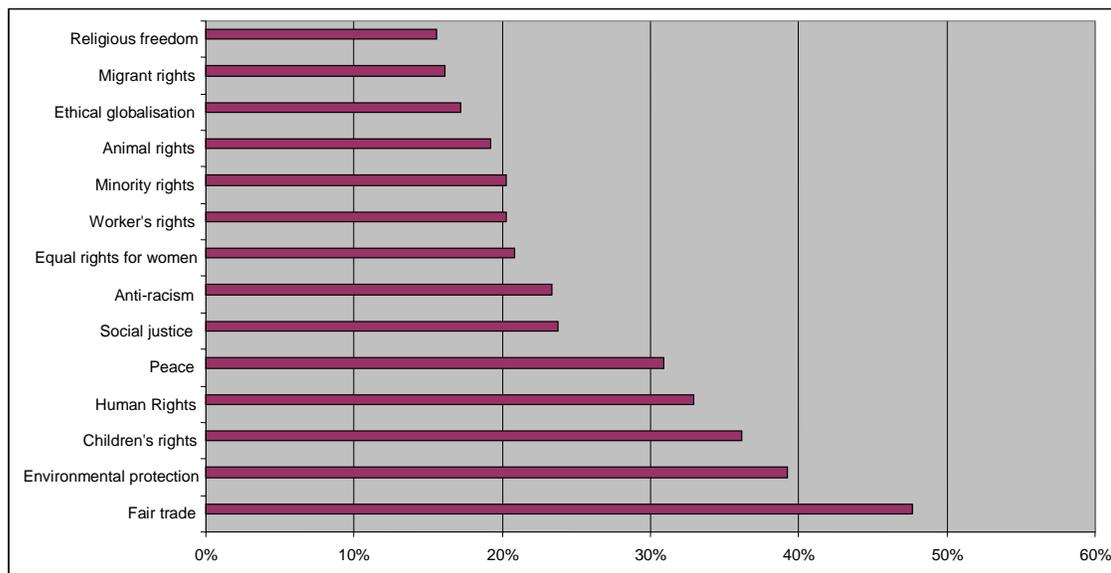
'If you think you are too small to have an impact, try sleeping in a room with a mosquito.'-African Proverb

The survey included a range of indicators of active citizenship, civic engagement and development activism to gauge the levels of student teacher involvement in efforts to promote social change.

Kinds of social justice causes supported by pre-service teachers

Figure 6 indicates the kind of causes that respondents had supported in any way during the previous twelve months. Despite very strong levels of theoretical commitment to the importance of improving society, less than 50% of respondents had participated in any kind of activity to support one or more social justice causes during the last year. Activities in support of fair trade (48%), environmental protection (39%) and children's rights (37%) were the most popular causes with which pre-service teachers had been involved in some way during the previous twelve months. While giving a broad indication of the kinds of issues that respondents are most likely to be concerned about, this question does not offer a sufficiently detailed overview of the kinds of actions that pre-service teachers engaged in to support these various causes, and may reflect instances of 'incidental' or 'one-off' activism (Gleeson, King, O'Driscoll, & Tormey, 2007). A number of additional questions were included in the survey, therefore, to develop a more comprehensive understanding of the nature and levels of civic engagement and development activism among pre-service teachers.

Figure 6. Percentage of respondents who had participated in any activity to support social justice causes during the previous twelve months.



Civic engagement

The survey assessed specific forms of civic engagement by asking respondents whether, in the previous 12 months, they had undertaken any of a number of different actions aimed at influencing rules, laws or policies⁷ (shown in Table 3). Donating money was by far the most common action, with at least 83% of respondents having donated money to a non-governmental organisation, such as a charity, in the past year. Doing voluntary work was the next most commonly reported action (71%), followed by signing a petition (67%). Practices relating to ethical consumption were the next most commonly reported action, with almost half of all respondents saying they had deliberately chosen to buy certain products for political, ethical or environmental reasons, and over two fifths having boycotted certain products because of a particular company's behaviour. In all other cases less than a third of respondents reported engaging in particular actions in the previous 12 months.

⁷ These items were adapted from the British Home Office Citizenship Survey (Pattie, Seyd & Whiteley, 2003).

Table 3. Percentage of Respondents who had undertaken specific forms of civic action during previous twelve months

Form of action (n = 489)	%
Donated money to a non-governmental organisation or group (e.g., charity)	83.0%
Done any kind of voluntary work	70.8%
Signed a petition	67.1%
Deliberately bought certain products for political, ethical or environmental reasons	49.5%
Felt guilty about unethical purchase	49.5%
Boycotted or avoided certain products because of company's behaviour	43.1%
Actively sought information on company's behaviour/policies	30.5%
Worked (paid/unpaid) for another organisation (not political party/action group)	29.4%
Attended a public meeting about a local or global problem	28.2%
Donated money to a political organisation or group	25.6%
Took part in a public demonstration/protest/rally	23.9%
Contacted a politician/local country councillor	20.4%
Actively campaigned about social or environmental issue	19.0%
Collected signatures for a petition	17.2%
Worked (paid/unpaid) for a political party/action group	10.0%

Taken as a whole, the findings indicate that while forms of ‘individualistic activism’ are relatively high amongst pre-service teachers (Pattie, Seyd & Whiteley, 2003), collective forms of action are far less common. These individualistic forms of activism can be seen to be relatively low-cost, in the sense that they tend to involve no more than minimal effort on the part of the actor who engages in them (e.g., donating money to charity, signing a petition, choosing to buy fair trade products over others). Respondents were less likely to have engaged in more ‘collective’ forms of social action such as attending public meetings (28%), participating in a public demonstration/protest or rally (24%) or having actively campaigned about a social or environmental issue (19%). Where comparable data were available, the data on forms of civic-political engagement were compared with those amongst members of the general population. As a highly educated group, one would expect levels of civic engagement to be somewhat higher amongst a cohort of pre-service teachers than amongst members of the public in general as research suggests that the more educated people are, the more likely they are to undertake most forms of civic action (Pattie, Seyd & Whitely, 2003). Therefore, it is not surprising that the current cohort scored higher than the general public on specific levels of civic engagement, such as having attended a public meeting (19% amongst

adults in the ROI) or contacting a public representative (15% in the ROI) (Taskforce on Active Citizenship, 2007).⁸

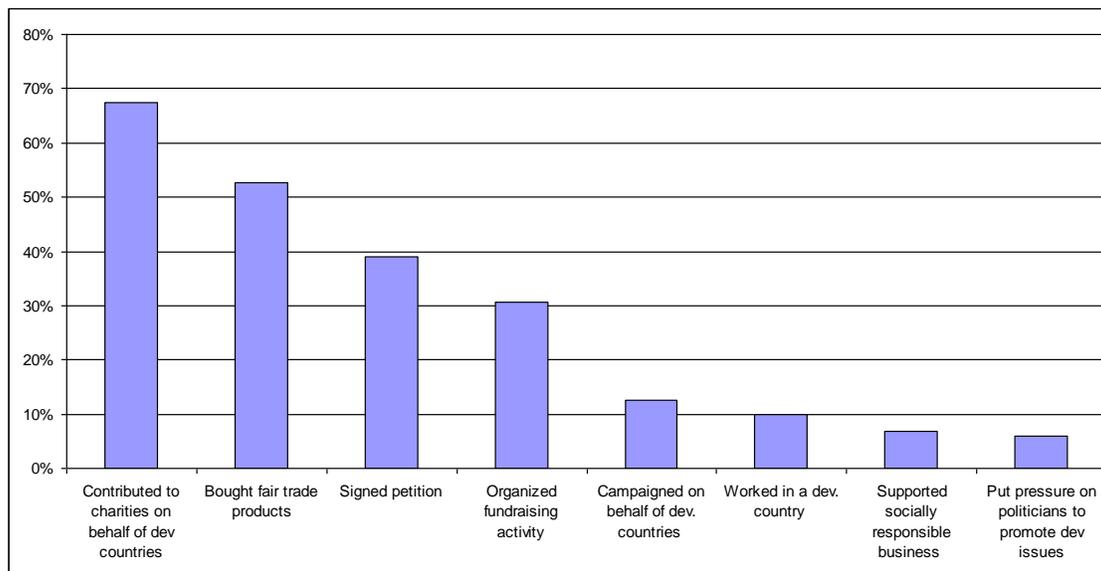
Development activism

In addition to asking participants about their involvement in a range of specific civic-political activities, a better understanding of pre-service teachers' involvement in specific activities in support of developing countries was sought. Consistent with the findings on specific forms of civic action, making donations to charity or other appeals on behalf of developing countries, buying fair trade products (53%) and signing a petition (39%) were the most common forms of specifically development-oriented activism in which respondents engaged. More political forms of development activism were rare, with only 12% of respondents indicating that they had been involved in campaigning or other groups who worked on behalf of developing countries in activities other than fundraising, and less than 6% indicating that they had lobbied politicians to promote development issues, either alone or as part of a lobby group. Ten percent of the overall sample had previously worked in a developing country to promote development, emergency or humanitarian assistance.

These findings are highly consistent with Gleeson *et al.*'s study of in-service teachers, which found that donating to Third World charities and ethical consumption practices were by far the most common forms of development activism in which practicing teachers are engaged, with only a very small minority being directly involved more collective forms of development activism, such as having taken part in demonstrations (Gleeson, King, O'Driscoll, & Tormey, 2007).

⁸ Not all of the same categories were used in the ESRI Survey on Active Citizenship, so only certain categories are comparable.

Figure 7. Percentage of respondents who have engaged in specific actions to support developing countries in the past twelve months.



4.10 Pre-service teachers' attitudes towards minorities

Attitudes towards Travellers

A number of measures were included in the questionnaire to assess attitudes towards minorities, including indigenous minorities as well as migrants. A measure of social distance, adapted from Micheal McGréil's study of prejudice in Ireland, was included in order to capture attitudes towards one of the most marginalised sectors of Irish society – the Traveller Community. Factor analysis of the items comprising this scale revealed two discrete factors: one measuring more generalised attitudes towards the presence of Travellers in society (respect for Travellers; willingness to employ a Traveller or to have a Traveller child in one's classroom or to have a Traveller sit on a jury), and another reflecting attitudes towards engaging with Travellers on a more sustained, intimate or personal level (living next door to a Traveller, being in their company, having Travellers among one's close set of friends).

The results suggest broad favourable attitudes to Travellers in general. Almost 90% of respondents indicated that they would respect the average Traveller and a similar proportion indicated that they would be happy to have a Traveller child in their classroom. Similarly, over three quarters of respondents stated that they would be

willing to employ a Traveller or consider them competent to sit on a jury (See Table 4). However, attitudinal responses to more personal forms of contact indicated a reluctance to interact with Travellers in close proximity or at an individual level. Over two-thirds of respondents acknowledged that they would be reluctant to buy a house next door to a Traveller and a similar proportion would be hesitant to seek out the company of Travellers, while a third would exclude Travellers from their close set of friends. Overall, ROI respondents were found to be more likely to express favourable attitudes to Travellers on each of the general attitudes to Travellers in society items, although no significant attitudinal differences were observed between NI and ROI respondents with regard to personal forms of contact with Travellers.

Table 4. Responses to attitudinal statements about Travellers

	Agree	Disagree	Mean
<i>General attitudes towards presence of Travellers in society</i>			
I would respect this person	89.6%	10.4%	2.14
I would be happy to have this person's children in my class.	91.1%	8.9%	1.93
I would be willing to employ this person	75.5%	24.5%	2.8
I would consider this person competent to sit on a jury	81.2%	18.8%	2.44
<i>Attitudes towards regular personal contact with Travellers</i>			
I would be reluctant to buy a house next door to this person	67.8%	32.2%	3.01
I would be hesitant to seek out this person's company.	64.4%	35.5%	3.11
I would exclude this person from my close set of friends	32.7%	67.3%	4.15
I would avoid this person in social situations.	37.4%	62.6%	4.03
<i>*Attitudes were measured on a six-point scale from 1 ('Agree Strongly') to 6 ('Disagree Strongly') (N = 489)</i>			

Attitudes towards migrants

The data on attitudes towards immigrants also suggest that a significant minority of respondents hold negative views towards migrants, and that their willingness to embrace migrants is contingent on a number of factors, including employment levels and minorities' willingness to assimilate into Irish/Northern Irish society. As shown in Table 5, almost a fifth of respondents were of the opinion that 'many foreigners come here to abuse the country's welfare system', with over a quarter indicating that they 'neither agreed nor disagreed' with this statement. Almost one fifth felt that Northern

Ireland's/Ireland's asylum policies are too lenient. Over a third were of the opinion that 'there is a limit to how many people from other countries and cultures a society can accept', while a similar proportion held ambivalent views on this issue. Close to 50% of those responding to this question believed that immigration into Northern/Ireland should be restricted if unemployment levels rise, and a similar proportion felt that 'the presence of racial-ethnic minorities in Northern/Ireland has caused problems in recent years'. A significant minority (over 40%) were of the opinion that immigrants should alter parts of their lifestyle so that they can fit in or integrate better into society, while over half of all respondents felt that it was a good idea to encourage linguistic minority students to speak English, as opposed to their native tongues, in schools.

Table 5. Responses to attitudinal statements about migrants in Irish / Northern Irish society.

	Strongly Agree/Agree	Neither/nor	Disagree/Strongly Disagree	Mean
Many foreigners come here to abuse the country's welfare system.	19.2%	27.6%	53.3%	3.47
The presence of racial-ethnic minorities in Ireland/Northern Ireland has caused problems in recent years.	45.8%	32.8%	21.3%	2.73
Ireland/Northern Ireland has reached its limits: if there were to be more people belonging to minority groups we would have problems here.	15.3%	40.9%	43.8%	3.36
There is a limit to how many people from other countries and cultures a society should accept.	35.8%	34.1%	30.0%	2.95
Immigrants should alter parts of their lifestyle so that they can fit in or integrate better into society.	41.2%	34.3%	24.5%	2.80
Immigration into Ireland/Northern Ireland should be restricted if unemployment levels rise	46.5%	33.6%	19.9%	2.65
Ireland/Northern Ireland's asylum policies are too lenient.	18.5%	65.1%	16.4%	2.98
<i>%s are valid percentages (N = 489)</i>				

4.11 Attitudes towards school and curricular reform

A majority (60%) believed that students from lower socioeconomic backgrounds typically do not have the same educational opportunities as their middle class peers, although a significant minority (20%) felt that they did, and a further fifth of respondents ‘neither agreed nor disagreed’ with this statement. Less than a third were of the opinion that schools and curricula should be altered to privilege the views of the most marginalised in society, with a significant minority (over 40%) expressing ambivalence about this issue. Critical approaches to DE and anti-racism education maintain that meaningful engagement involvement with development and social justice issues can necessitate ‘uncomfortable’ pedagogies. However, only 30% of respondents, felt that teaching about development and social justice issues should, when necessary, make students feel uncomfortable about their views they hold. Once again, a significant minority ‘neither agreed nor disagreed’ with this statement. Over one fifth of respondents felt that schools should not be responsible for the development of linguistic minority students’ native language, while two fifths were ambivalent about this issue.

4.12 Summary and conclusion

I believe all of us could become more aware of how our own society is contributing to the inequality in the developing world and do something in our own lives to change that. There needs to be a bigger public campaign to raise awareness of this and what we could do to help. (UCD student).

This chapter has examined teachers’ understandings, attitudes, and actions in relation to a broad range of development or global issues. Analysis of the survey’s open-ended questions suggests that a majority of pre-service teachers understand DE primarily as an awareness-raising process to promote understanding of global or developing work issues and/or respect for diversity and cross-cultural understanding. Only a minority of respondents spontaneously identified the action and social transformation dimensions of DE, and a significant minority lacked any real understanding of the term. On the whole, pre-service teachers express high levels of support, enthusiasm and commitment to learning and teaching about social justice and development issues. The vast majority

feel that DE should be afforded higher priority within the school curriculum than is currently the case. Furthermore, less than two fifths feel strongly that the existing curriculum provides sufficient opportunities for them to incorporate development themes in their teaching, despite a majority viewing DE as being relevant to all subject areas. One of the more discouraging findings, given that the global dimension seeks to equip learners with the knowledge and tools that will enable them to effect social change, is that a majority of pre-service teachers are lacking in confidence in terms of their own ability to positively effect social change. With less than a third of respondents expressing confidence in their ability to influence decisions affecting their local area and society more generally, and less than a quarter feeling confident in their ability to influence decisions affecting other parts of the world, there is a clear need for DE efforts focused on equipping pre-service teachers with a set of concrete tools and skills required for critical and effective civic and political engagement.

Somewhat more encouraging is the extent to which a majority of pre-service teachers understand the ways in which ‘we’ in the west, are implicated in inequality through our ‘ordinary actions’ (Lawson, 2007), although relative to other possible causes of poverty and inequality, they tend not to perceived Western lifestyles as having that much of an influence. Equally problematic is the finding that there is a widespread perception amongst pre-service teachers that the ‘problem’ of developing countries is based primarily on a ‘lack’ of attributes that the North possesses (e.g. education). People are more likely to feel obligated to take action to ameliorate the suffering or disadvantage of others if they feel responsible for their situation, to some degree, in other words, if there is some identifiable *causal relationship* between their actions and the plight of others, which implies a greater need to critically engage students with the problematic of Western behaviours and practices, such as consumption patterns and actions contributing to global warming (Dobson, 2006).

International research reveals that public support for development assistance tends to dwindle as a consequence of deteriorating economic conditions (Uchida, 2009). In an Irish context, the present results suggest that while there is broad theoretical commitment to the idea of development assistance, that a significant minority of pre-

service teachers are nevertheless sceptical of aid provision when it is weighted against domestic concerns like poverty, quality of life etc.

From a civic engagement and development activism perspective, the findings indicate that while forms of ‘individualistic activism’ are relatively high amongst pre-service teachers (Pattie, Seyd & Whitley, 2003), more collective forms of action are far less common. These individualistic forms of activism can be seen to be relatively low-cost, in the sense that they tend to involve no more than minimal effort on the part of the actor who engages in them (e.g., donating money to charity, signing a petition, choosing to buy ‘fair trade’ products over others). Moreover, the findings on attitudes towards minorities reveal that while student teachers expressed broad support for teaching and learning about social justice and development issues, their own attitudes towards minorities revealed a somewhat more pessimistic picture, indicating a greater degree of variation and conditionality in their views. The findings are consistent with previous research which suggests that issues that of more immediate and local relevancy tend to reveal a different pattern of responses among student teachers than issues that are more global and removed from specific contexts (Clarke & Drudy, 2006). The next and final chapter considers in more detail some of the main implications of the study’s findings for initial teacher education programmes on the island of Ireland.

CHAPTER V: DISCUSSION

A global citizen ...is someone who reflects on their complicity in global power relations, considers their responsibilities to those who are disadvantaged by current global arrangements, and who actively resists perpetuating them so that Othered groups can actively exist in a more just social reality (Cook, 2008, p. 17).

5.1 Introduction

This report has investigated the perspectives and understandings of a host of issues related to educating for social justice, diversity and development amongst a sample of pre-service teachers on the island of Ireland. The significance of the study is such that if public understanding of injustices, crises and problems affecting people on a local and global scale is to be enhanced, there is a need for both educators and young people to critically engage with such issues in school. Teachers, teacher educators and educationalists more broadly are in a unique position to draw attention to local and global crises and injustices that might otherwise be neglected or de-prioritised for a host of reasons. This final chapter synthesises the study's main findings, and discusses their implications for teacher and development educators who seek to equip student teachers with knowledge and methodologies that will enable them, as well as their own students, to reflect on how they can contribute to a more locally and globally just future.

5.2 Synthesis of key findings

On the one hand, the study's findings are very encouraging for teacher educators, as well as the range of governmental and non-governmental actors who support, and engage in, the delivery of inputs and modules with social justice, diversity and development themes. Consistent with research carried out among in-career teachers and other third level student cohorts, the present study suggests that pre-service teachers are, in the main, very supportive, enthusiastic and committed to learning and teaching about social justice and development issues, and that they feel that DE themes and topics should be afforded higher priority within the school curriculum. Also extremely encouraging from the point of view of the transformative goal of social justice and DE,

is that the vast majority of those who took part in the research understood their educative role as transformative, with the vast majority agreeing that they should strive to help their students both to understand social injustices, as well as encouraging them to transform society.

That pre-service teachers are sufficiently interested and willing to engage directly with social justice and development issues and methodologies in their classrooms and view themselves as social change agents, are very important pre-conditions to ensuring that social justice education has a place in the school curriculum. Yet strong commitment is not, in and of itself, enough to ensure that teachers will embed DE across a range of subject areas, or that they will engage critically with development and social justice issues in their classrooms. Indeed, the findings suggest that many pre-service teachers' understandings of development are more consistent with 'soft' (as opposed to more critical) versions of development or global citizenship (Andreotti, 2006). 'Soft' understandings of global citizenship include attributing the prevalence of poverty in poorer countries to internal or endogenous factors or the belief that the 'problem' of developing countries is based primarily on a 'lack' of attributes that the North possesses (e.g. education, modern values, attitudes and so on).

Based on the findings of this research, we can conclude that although pre-service teachers possess some appreciation of the detrimental nature of the West's structural relationship with developing countries in perpetuating poverty, they are more likely to attribute poverty in the third world to endogenous factors than they are to external factors. Although a majority of pre-service teachers understand the ways in which 'we' in the west, are implicated in global inequality through our everyday actions, relative to other possible causes of poverty and inequality, they tend not to rate Western lifestyles as having nearly as much of an influence as indigenous factors, such as a lack of human resources and skills, or internal conflict. That a lack of education and training and war and conflict in developing countries featured so prominently in pre-service teachers' understandings of the causes of global poverty implies that pre-service teachers would benefit from deeper exposure to the underlying structural causes of underdevelopment

and to the nature of the relationship between richer and poorer states (Connolly, Doyle, & Dwyer, 2008).

Another key finding of this study, with important connotations for the nature of DE content, is that pre-service teachers do not feel especially confident in their ability to influence local, national or international environment to any significant extent. This finding has direct implications for teacher educators involved in the delivery of DE, as student teachers' own sense of agency to effect positive social change will, in turn, impact on the extent to which they will try to encourage their own students to do so. With less than a third of respondents expressing confidence in their ability to influence decisions affecting their local area and society more generally, and less than a quarter feeling confident in their ability to influence decisions affecting other parts of the world, there is a clear need for DE efforts focused on equipping pre-service teachers with a set of concrete tools and skills that will enable effective civic and political engagement.

Consistent with the finding that pre-service teachers do not feel confident in their ability to influence policies or decisions that affect their world, was the finding that a majority of pre-service teachers were not engaged in collective forms of social action. Forms of 'individualistic activism' were found to be relatively high amongst pre-service teachers, suggesting that pre-service teachers are by no means devoid of a social conscience. However, these individualistic forms of activism can be seen as relatively low-cost, in the sense that they tend to involve no more than minimal effort on the part of the actor who engages in them (e.g., donating money to charity, signing a petition, choosing to buy fair trade products over others). It is important to note that this lack of engagement in more collective forms of action may, in part at least, reflect the time-intensive and demanding aspects of preparing and studying to become a teacher. In other words, in combining teaching practice and college, pre-service teachers are an extremely busy group, and are unlikely to have free time to engage in political activism. The findings should not, therefore, be taken to indicate a lack of global caring or inertia on the part of pre-service teachers, or as predictive of future behaviour. Consequently, care should be taken not to extrapolate too much from these findings on levels of civic and political activism. Of more immediate and practical significance, is the finding that a majority of

pre-service teachers do not feel confident in their ability to influence policies or decisions that affect their world on a local or more global scale. The implications of this finding are outlined in more detail below.

Also significant is the finding is that while pre-service teachers expressed strong theoretical commitment to the idea of supporting Third World countries, a significant minority placed domestic concerns above giving development assistance to others. When faced with the choice of prioritising national or global social issues, a sizeable minority of respondents were more likely to privilege the national interest and the well-being of its citizens over more abstract global problems and concerns, while those pledging unwavering support for ODA were in a minority. Moreover, the findings on attitudes towards minority groups reveal that while student teachers expressed broad support for teaching and learning about social justice and development issues, their own beliefs about minorities uncovered a somewhat more pessimistic picture, indicating a greater degree of variation and conditionality in their views. The findings are consistent with previous research which suggests that issues that of more immediate and local relevancy tend to attract a different pattern of responses among student teachers than issues that are more global and removed from specific contexts (Clarke & Drudy, 2006).

5.3 Implications

Implication 1: The need to cultivate more sustained and critical engagement with development and global issues within initial teacher education.

As highlighted above, the study's findings suggest that many pre-service teachers possess a somewhat superficial understanding of the causes of global poverty – understandings that are reflective of 'soft', rather than critical, versions of GCE. This would imply that pre-service teachers would benefit from more sustained engagement with versions of GCE which emphasise the extent to which contemporary difficult social and economic conditions in the developing world have their roots in exogenous factors, including colonial processes of wealth extraction, neo-colonial political-

economic arrangements imposed by Western-led international institutions and Western consumption patterns and lifestyles. There is also a clear need for deeper and more sustained engagement with the more critical versions of global citizenship and DE which would offer greater scope for students to interrogate how they themselves (and the nation and regions to which they belong) are implicated in the global economic processes and relations of domination that have generated and continue to reproduce global inequality (Andreotti, 2006). Collectively, the findings of this research suggest that pre-service teachers would benefit from more sustained exposure to a range of critical theoretical perspectives and pedagogical strategies which enable learners to interrogate their own positionality as a function of historical and contemporary inequalities (den Heyer, 2009). Theoretical perspectives which lend themselves to a consideration of more critical versions of GCE include, but are not limited to: whiteness studies; cultural studies; critical race theory, post-structural theory, postcolonial theory, and critical pedagogy.

As previously outlined, more critical versions of GCE, which focus on the ways in which individuals are implicated in the structural relations that perpetuate global inequality are crucial to fulfilling DE's radical agenda, because people are more likely to feel obligated to take action to ameliorate the suffering or disadvantage of others if they feel responsible for their situation, to some degree, in other words, if there is some identifiable *causal relationship* between their actions and the plight of others (Dobson, 2006). Dobson's notion of 'causal responsibility' (Dobson, 2006, p. 172) and Pogge's idea of 'active complicity,' for example, are helpful conceptual tools that can be applied to facilitate deeper understandings of the ways in which 'the citizens and governments of the affluent countries – whether intentionally – are imposing a global institutional order that foreseeably and avoidably reproduces severe and wide-spread poverty' (Pogge, 2002, p. 201; cited in Dobson, 2006).

The challenge for development educators seeking to promote more critical versions of GCE, is that critical DE cannot be meaningfully implemented through isolated, one-off, 'add-and-stir' type lectures or seminars on development issues. In some respects, limited interventions may be preferential to no DE interventions at all, given the

overloaded nature of the pre-service teacher education curriculum. However, in the absence of pedagogical spaces where student teachers can engage more deeply with the complexities of global injustice, or to critically reflect on their assumptions about development, teacher educators run the risk of reinforcing, rather than challenging, unequal power relations and colonial assumptions, and promoting uncritical forms of development action (Andreotti, 2006).

Implication II: The need to provide students with a concrete set of skills that promote self-reflection about their global obligations as well as tools for effective political engagement.

Sustained engagement with critical forms of DE, such as those grounded in notions of complicity and causal responsibility, demand political and ethical responses based in a social justice framework. However, the survey's findings indicate that, in general, pre-service teachers do not believe that they have much influence over their local, national or international environment, and that only a minority were engaged in collective forms of social action. These findings, while not necessary predictive of future behaviour, are problematic from the point of view of fulfilling DE's radical agenda, which seeks to support people in 'understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels' (Irish Aid, 2007, p. 4).

Moreover, pre-service teachers do not seem to have a sufficiently nuanced understanding of the extent to which Western lifestyles and patterns of consumption, or Western institutions and structures have significantly adversely affected the lives of inhabitants in majority world countries. Dobson (2006) stresses the need to attend to both the institutional as well as individual dimensions of global injustice. In other words, he highlights the need to promote forms of justice-oriented action that target both the institutions, corporations and structures that promote unjust relations and practices, as well as ordinary citizens who, through their everyday actions, affect other things and people in ways that are often detrimental, and are thus implicated in larger patterns of injustice, albeit on a more personal level. Hence, there is a need for forms of

DE which engage people with both institutional, as well as more mundane political objectives.

Implication III: The need to harness the expertise of campaigning groups and non-governmental organisations to demonstrate tools for effective political engagement to foster positive social transformation within teacher education programmes.

Irish Nongovernmental development organisations (NGDOS) have long been involved in the provision of resources and teaching support to those incorporating a global dimension into their teaching. Development NGOs and human rights groups are in a unique position to inform pre-service teachers about effective forms of individual as well as more collective forms of political engagement and positive social action. Teacher educators should harness the expertise of the NGO sector to engage pre-service teachers in dialogue about successful social justice initiatives programmes and to offer insights, tools and strategies for effecting positive social change. Further insights into how best to promote enlightened political engagement amongst pre-service can be derived from the concept of ‘democratic enlightenment’ (Parker, 2003), which focuses on providing students with a set of concrete tools, skills and dispositions required for critical and effective political engagement.

Implication IV: The need to engage pre-service teachers in dialogue about a range of radical alternatives to existing political-economic arrangements and institutions.

Developing a sophisticated understanding of the social injustices is but one side of the coin of GCE. In order for individuals to fulfil DE’s radical agenda, they also need to be able to envision radical alternatives to existing political-economic arrangements and institutions which promote unjust global relations and practices. Providing concrete examples of positive, effective, non-violent social movements which can enable students to ‘re-narrativise’ the world and realize alternative, progressive and socially just realities is another potential pedagogical strategy that educators could use to enable their students to feel more positive and empowered about their ability to effect positive social change. Insights can be gleaned from a range of existing academic projects

which seek to sustain and deepen serious discussion of alternatives, such as the *Real Utopias* project, based at the University of Wisconsin, Madison in the US, which seeks to achieve ‘a clear elaboration of the *institutional principles* that inform radical alternatives to the existing world.’⁹

Implication V: Create spaces where pre-service teachers can interrogate their pre-existing assumptions, beliefs and knowledge regarding ‘race,’ racism and ethnic minority students.

Findings uncovered around pre-service teachers’ attitudes towards indigenous minorities, as well as migrants living in Ireland/Northern Ireland suggest that there is a greater need within pre-service teacher education programmes for anti-racist approaches. These approaches would provide spaces for teacher candidates to interrogate more fully their pre-existing assumptions, beliefs and knowledge regarding ‘race’, racism and ethnic minority students (Solomon *et al.*, 2005). That a significant minority (and in some instances a majority) of respondents hold conditional and negative attitudes towards minorities is likely to have negative consequences, particularly if they teach in culturally diverse settings. The findings also suggest that pre-service teachers would benefit from further exposure to alternative understandings of social injustices and inequalities, which view problems like racism, sexism and class-based inequalities not as fixed and inevitable features of humanity, but as ideologies which are produced and reproduced by human beings and in and through social institutions, and which may, therefore, be radically transformed (Rizvi, 1991).

Solomon *et al.*’s work on anti-racist teacher education is useful as a means of helping teacher educators to go about addressing some of these challenges in our classrooms. They identify a range of areas that teacher educators should address in preparing student teachers to address issues of citizenship, racism, inequality and discrimination,

⁹see <http://www.ssc.wisc.edu/~wright/RealUtopias.htm> for more information on this project.

including: the importance of prior knowledge of teacher candidates, providing spaces within the programme within which they can address their questions and concerns, preparing them for the range of emotions they may experience, and providing concrete strategies for including anti-discrimination practices in their classrooms.

5.4 Summary and Conclusion

This research has provided a comprehensive understanding of student teachers' perceptions, opinions and understandings towards a host of issues related to educating for social justice, diversity and development. On the whole, the study's findings are encouraging, in that they suggest high levels of willingness amongst pre-service teachers to engage directly with social justice and development issues and methodologies in their classrooms. That pre-service teachers possess such high levels of interest in these topics and pedagogies is reassuring from the perspective of governmental, non-governmental agencies and teacher educators who support, and engage in, the delivery of inputs and modules with a social justice, diversity and development themes. Thus, there is little need for DE efforts within initial teacher education to convince students of the merits of incorporating DE content and methods in their own teaching.

However, other findings are less encouraging and have significant implications for those who seek to equip student teachers with the knowledge and methodologies to enable them, as well as their own students, to understand social injustice and contribute, locally and globally, to a more just future. In this regard, DE, within the context of initial teacher education, needs to focus on cultivating more sustained and critical engagement with development and global issues, and providing pre-service teachers with a concrete set of skills that promote self-reflection about their global obligations as well as tools for effective political engagement. Furthermore, there is a greater need to engage pre-service teachers in dialogue about a range of radical alternatives to existing political-economic arrangements and institutions, and to forge spaces where they can interrogate their pre-existing assumptions, beliefs and knowledge regarding 'race' racism and ethnic minority students. Finally, teacher educators should harness the expertise of the NGO sector to engage pre-service teachers in dialogue about successful social justice

initiatives programmes and to offer insights, tools and strategies for effecting positive social change.

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APPENDIX: SURVEY INSTRUMENT

Survey ID:
**[Institution Initials
here]_____**

Social Justice, Diversity and Development Education Questionnaire

[School Logo here]

School Name Here

Please complete the following questions by putting a ✓ in the appropriate box or by providing the requested information.

Section I: About You

1. Which institution are you enrolled in? ₁ UCD ₂ QUB ₃ St. Mary's ₄ Stranmillis
2. Please indicate your primary (undergraduate) degree.
₁ BA ₂ BS ₃ BEd (Hons) (Primary) ₄ BEd (Hons) (Secondary)
₅ Other (Please specify) _____
3. Please indicate your primary (undergraduate) degree subjects.
 1. _____ 2. _____ 3. _____
4. What nationality(ies) are you? _____
5. In which country were you born?

6. If born elsewhere, how long have you been living in Northern Ireland? (To nearest year) _____
7. Do you regard yourself as belonging to an ethnic minority group in Northern Ireland?
₁ Yes ₂ No
8. What is your social class of origin? ₁ Upper Class ₂ Middle Class ₃ Working Class
9. What age are you? _____
 Years
10. What is your gender? ₁ Female ₂ Male
11. Have you taken any work in development education or development studies, including lectures/workshops as part of your primary degree? ₁ Yes ₂ No
12. Have you undertaken any work in development education or development studies, IN ADDITION TO that undertaken as part of your primary degree? ₁ Yes ₂ No
13. If yes, please specify:

Section II: Development, Diversity and Social Justice
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2.1. Please tell us what you understand by the term “Development Education”, and what you think it aims to do.

2.2. Now we’d like to ask you some questions about how you feel about development, diversity and social justice issues. Please mark one box for each line with a ✓ to indicate your level of agreement or disagreement with each statement.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	Development education should have a high priority in initial teacher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Development education should have a higher priority in the school curriculum than is currently the case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Teachers should always create a learning environment that allows for alternative styles of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Teacher education programmes should encourage students to reflect on the ways in which they are advantaged and/or disadvantaged because of their class, ethnicity, sexual orientation etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Development education is not relevant to my subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I am confident in my ability to adapt teaching methods to the needs of learners from diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	My day-to-day actions don’t really affect people’s lives in other parts of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Development education is relevant to all subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Students from lower socioeconomic backgrounds typically have the same educational opportunities as their middle class peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
10.	Social inequalities, like those based on class, gender, ethnicity etc. are inevitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I am confident in my ability to teach issues related to development and social justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	It would be better if development education was covered in subjects other than those that I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Most people don't care what happens to the next person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	You can try to change things in society, but it will just end up making you feel bad for trying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I would prefer to have more lectures/workshops on my subject areas than on development and social justice issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The most important thing individuals in the developed world can do to reduce poverty and human suffering in the developing world is to provide aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	What I do in this country has little effect on the quality of life of people in other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Teaching about development and social justice issues is less important than teaching numeracy and literacy skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	My role as an educator involves teaching about social injustices, but not necessarily trying to change these injustices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Teachers should not be expected to adjust the way they teach to accommodate the needs of all children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Teaching and learning about inequality in society has little to do with development education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Underdevelopment in the Third World is mainly the result of internal problems in low-income countries, like corruption, famine, overpopulation etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	The current curriculum offers sufficient opportunities for me to incorporate development education into my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	The school curriculum adequately and accurately represents the perspectives and interests of minority and marginalized groups in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
25.	Active and participatory teaching and learning are not practical in the classroom context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	It is a good idea to encourage linguistic minority students to speak English, as opposed to their native tongue, in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Schools and curricula should be altered so that they privilege the views of those who are most marginalized in society, like those from working class backgrounds, ethnic minorities etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	A more equal world is possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Educational equity is a moral imperative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Development education should be concerned with inequality in this society as much as with inequalities and issues in the developing world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	There isn't really room for development education in the confines of an initial teacher education programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Learning should always be enjoyable for students, regardless of the topic or subject being taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Teaching about development and social justice issues should, when necessary, make students feel uncomfortable about the views they hold about others and themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	What the government does has little effect on the quality of life of people in other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	The Third World should deal with its own problems and not look to the First World for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	The government's priority should be to improve the quality of life for people in this country rather than other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Many foreigners come here to abuse the country's welfare system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Racism is an inevitable feature of society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	The presence of racial-ethnic minorities in Northern Ireland has caused problems in recent years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Racism is a much bigger problem in other parts of the world than it is here in Northern Ireland.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
41.	Northern Ireland has reached its limits: If there were to be more people belonging to minority groups we would have problems here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	I am confident in my ability to influence decisions affecting my local area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	I am confident in my ability to influence decisions affecting my society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	I am confident in my ability to influence decisions affecting other parts of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	International Development institutions like the World Bank have made things better for people in the developing world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	The lifestyles and actions of ordinary people in the First World are partly responsible for problems in the developing world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	The best way to alleviate racism in society is through our education system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Racism is mainly the result of people's ignorance and lack of understanding of other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	The government should work towards eliminating poverty in Northern Ireland first, before providing development assistance to the Third World.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	The actions of individuals can have repercussions in one's own country as on the other end of the planet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	The lot of the average person is getting worse, not better in Northern Ireland today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	There is a limit to how many people from other countries and cultures a society can accept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	Immigrants should alter parts of their lifestyle so that they can fit in or integrate better into society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	Immigration into Northern Ireland should be restricted if unemployment levels rise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	Government policies and some politicians are largely to blame for the intensification of racism in society today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	Northern Ireland is at risk of losing its cultural heritage and identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	I feel helpless in bringing about positive social change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

58.	Making societies better is the responsibility of governmental agencies and/or non-governmental organizations, not mine.	<input type="checkbox"/>				
59.	People who engage in social activism usually hold extreme views about things.	<input type="checkbox"/>				
60.	As a teacher, I should strive to help my students both understand social injustices <u>and</u> to encourage them to transform society.	<input type="checkbox"/>				
61.	Northern Ireland's asylum policies are too lenient.	<input type="checkbox"/>				
62.	Our government donates generously to the developing world.	<input type="checkbox"/>				
63.	The development of linguistic minority students' native language should be the responsibility of their parents, not the school.	<input type="checkbox"/>				
64.	Generally speaking, Northern Ireland is a better place to live than many others.	<input type="checkbox"/>				

2.3. Please rank, in order of importance, the THREE most important reasons why some countries in the world are poor. Please rank ONLY your top three choices (1 = Most important reason).

- Natural disasters like floods, earthquakes and droughts
- Better off countries take advantage of developing countries
- Overpopulation
- Colonial Past
- War and conflict in developing countries
- Corruption across sectors in poor countries
- The low status of women in developing countries
- The prevalence of HIV/AIDS
- Lack of education and training
- Poor countries' own governments do not do enough to help their own poor
- Debt repayments to banks and other financial institutions in the West
- Disease and lack of healthcare
- Poor farming practices and harsh climatic conditions
- Shortage of land
- Shortage of natural resources
- International trade and economic policies
- The lifestyles of people in the West

2.4 In recent years, Traveller issues have been discussed widely in Northern Ireland. Please indicate your level of agreement or disagreement with each of the following statements in relation to an average member of the Travelling community.

	AGREE			DISAGREE		
	Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
1. I would respect this person	<input type="checkbox"/>					
2. I would be happy to have this person's child/ren in my classroom	<input type="checkbox"/>					
3. I would be reluctant to buy a house next door to this person	<input type="checkbox"/>					
4. I would be hesitant to seek out this person's company	<input type="checkbox"/>					
5. I would be willing to employ this person	<input type="checkbox"/>					
6. I would exclude this person from my close set of friends	<input type="checkbox"/>					
7. I would consider this person competent to sit on a jury	<input type="checkbox"/>					
8. I would avoid this person in social situations	<input type="checkbox"/>					

Section III: Involvement in Local and Global Activities

3.1 How often, if at all, have you done each of the following in the last 12 months?

	Never	Once	Twice	Three-Five Times	More than 5 times
1. Contacted a politician or your local County Councillor	<input type="checkbox"/>				
2. Worked (for pay or no pay) for a political party/action group	<input type="checkbox"/>				
3. Worked (for pay or no pay) for another organisation or association (besides a political party or action group)	<input type="checkbox"/>				
4. Signed a petition	<input type="checkbox"/>				
5. Collected signatures for a petition	<input type="checkbox"/>				

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. | Took part in a public demonstration/protest/rally | <input type="checkbox"/> |
| 7. | Actively campaigned about social or environmental issue (besides protest/rally) | <input type="checkbox"/> |
| 8. | Attended a public meeting about a local or global problem. | <input type="checkbox"/> |
| 9. | Boycotted or avoided certain products because of company's behaviour | <input type="checkbox"/> |
| 10. | Actively sought information on company's behaviour/policies | <input type="checkbox"/> |
| 11. | Deliberately bought certain products for political, ethical or environmental reasons | <input type="checkbox"/> |
| 12. | Done any kind of voluntary work (work for no pay) | <input type="checkbox"/> |
| 13. | Felt guilty about unethical purchase | <input type="checkbox"/> |
| 14. | Donated money to a political organisation or group | <input type="checkbox"/> |
| 15. | Donated money to a non-governmental organisation or group (e.g., a charity) | <input type="checkbox"/> |

3.2 During the last twelve months, how often, if at all, have you participated in any activity to support each of the following causes?

- | | Never | Once | Twice | Three-Five Times | More than Five times |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Human rights | <input type="checkbox"/> |
| 2. Equal rights for women | <input type="checkbox"/> |
| 3. Peace | <input type="checkbox"/> |
| 4. Environmental protection | <input type="checkbox"/> |
| 5. Worker's rights | <input type="checkbox"/> |
| 6. Social Justice | <input type="checkbox"/> |
| 7. Protection of the rights of children | <input type="checkbox"/> |
| 8. Minority rights | <input type="checkbox"/> |
| 9. Anti-racism | <input type="checkbox"/> |
| 10. Animal rights | <input type="checkbox"/> |
| 11. Religious freedom | <input type="checkbox"/> |
| 12. Equal rights for immigrants | <input type="checkbox"/> |
| 13. Anti/Ethical globalization | <input type="checkbox"/> |
| 14. Fair trade | <input type="checkbox"/> |

3.3 Have you yourself ever helped developing countries in any way? ₁ Yes
₂ No

3.3.1 If yes, which of the following have you done? ✓ All that apply.

1. Contributed to charities or other appeals on behalf of developing countries
2. Organized a fundraising activity
3. Became involved in campaigning or religious groups working on behalf of developing countries (other than fundraising)
4. Worked in a developing country to promote development, emergency, humanitarian assistance
5. Worked with refugees/asylum seekers in Northern Ireland
6. Bought fair trade products
7. Signed a petition
8. Supported socially responsible business an investment
9. Put pressure on politicians to promote development issues wither on your own or part of a lobby group
- 10 Other (please specify) _____

3.4 If you have you worked in a developing country to promote development, emergency or humanitarian assistance, which organization did you work for? (If you worked for more than one organization, please list the most recent organization) _____

3.5 Would you be interested in working in a developing country, either again or for the first time? ₁ Yes ₂ No

3.5.1 Why or why not?

3.6 Please feel free to make any other comments you would like to make about development, diversity or social justice issues in the space provided.

Thank-you!!!