

DEVELOPMENT EDUCATION IN IRISH POST-PRIMARY SCHOOLS

KNOWLEDGE, ATTITUDES & ACTIVISM

RESEARCH REPORT

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Knowledge, Attitudes & Activism

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Knowledge, Attitudes & Activism

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Acknowledgements

Any large scale study such as this involving thousands of students and hundreds of teachers in over a hundred schools, inevitably depends on the collaboration and cooperation of a great number of people. Studies of this nature cause inconvenience by disrupting school routines, adding to the increasingly heavy workload of school principals and making demands on teachers' time. Notwithstanding these intrusions in the daily life of the school the members of the research team experienced tremendous cooperation and enthusiasm from the outset.

Our sincere gratitude goes to all the students, teachers and principals who participated. This study would not have been possible without their willing cooperation and had we not received that we would know significantly less about development education in Irish second level schools at the start of this new millennium.

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Jim Gleeson, Peadar King, Sheila O'Driscoll, and Roland Tormey
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Chapter One: Introduction

Introduction

This report sets out the main findings and implications of an Irish Aid funded research project conducted jointly by Shannon Curriculum Development Centre and the Curriculum Evaluation and Policy Research Unit, Department of Education and Professional Studies, University of Limerick. The main aim of the study was to establish and analyse post-primary students' and teachers' knowledge, attitudes and activism in relation to development issues and development education. Responses were received from 1,193 post-primary teachers and 4,970 young people. This means that the scale of the current study is unprecedented across EU and OECD countries. The study dealt with areas as diverse as television viewing habits, social distance and development education provision in schools. It provides very important data that will not only inform policy and practice in this country for the foreseeable future but will also be of immense interest to an international audience.

The expected outcomes of the study were to:

- a) provide baseline information in relation to post-primary students' and teachers' knowledge of and attitudes towards development education/issues;
- b) provide a comprehensive picture of development education provision in Irish post-primary schools;
- c) inform national policy in relation to development education e.g. the implications for initial teacher education, professional development of teachers, whole school evaluation, subject inspections, school development planning and school self-evaluation.

Many of the findings make encouraging reading for those working in development education. It would appear that development education in Irish second-level schools is in a reasonably healthy state with significant numbers of schools reporting that issues like hunger/poverty, inequality/injustice and conflict/war are being addressed in school.

Almost six in ten teachers felt that development education is valued in their school, while 65 per cent saw opportunities for teaching development education and addressing development education issues in their main school subject area. Over 80 per cent of those teaching development issues stated that they enjoyed teaching these topics and about three quarters felt that their students were interested in them. That view is also reflected in the positive tone of the students' responses in relation to development issues. Students' levels of concern regarding poverty in Third World countries was fairly high, as was their knowledge base in relation to Third World countries.

The main findings of the study in relation to teachers, students and schools are presented in chapters two, three and four respectively. The current chapter presents a general introduction and an overview of the research methodology used in this study.

Overview of research methodology

The more technical aspects of the research methodology are presented at Appendix 1. Using a sampling frame similar to that used in the PISA¹ study, a large representative sample of 120 out of the total population of 743 post-primary schools was selected for the study, with the assistance of Dr. Peter Archer and Dr. David Millar, Educational Research Centre, St. Patrick's College, Drumcondra. This was the highest possible number of schools that could be surveyed within available resources. The main consideration in drawing up the sample was to ensure a representative sample of students and teachers.

An explanatory letter was sent to each school in the sample. This was followed by a telephone call from a member of the research team to the school principal. Notwithstanding the many demands on their time, principals were positive and supportive in their responses and indicated a high level of interest in the study. In the course of these initial calls several principals volunteered a wide range of anecdotal accounts of development education activities, ranging from traditional fund-raising and debates to student trips to Africa.

¹ PISA is a three-yearly OECD-wide survey (2000, 2003, and 2006) of the reading, mathematical and scientific literacy levels of fifteen year-olds.

Understandably, principals were also keen to highlight the logistical difficulties involved in the proposed research in the context of increasing external demands on school resources and to emphasise each teacher's right to decline the invitation. Of the 120 schools initially contacted, 110 agreed to participate. Substitute schools from the sampling frame were contacted in the remaining cases and 119 schools participated in the actual study.

Three main sources were used for data collection:

- Surveys of teachers' attitudes and knowledge
- Surveys of the knowledge and attitudes of second year Junior Certificate students and first year Leaving Certificate Established and Leaving Certificate Vocational Programme students (5th year)
- The completion of 'profiles' of development education provision in each participating school based on an interview with the principal of each school or her/his nominee.

Separate survey instruments were designed for second year Junior Certificate students (see Appendix II), first year Leaving Certificate students (see Appendix III) and teachers including school principals (see Appendix IV). These surveys sought information regarding a range of independent variables and included items designed to establish attitudes towards and knowledge of development education.

A random sample of teachers from across a wide range of subject areas was drawn up for each school using the selection criteria detailed at Appendix V. Each teacher was asked to return the completed survey in a pre-paid envelope to ensure confidentiality. Since student surveys could only be administered during timetabled class periods, arrangements were put in place to ensure that participating class groups were identified at random, regardless of whether individual schools formed their class groups on the basis of streaming or mixed-ability (Appendix VI). An interview schedule was developed (see Appendix VII) for use with a senior member of in-school management or her/his nominee for the purpose of recording the profile of development education in each school.

The research team identified and trained a team of twelve field officers with experience in teaching and/or research to administer the student surveys, liaise with participating teachers and complete the profile of development education in each of the participating schools.

The teacher survey was sent out to 2,478 teachers. The initial response rate to the teacher survey was 33 per cent but as a result of an intensive canvass of schools by letter and phone calls it increased by 15.5 per cent, giving an overall response rate of 48.5 per cent (1,193 teacher responses).

The survey was administered to 2,588 second-year students and 2,382 fifth-year students.

Chapter Two: Teachers and Development Education

Introduction

Although school culture and context are of central importance in supporting curriculum initiatives such as development education, many of the key decisions about students' teaching and learning are taken by individual teachers rather than by whole school staffs. For this reason it is necessary to get a picture of teachers' levels of engagement with development education in their own practice as well as information on their levels of interest, knowledge, and activism in relation to development and development-education related issues.

This chapter presents the findings from the 1,193 teachers who returned the survey at Appendix IV. The main findings are grouped under the following headings:

- Profile of respondents
- Engagement in politics and development issues
- Development education in teachers' work
- Conclusion.

Profile of respondents

Each of the schools was asked to provide a list of teachers and their main subject areas. Based on this information a random, stratified sample of teachers was identified according to the guidelines at Appendix V. The approach adopted meant that teachers were selected at random rather than being put forward by the principal as those most interested in the topic, while the stratification ensured that all subjects were represented as far as possible. Each teacher in the sample received a copy of the survey, along with a stamped addressed envelope to facilitate returns.

Table 2.1 below identifies by gender the teachers who responded to the survey.

Table 2.1: Teachers by Gender (N = 1,180*)

	Number of Returns	% in Sample	% of all Teachers
Female	791	66.3	59.3
Male	389	32.6	40.7
Totals	1,180	100	100

*Note: 13 non responses

Table 2.2 presents information regarding the types of schools in which the respondents were employed.

Table 2.2: Teachers by School Type (N = 1,169*)

	Number in Sample	% in Sample	% of all Teachers
Secondary School	714	61.1	55.3
Vocational School	302	25.8	27.9
Community or Comprehensive School	153	13.1	16.8
Totals	1,169	100	100

*Note: 24 non responses

Teacher respondents are broadly representative of the total population from the perspective of the types of schools in which they work. Teachers working in voluntary secondary schools were slightly over-represented (61%) as compared to their size in the population of second-level teachers (55.3%). However, this reflects the over-representation of secondary schools in our sample (as identified later in chapter four). While community and comprehensive schools are over-represented in our sample of schools, returns from this sector are slightly below the expected level based on their size in the population.

Teachers were asked to identify the subjects they taught. The first subject listed was taken as their 'main' subject and the results are reported in Table 2.3, below.

Table 2.3: 'Main' Subjects of Teachers (N = 957*)

Subject	Number in Sample	% in Sample
Mathematics	150	12.6
English	129	10.8
Irish	93	7.8
Religion	83	7.0
History	56	4.7
Sciences	101	8.5
Language	108	9.1
Business	95	8.0
Geography	64	5.4
Home Economics	74	6.2
CSPE	4	0.3
Total	957*	100

*Note: The remainder identified their main subject as one with less than 4.5 per cent representation in the sample. They are included in the general analysis but are not presented here in order to make the table readable. CSPE has been included in the Table because of its particular relevance to Development Education.

As one might expect in view of the selection mechanisms adopted, the table indicates that a good cross-section of teachers returned the questionnaire and these returns highlight one of the benefits of the methodology utilised. The survey returns include a range of subject areas not typically addressed in development education related research.

Inevitably, the 'core' subject areas of Irish, English and mathematics are identified as the 'main subject' by large groups of teachers. Languages, science and business each account for eight or nine per cent of the sample, with religious education at seven per cent and history, geography and home economics teachers each accounting for around five per cent.

It was clear that most teachers taught a number of subjects. As such, some areas (notably CSPE) are undoubtedly under-represented in the previous table. For this reason, we also looked at total number of mentions for each subject area. This is reflected in Table 2.4.

Table 2.4: Teachers by Subject, all mentions (N = 1,193)

Subject	Number in Sample	% in Sample
Maths	265	22.2
English	205	17.2
Irish	160	13.4
CSPE	155	13.0
Religion	181	15.2
History	170	14.2
Sciences	168	14.1
Languages	154	12.9
Business	139	11.7
Geography	167	14.0
Home Economics	76	6.4
Total	1,193	

It is immediately evident that when second or subsequent mentions are included, some specialist areas show little change in the numbers teaching these subjects e.g. home economics, business. Other subjects show a marked increase in the numbers of teachers, most notably CSPE, where the number of teachers rises from four for first mention to 155 for all mentions. History is also notable in this respect, showing a threefold increase in numbers when subsequent mentions are taken into account, while religion, science and Irish almost double in size.

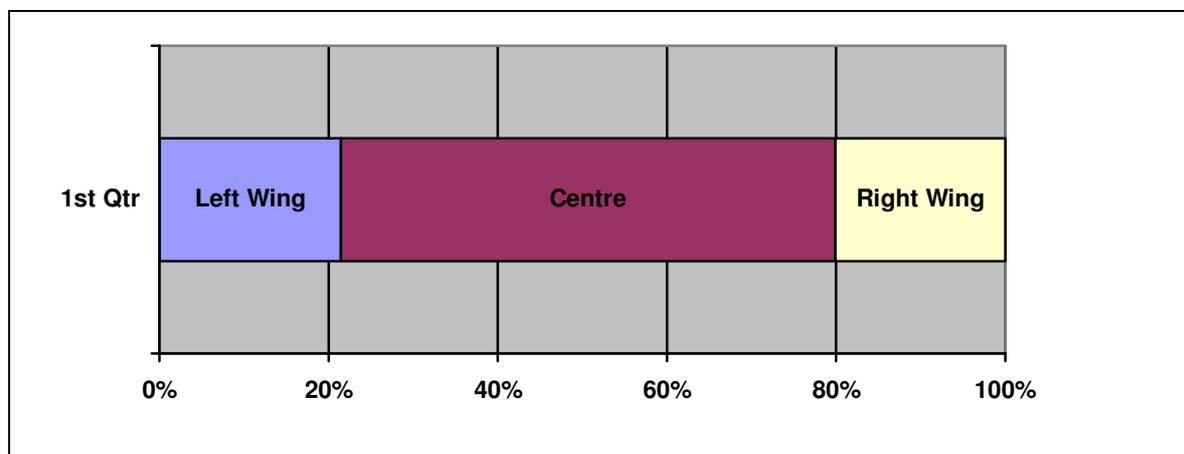
While the number of teachers identifying CSPE as their main subject is small, a sizeable number of teachers regard CSPE as one of their subjects. This is noteworthy given that a number of development education themes are central to CSPE (e.g., 'stewardship', 'interdependence' and, of course, 'development') and that, consequently, CSPE might be thought of as a key site for development education work in second-level schools.

Teacher engagement in politics and development issues

The survey sought to establish levels of teacher engagement in politics (both formal and informal) and in development issues. Teachers were asked to identify their own political orientation on a left – right scale. This is represented in Chart 2.1. The majority of teachers (58%) identified themselves as being in the centre politically, with 20 per cent locating themselves on the right and 21 per cent on the left. Over 17 per cent of teachers did not answer this question.

Male teachers were more likely to identify themselves as left wing than were female teachers, while female teachers were more likely to locate themselves in the centre.

Chart 2.1: Political Orientations of Teachers



*Note: 210 non responses

It emerged that 67 (6.4%) respondents had worked in the Third World, of whom 57 (78%) had worked as teachers during their stay there.

The teacher survey sought to identify the levels of activism amongst teachers by providing a list of actions and asking teachers to identify their levels of engagement over the past two years. Table 2.5 represents their involvement in what might be thought of as 'incidental' or 'one-off' activism.

Table 2.5: Participation in development-related campaigns (N = 1,193)

Activity	Number	%
I have made a donation to the Third World	1080	90.5
I have signed a petition on a Third World issue	453	38.0
I have purchased a 'global gift'	411	34.5
I have worn a 'no racism' badge	243	20.4
I have worn a 'make poverty history' bracelet	209	17.5
I have sent a letter to the government on a Third World issue	144	12.1
I have sent a letter to a person whose human rights were being violated	55	4.6
I have participated in a demonstration on a Third World issue	41	3.4

In constructing this question a spectrum of activism ranging from private donations to public expressions of support and solidarity for the people of the Third World had been envisaged. Donating to Third World charities emerges as by far the most common form of activism in which people are engaged with just over 90 per cent of teachers having donated to a Third World charity during the previous two years. At the other end of the spectrum just over three per cent have taken part in demonstrations.

Teachers were also asked about what might be termed ‘life-style change’ activism, that is, engagement in certain activities as a normal part of their life. The options given included activities that address development directly e.g. supporting Third World producers and those with an indirect effect e.g. pro-environment or anti-racism initiatives. No clear pattern emerges in relation to this area as may be seen from Table 2.6.

Table 2.6: Frequency of engagement in development related activities

	Teachers that answered each question in the affirmative	
	% sometimes	% always
I challenge racist statements when I hear them	41.7	51.4
I consciously take action aimed at reducing global warming	59.9	28.6
I try to buy Third World products	78.0	10.6
I boycott certain products in support of the Third World	55.9	14.8
I take the bicycle, bus or train when possible	43.5	6.1

Almost all teachers stated that they ‘sometimes’ or ‘always’ challenged racist statements when they hear them, and nine out of ten try to address global warming always or sometimes. At the same time, when asked about a specific practice that might help to address global warming – taking the bicycle, bus or train when possible – fewer than half engage at all. On the other hand, relatively high numbers reported that they engage in ‘ethical consuming’, with nine out of ten claiming to buy products from Third World producers and seven out of ten stating that they boycott certain products in support of the Third World at least sometimes (with a relatively high one in six reporting that they do this always).

The survey also sought to identify teachers' knowledge of Third World issues. This involved responding to three multiple-choice questions and to an open-ended question where the respondents were asked to identify three of the world's poorest countries. The results of these knowledge-based questions are presented in Table 2.7.

Table 2.7: Proportions of teachers who correctly answered questions on aid and the Third World (N = 1,193)

	% answering each question correctly
What slogan did Bob Geldof and Bono use in their recent Third World related campaign (multiple choice)	76.0
What percentage of GDP does Ireland plan to give in aid (multiple choice)	46.8
Can you identify three countries with which Irish Aid has a special relationship (multiple choice)	42.1
Can you name 3 of the world's poorest countries (open ended, 3 correct answers)	36.9

The numbers answering each of these questions correctly was reasonably high. Knowledge relating to the campaign fronted by celebrities had the highest recognition factor. It has to be acknowledged that, while the question was structured in this way, it wasn't just celebrities that were to the fore in this campaign. Although the Irish Aid programme dwarfs other aid spending in Ireland, there were notably fewer correct answers to the related questions.

When the above questions are put together to provide a composite measure of teachers' knowledge, over 60 per cent score low on their knowledge of development and aid issues (see Chart 2.3). This clearly raises questions about the content knowledge of the teaching force as a whole in relation to development and aid issues, and about their consequent capacity to teach these issues effectively.

Respondents were asked for their opinions as to how well informed they were on Third World issues. In total 17.6 per cent considered themselves well informed, while the vast majority (81.0%) felt they knew something about such issues (this measure is, as one would expect, significantly associated with their score on the knowledge measure). Over a third (35.6%) stated that they have a high or a very high level of interest in Third World issues.

Teachers were asked about their sources of information on the Third World. Their responses are presented in Table 2.8 below.

Table 2.8: Teachers' main sources of information on the Third World (N = 1,138*)

	Number	%
Television	914	80.3
Newspapers	756	66.4
Agencies	193	17.0
Radio	144	12.7
Word of mouth	141	12.4
School	131	11.5
Reading	94	8.6
Internet	87	7.6
Travel	22	1.9
Religious congregation	22	1.9

*Note: 55 non responses. Each respondent could list a number of sources of information.

The vast majority (80.3%) identified television as one of their main sources of information with newspapers being the next most prominent, at about two-thirds of the sample. Agencies were identified by about one-sixth of respondents. It is questionable as to whether television or newspaper media are classifiable as good sources of information regarding the Third World. Although there are occasional documentaries and some examples of well balanced and researched reporting, the majority of coverage of Third World issues tends to focus on major disasters and at least some of the coverage is partial and inaccurate (Griebhaber, 1997, Philo 2002 and Opoku-Owusu 2003).

One could, therefore, argue that a reliance on such sources of information is not conducive to arriving at a balanced picture of Third World issues. In this context it is notable that only one respondent in twelve cites 'reading' as a main source of information for them, although the concerns that attach to television coverage may equally apply to newspapers and other print media.

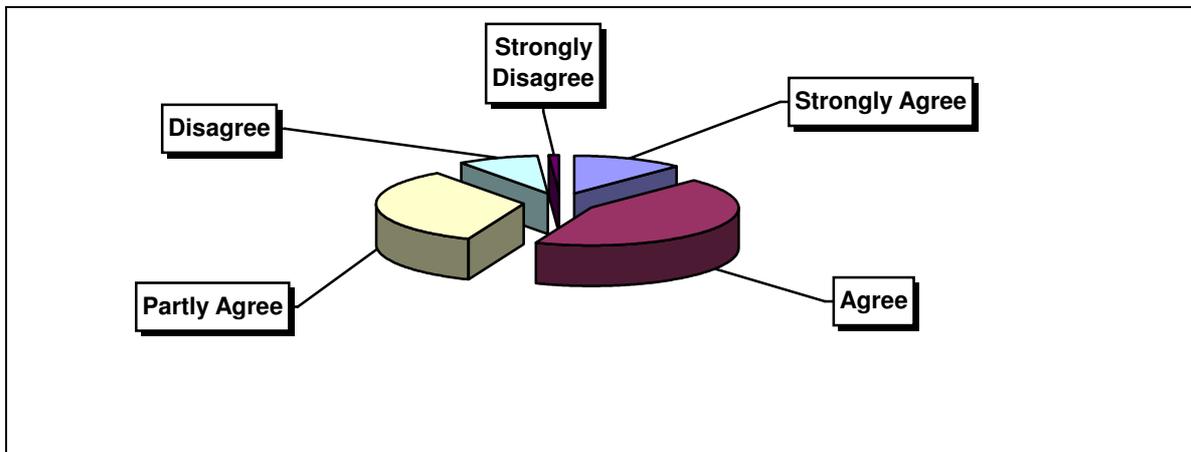
The fact that six teachers out of ten score low on their knowledge of development and aid-related issues suggests a lack of content knowledge to inform the teaching of development education.

The fact that this drops to 44 per cent for those who have ever taught CSPE may mean that, once selected to teach CSPE, some teachers do learn a good deal about the area. While gender and left-right political orientation are significantly associated with activism, neither shows a meaningfully significant relationship with knowledge.

Development Education in Teachers' Work

Teachers were asked to respond to the statement "Development Education is valued in my school" and their reactions are presented in Chart 2.2 below.

Chart 2.2: Responses to 'Development Education is valued in my school'



*Note: 25 non responses, 70 responded 'unsure'. These have been removed from chart for clarity.

Over half (57.2%) of the teacher respondents believed that development education is valued in their schools. When those who partly agree are added in, this rises to 84.5 per cent. This serves as a confirmation of the relatively high status afforded to development education by the school representatives as identified in Chapter Four below.

There is a significant association between teachers' views of the extent to which development education is valued in their school and the level of related activity in the school as measured through the school profiling activity (see Table 4.4 below). There are significant associations between the perceived value of development education in schools and a range of other variables. From the perspective of school type, secondary school teachers were more likely to state that development education is valued in their school, compared to teachers in comprehensive and community schools. The strongest association, however, is once more with the gender intake of the school. Teachers in single-sex girls' schools are more likely to say that development education is valued in the school compared to teachers in single-sex boys' schools, who in turn are more likely to identify it as valued when compared to those in co-educational schools.

Teachers were asked to identify the Third World/Developing World topics they had included in their teaching in the last five years. Their responses are presented in Table 2.9.

Table 2.9: Topics included by teacher respondents in the last five years

Issues	%
Environmental Destruction	60.5
Child Labour	55.0
Hunger and Famine	52.7
Global Warming	51.2
Fair Trade	45.5
Health and Disease in the Third World	44.3
HIV/AIDS	40.3
Irish Development (Third World) Agencies	40.1
Poverty and Development	38.9
Perceptions of Race	35.6
Injustice and Inequality	35.5
Multinational Companies in the Third World	33.8
World Debt and Development	32.4
Gender Inequality in the Third World	31.6
Aid and Development	31.4
World Population Trends	25.3
Civil War	21.0
Irish Missionaries Overseas	20.0
Migration and the Third World	19.4
Militarization in the World	14.8
Nomadic Peoples	14.0
Aboriginal and Native People's Rights	9.8

It can be seen from the table above that many teachers are dealing with a range of development education related issues in the course of their teaching. Only 16 per cent of teachers did not teach any development education related issue within the last five years. The median score for the number of topics taught is 6 (i.e. 50% of cases taught less than six and fifty percent of cases taught more than six – given the nature of the distribution this is a better measure of central tendency than the mean average). Over a quarter (26.2%) stated that they had taught more than half of these topics in the last five years.

Those who stated that they had taught at least one of the above topics were then asked about their motivation for teaching development education. Respondents were able to give multiple answers to this question. Two-thirds (66.3%) did so because the issue(s) was/were part of the syllabus, while 53.5 per cent said that they took the initiative themselves. These two considerations are clearly not mutually exclusive (i.e., one could take the initiative oneself, based on an option in the syllabus). In only two per cent of cases did the respondent indicate that he/she had been asked to teach the topic(s). This clearly illustrates the extent to which teachers' own choices are central to facilitating young people's experiences of development education. While the school context influences the extent to which development education activities occur, it is ultimately teachers who make decisions on teaching and learning content and methods in relative isolation, although that does not have to be the case.

The teaching approaches most often used by teachers for the Third World/Developing World topics are presented in Table 2.10(a).

Table 2.10(a): Development education methodologies used most often (N = 972*)

Methodologies	Number	%
Textbook	697	71.7
Video/ DVD	539	55.5
Group Work	437	41.0
Visitors with 1 st hand experience of development issues	224	23.0
Simulation/ Role Play	127	13.1
Community Link	65	6.7

*Note: 221 non responses. The question did not apply to 189 of these as they taught none of these topics

The textbook is the most frequently used methodology within development education as highlighted above. While the textbook could conceivably be used as a jumping off point for an active-learning class, it seems more likely that it is used in a didactic way – a fact that might very well be regarded with dismay by the development education community, given the focus on active-learning methodologies in development education.

Similarly, the prevalence of the use of videos/DVDs in teaching development education topics seems to suggest a relatively passive learning experience, although again this may very well be the starting point for activity-based learning. Only four out of ten teachers said that they often used a group work methodology in teaching these issues and only one in eight used a simulation or role-play activity. One in four reported that they often used visitors with first hand experience of a development issue.

Table 2.10(b): Teachers’ views regarding most effective development education methodologies

Effective Methodologies	%
Video/ DVD	26.2
Visitors with 1 st hand experience of development issues	20.2
Group Work	18.7
Discussion	12.2
Simulation/ Role Play	4.6
Textbook	4.2
Visuals	2.8
Reading	2.0
Others (largely self study, experience or active methodologies)	9.1

Teachers were then asked to consider the effectiveness of the methodologies listed above. Although the textbook is by far the most popular methodology used, it is not considered the most effective, with only 4.2 per cent – fewer than one teacher in twenty – identifying it as such. Video/ DVD scored highest, though if group work and discussion are added together they account for over 30 per cent and if all active learning methodologies were added together they account for 47 per cent.

Overall, the data seems to indicate that, while teachers use rather didactic approaches when engaging with development issues, they acknowledge that active learning approaches are more effective as presented in Table 2.10 (b) above.

Teachers were asked about the development education opportunities within their own main subject. Their responses are presented in Table 2.11.

Table 2.11: Teachers' perception of existence of development education opportunities in particular subject areas (N = 1,145)

	Do you see opportunities for Development Education in your own main subject?		
	% Yes	% Don't Know	% No
All Subjects	65.0	14.3	20.7
Maths	37.0	17.1	45.9
English	82.8	11.7	5.5
Irish	63.4	17.2	19.4
Religious Education	92.6	4.9	2.5
History	81.8	9.1	9.1
Science	61.5	18.8	19.8
Languages	47.5	17.2	35.4
Business	76.1	14.1	9.8
Geography	96.8	3.2	0
Home Economics	71.2	12.3	16.4
Technology	31.7	22.0	46.3
Art and Design	64.1	17.9	17.9

*Note: 48 non responses to question regarding opportunities in main subject area.

Almost two-thirds (65%) of respondents felt that there were development education opportunities within their subject area. On the surface of it, this seems a high figure, indicating a higher level of awareness of opportunities for dealing with global and development issues among teachers than might have been expected. There is, as one would expect, a clear and significant association between subject area and the teachers' perception of opportunities ($p < 0.001$). On the one hand, the "No" responses include almost half of the teachers in mathematics and technology, while on the other hand all the geography teachers saw at least some opportunities for addressing development issues.

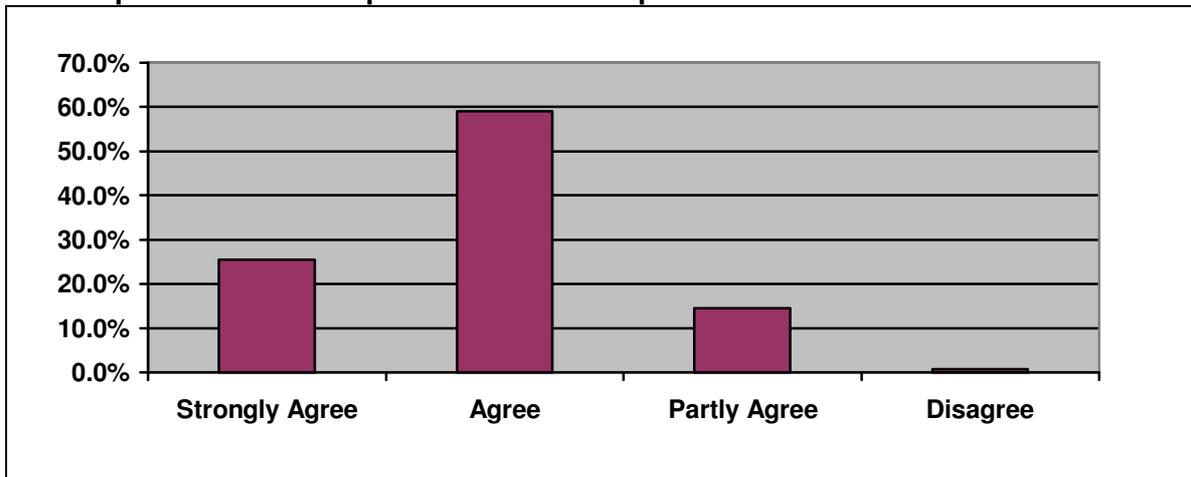
However, this association is perhaps less important than the fact that so many subject teachers in so many areas did identify opportunities. Almost a third of technology teachers saw opportunities for development education in their subject area, as did over a third of mathematics teachers.

There is also a positive relationship ($p < 0.005$) between teachers' political orientation and the extent to which they saw opportunities for development education in their main subjects. Those on the left were more likely to see these opportunities.

The subjects that had the highest recognition factor in terms of development education opportunities were (perhaps predictably) geography, religious education, English and history, though it is notable that very high percentages of business and home economics teachers also noted opportunities in their subjects. It is particularly noteworthy that 61.5 per cent of science teachers (who might have been expected to rank alongside mathematics and technology) felt that there were opportunities for development education in their subject.

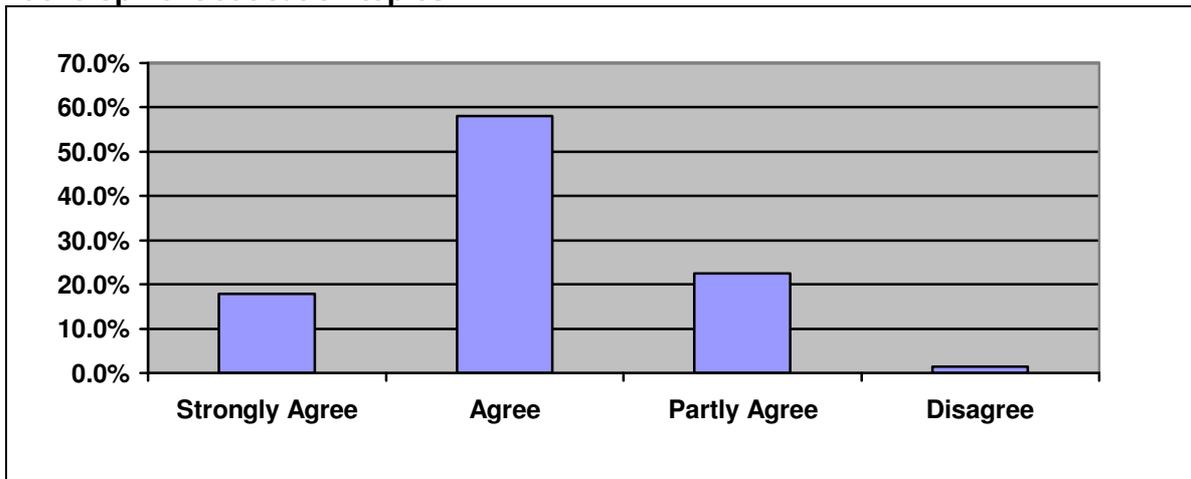
Teachers were asked to what extent they enjoyed dealing with development and development education topics and their views on their students' interest in them. The results are presented in Chart 2.3 and Chart 2.4.

Chart 2.3: Teachers' responses to the statement: 'I enjoy dealing with development and development education topics'



*Note: 'Unsure' and non responses removed. Strongly disagree also removed as it accounted for just 0.1 per cent of cases.

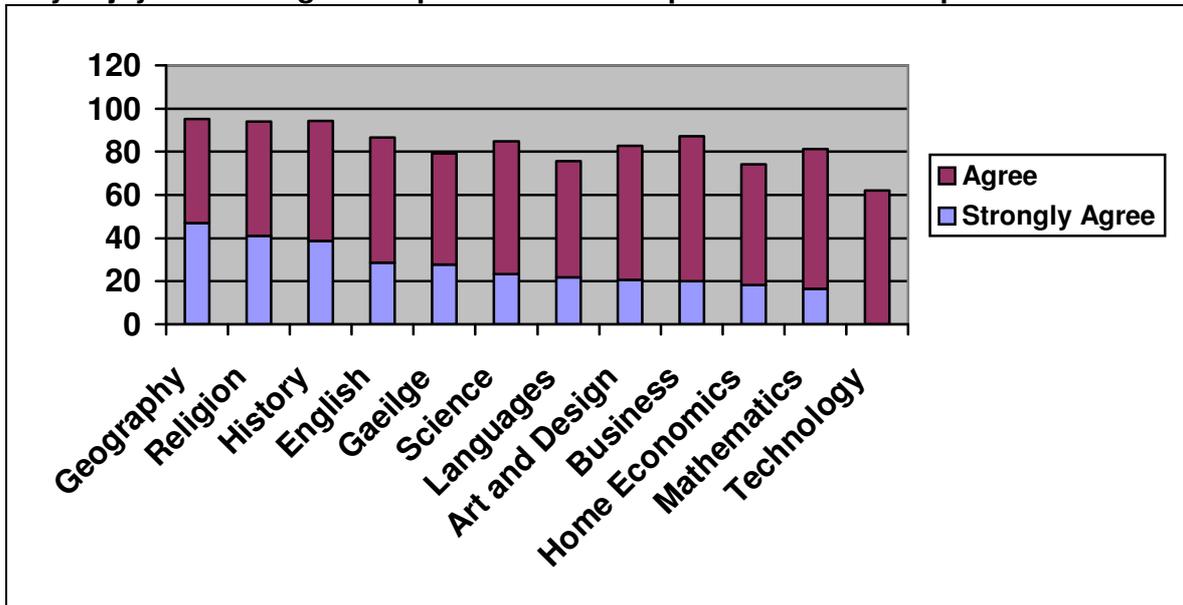
Chart 2.4: Teachers' responses to the statement: 'students are interested in development education topics'



*Note: 'Unsure' and non responses removed. Strongly disagree also removed as it accounted for just 0.1 per cent of cases.

By and large it is evident that teachers enjoyed dealing with these issues (Chart 2.3) and that they broadly felt that their students were interested in these topics (Chart 2.4).

Chart 2.5: Percentages of teachers by subject, agreeing or strongly agreeing that they enjoyed teaching development and development education topics



The proportion of subject teachers who agreed strongly with the statement that they enjoyed teaching development and development education topics varied from 47 per cent in the case of geography to zero per cent in the case of technology. These differences are statistically significant ($p < 0.001$).

These patterns were also reflected in the percentages of teachers of different subjects who strongly agreed that their students were interested in development topics, ranging from technology (7%) to art and design (11%) to science (14%) to history (21%) to a high of geography (34%).

The type of school in which the teacher taught was also important. While teachers in both secondary and community/comprehensive schools were equally likely to have strongly agreed that their students were interested in the topics, those in vocational schools were significantly less likely to have done so (19.7% in both secondary and community/comprehensive, but only 11.0 % in vocational schools).

A teachers' sense of enjoyment in teaching these topics and their sense that their pupils are interested in these topics are both significantly associated with the teachers' levels of knowledge, incidental activism, life-style activism and their stated interest in Third World issues. The association between these variables and perceived student interest in these topics is interesting, given that the students they teach are the same as those taught by those who have lower rates of activism or knowledge. What is not clear is to what extent the positive disposition of these teachers leads them to a more positive interpretation of their pupils' levels of interest when compared to their less activist contemporaries, or to what extent their levels of knowledge, their interest and their dispositions are such that they make these topics more interesting. While it is perhaps to be expected that a teachers' enjoyment would be associated with their level of knowledge and their dispositions to act, the directionality of this association is open to question.

Teachers were asked if they saw themselves as engaged in development education when teaching the Third World/Developing World topics listed earlier in Table 2.9. Table 2.12 details their responses by subjects.

That table detailed the most common topics taught by teachers in the last five years. These included environmental destruction (60.5%), child labour (55.0%), hunger and famine (52.7%) along with nineteen other topics.

Table 2.12: Self-identification as engaged in development education in diverse subject areas (N = 926*)

Subjects	Yes (%)	Unsure (%)	No (%)
All Subjects	31.9	19.4	48.7
Maths	18.6	20.9	60.5
English	37.1	18.1	44.8
Irish	20.5	19.2	60.3
Religious Education	50.0	25.0	25.0
History	50.0	9.6	40.4
Science	17.8	20.0	62.2
Languages	14.8	25.9	59.3
Business	31.3	17.5	51.3
Geography	58.7	17.5	23.8
Home Economics	30.8	16.9	52.3
Technology	22.2	22.2	55.6
Art and Design	22.2	25.9	51.9

*Note: 267 non-usable responses, largely those who had not taught any of these topics.

Only 32 per cent of teachers saw themselves as teaching development education when teaching these topics, while almost half did not see themselves as teaching development education and a further 19.4 per cent were unsure. Teachers' responses to this question were significantly associated with the main subject of the teacher and with their levels of knowledge and activism, but not with their gender, their school type or the gender intake of their school.

Whether teachers see opportunities for development in their subject, recognise that they are engaged in development education when teaching certain topics, whether they are positive about teaching development topics and whether they see the students as being interested in these topics are all key parts of the reality of development education. The relationships between these four variables for particular subjects are now considered.

Table 2.13: Comparison of development education issues by subject (N = 926*)

	Teachers who	Teachers who	Teachers	Teachers
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	see opportunities in their subject (%)	see themselves teaching development education (%)	who strongly agree that they enjoy teaching these topics (%)	who strongly agree that students are interested in these topics (%)
Geography	96.8	58.7	46.9	34.4
Religious Ed.	92.6	50.0	41.0	19.3
English	82.8	37.1	28.6	16.8
History	81.8	50.0	38.6	21.8
Business	76.1	31.3	20.0	14.9
Home Econ.	71.2	30.8	18.2	14.9
<i>All Subjects</i>	65.0	31.9	25.5	17.8
Art & Design	64.1	25.9	20.7	10.7
Irish	63.4	20.5	27.8	23.3
Science	61.5	17.8	23.3	14.3
Languages	47.5	14.8	21.8	17.9
Maths	37.0	18.6	16.5	17.7
Technology	31.7	22.2	0	6.9

*Note: 267 non-usable responses, largely those who had not taught any of these topics.

Different patterns emerge for different subject areas (Table 2.13), and for different types of school. On one extreme, about one third of technology teachers feel that there are development education opportunities in their subject areas, but none strongly agree that they enjoy teaching these areas and less than seven per cent feel that their students are interested in them. Technology is, however, clearly an outlier in comparison to other subjects. Perhaps a more typical example of a subject at the 'lower' end of the interest/enjoyment scale is mathematics. Here the percentage of teachers who see development education opportunities is quite similar to technology, at about one-third, but the number who strongly agree that they enjoy teaching these subjects is about one in six, and a similar proportion strongly agree that their students are interested in these topics.

For subjects at the lower end of the interest/enjoyment scales only between one-sixth and one-fifth of teachers saw themselves as teaching development education while dealing with these topics, suggesting that the development education community could do more to engage with such teachers (in the case of languages, Irish and sciences, for example, it appears that more teachers identify strongly that they enjoy this material than identify that they conceptualise it as development education).

At the other end of the scale, teachers in subjects like geography, religious education, history and English are very likely to see development education opportunities in their subject. In three of these four subjects (the exception being English), over half see themselves as being engaged in development education when teaching these topics. In all four cases, this is higher than the percentage who strongly agree that they enjoy teaching these topics, which in turn is higher than the percentage who strongly feel their students are interested in these topics. This may be taken to suggest that development education has a reasonably high profile among these teachers and may even be taken to hint that there may be diminishing returns from development educators increasing the focus on these areas (with the possible exception of English).

It is important to remember that while Table 2.13 and the analysis associated with it focuses on those teachers who *strongly* agree that they enjoy teaching development education topics and that their students are interested in these topics, this certainly does not represent the total level of interest and enjoyment of these topics. As Chart 2.3 (above) shows, over 80 per cent of teachers either strongly agree or agree with the statement 'I enjoyed teaching these topics'. Likewise, as shown in Chart 2.4, over three quarters of teachers agree or strongly agree with the statement 'My students were interested in these topics.' Even in the technology area (in which no teacher strongly agreed that their students were interested in these topics) over sixty percent of teachers agreed that their students were interested. In the case of all other subjects, the proportion of teachers agreeing that their students were interested in these topics was at least three-quarters.

Conclusion

The way in which data was collected for this study ensured a broad picture of the teaching profession in Irish post-primary schools, with teachers being included from a range of subject areas. The respondents tended to describe themselves as politically in the centre, and showed relatively low levels of activism and knowledge in relation to development issues. The most prevalent types of teacher activity were passive in nature e.g. making a donation. Likewise, teachers' levels of knowledge in relation to development or aid issues was quite low, with sixty percent scoring only one or two out of six on a number of general knowledge type questions. Notably, less than half correctly answered each of the two questions on the Irish Aid programme.

However, their sense that they value and engage in development education is quite high, with almost six in ten identifying that development education is valued in their school and 84 per cent reporting that they had taught a development or development education topic within the last five years. Half had taught six or more such topics and over a quarter said that they had taught twelve or more development topics in the last five years. Most notably, 65 per cent stated that they saw opportunities for teaching development education in their main subject area. Over eighty percent stated that they enjoyed teaching these topics and about three quarters said that their students were interested in them. However, only one in three stated that they saw themselves as teaching development education when teaching these topics. This suggests that raising awareness of development education possibilities in teachers' consciousness still has a way to go.

A substantial number of teachers see opportunities to teach development education topics and enjoy these topics, yet show scant awareness of development education in their own practice. From the point of view of practice however, the methodologies used most frequently when dealing with these topics tended to be quite didactic – textbooks and videos/DVDs – even though textbook-based methodologies were identified as most effective by less than five per cent of teachers. This poses a real challenge for on-going teacher development in this area.

It is also significant that the majority of teachers who teach development issues do so voluntarily, with only 1.9 per cent reporting that they had been asked to teach these topics. So, while the school context is clearly important (as discussed in Chapter 4), teaching and learning decisions remain a function of the teacher, and as such, the teacher should remain a key focus when the development education community engages with schools.

Certain aspects of the teachers' experience of development education emerge as important. Female teachers tend to show higher rates of activism than male teachers, though they do not show a significantly higher level of knowledge. They also were more likely to indicate that their pupils were interested in development education topics. The latter observation is explained however by differences between single sex' girls schools (where a higher proportion of the teachers are female) and other schools. Once one

controls for the gender of the school intake, the relationship between the teachers' gender and their reports of their pupils' level of interest vanishes.

Teachers in single-sex girls' schools are more likely than teachers in other schools to state that development education is valued in their school, (confirming the findings from the school profiles, presented in Chapter 4) and are more likely than other teachers to state that they enjoy teaching development education topics. Interestingly, there was no relationship between gender and the number of development education topics covered in the last five years. This suggests that, the difference between girls' schools and other schools is to be found in their extra-curricular activities, rather than in the range of development related topics covered. Although there is a relationship between the gender of the school intake and the likelihood of the teachers stating that their students are interested in these topics, this relationship is not significant.

The likelihood of teachers seeing opportunities to address development education issues varies considerably depending on their subject area. Teachers in some subject areas, such as technology and (to a lesser extent) mathematics and languages, tend to be less likely to see development education opportunities in their main subject area, while teachers in areas like geography, religious education, English and history are more likely to see such opportunities in their area. At the same time, the percentage of teachers who see such opportunities was surprisingly high in the case of some subjects, notably technology (31.7%), mathematics (37.0%) and science (61.5%). Although the degree to which teachers enjoy teaching development education topics varies considerably, the overall percentage that enjoyed teaching such topics was over 60 per cent. The same is also true of students' interest in these topics as perceived by teachers.

Only 32 per cent of teachers saw themselves as teaching development education when covering development and development education-related topics. There is considerable variability in response to this question depending on the main subject of the teacher, with more than half of geography and religious education teachers seeing themselves as engaged in development education as compared to only one in seven for modern languages teachers, one in six for mathematics teachers and one in five for technology teachers.

The low level of awareness of involvement in development education on the part of these subject teachers when compared to their relatively high levels of interest and enjoyment in dealing with these topics, suggests that it may be fruitful for development educators to focus on these subjects as suitable areas for growth. The fact that one third of teachers in areas such as technology and mathematics already see opportunities for dealing with such topics in their subject suggests that there is a fruitful space for further work in these subjects.

Involvement in teaching CSPE promotes teacher engagement with development and development education-related issues. Knowledge of development issues and levels of activism are also important. Overall, those who taught development education really enjoyed the experience. Not only that but they also felt that students enjoyed the experience and were interested in the issues. It is notable that such interest and enjoyment is associated with a number of factors, including, the teachers' main subject area, their gender and, to some extent, the type of school in which they teach.

Chapter Three: Students and Development Education

Introduction

The purpose of school-based development education is to inform and develop the knowledge, skills, attitudes and activism of young people. In an attempt to ascertain the extent to which these outcomes are being achieved in Irish second-level schools, a total of 4,970 students made up of 2,588 second-year students and 2,382 students who were in the first year of preparation for the Established Leaving Certificate (including the LCVP) were surveyed. The latter group will be referred to hereafter as fifth year students. These students are broadly representative of second-year and first year Leaving Certificate students in the school system as a whole.

The number of students (4,970) may seem large, given the fact that inferences are often drawn nationally from a sample size of about a thousand. However, the large sample size is necessitated by the relative homogeneity of schools and the practical reality that it was only possible for the researchers to gain access to students in whole class groups. Thirty students in one class are not as representative of the population as a whole as thirty students randomly chosen. In order to ensure that the sample is representative a larger sample was necessitated.

Table 3.1: Second Year Students by Sex

Sex	2nd year Sample Nos.	% in 2nd year Sample	% in 2nd years in all schools
Boys	1,258	48.6	50.2
Girls	1,328	51.4	49.8
Totals	2,586	100	100

*Note: 2 missing cases of students who did not answer question

Table 3.2: Fifth Year Students by Sex

Sex	5th year Sample Nos.	% in 5th year Sample	% in 5th years in all schools
Boys	1,043	56.0	51.3
Girls	1,329	44.0	48.7
Totals	2,382	100	100

The sample appears broadly representative when compared to the overall population of students in post-primary education. The percentage of boys in our second year sample is slightly lower than in the population as a whole and conversely the number of girls is slightly over estimated at second year level. However, girls are under-represented at fifth year level and boys are over represented. Overall, the differences are within acceptable limits for the purposes of statistical analysis.

Virtually all the second years were aged either thirteen, fourteen or fifteen years and fifth years were typically aged sixteen and seventeen years of age. Students in co-educational schools are somewhat under-represented, when compared to the overall second level school population as the following table indicates.

Table 3.3: Second Year Sample of School Intake by Sex

	Number in Sample	% in 2nd year Sample	% of all Schools
Boys Only	515	20.7	15.4
Girls Only	628	25.2	22.2
Co-Educational	1,345	54.1	62.4
Totals	2,488	100	100

The findings from the student surveys (see Appendix II for second year students and Appendix III for fifth year students) are presented in this chapter under the following headings:

- Attitudes towards development issues
- Activitism related to development issues
- Social distance
- School experience of development education.

Attitudes towards Development Issues

Chart 3.1 (a): Levels of student concern regarding Third World poverty (2nd years)

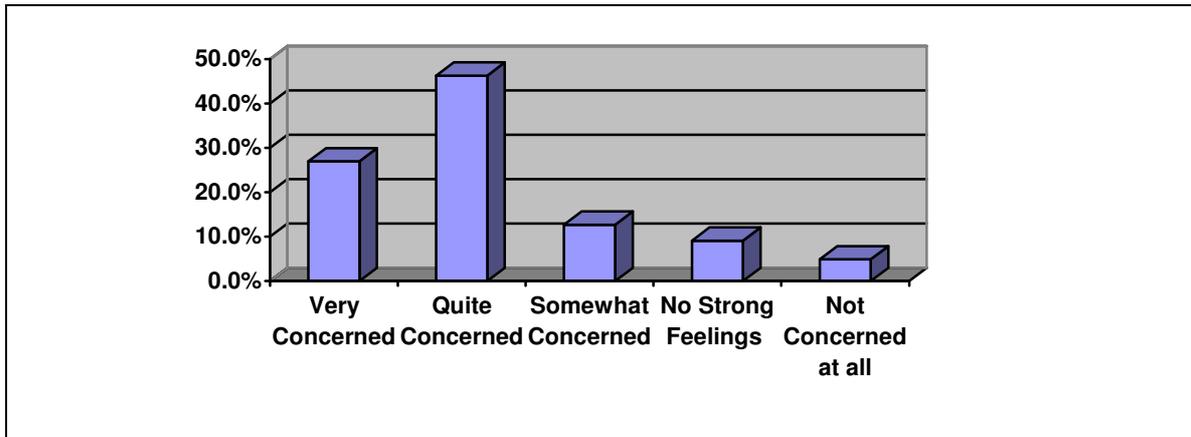
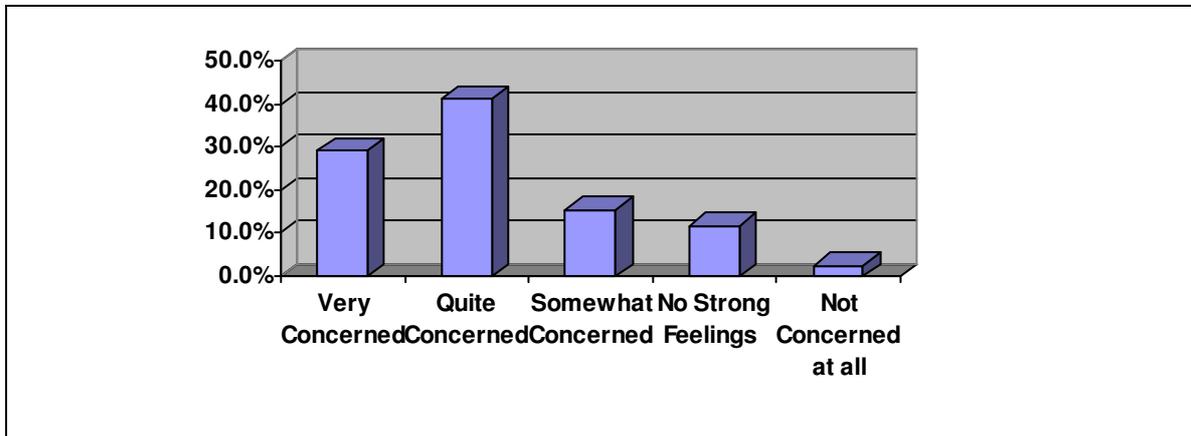


Chart 3.1 (b): Levels of student concern regarding Third World poverty (5th years)



Almost three-quarters of second year and fifth year students report that they are either very concerned or quite concerned about poverty in the Third World. This is a fairly consistent finding irrespective of student gender or, in the case of second years, school type and represents a high level of concern about Third World poverty from a sizeable majority of students.

Sixty-four per cent of second year students and 45 per cent of fifth years agreed or strongly agreed with the statement 'I take actions that make a difference to the future of the Third World', while 20 per cent of fifth years and eight per cent of second years disagreed with this statement. Over a quarter of all students were unsure.

The students were asked a number of open-ended questions as to what their immediate reaction was when confronted with various situations. These situations were:

- (a) seeing a picture of a starving child in a newspaper/ magazine or on television
- (b) hearing an appeal for money for Third World countries, or
- (c) hearing that children were being exploited through work, war or the sex trade.

Students were free to respond in whatever way they felt most appropriate to these open-ended questions. The authors categorised their responses under a number of headings. Since some responses could be categorised under more than one heading the totals in the resultant tables do not add up to 100 per cent.

Table 3.4: Immediate responses upon seeing a picture of a starving child

Reaction	2nd year %	5th year %
Pity	51.0	47.4
Would like to help	22.7	17.6
Feel lucky I have so much	15.2	11.3
Feel it is unfair	14.7	21.3
Ignore it	7.0	7.2
Feel disgusted, sick or sad	4.6	8.4
Feel those in power should do something about it	1.4	5.3

While the most common responses are presented in the above table, it is worth noting that there was considerable variation in the responses to each item. There is need for caution in interpreting this data, which is based on summary reductionist categories developed from students' immediate and varied responses when confronted with a long questionnaire.

The evidence suggests a mixed message. For example, while levels of pity are high, there would appear to be a degree of detachment or disengagement from the plight of people in the Third World. Fewer than one-in-five fifth years and fewer than one-in-four second years responded that they would like to help people in the Third World. While fifth year students are somewhat less likely to have pity or to want to help than second year students, they are more likely to feel that the plight of the starving child is unfair.

The following table reflects students' views when confronted with appeals for funding to support Third World causes.

Table 3.5: Immediate responses upon hearing an appeal for money

Response	2nd year Students %	5th year Students %
I should give money	59.1	51.3
I can't afford to give money	9.3	9.0
I feel nothing	5.3	8.5
Wonder does all the money reach the proper target	4.8	13.8
It's not my problem	1.4	1.8
I can't make any difference	1.2	0.8

Over half of both second and fifth year students feel they should 'give money'. Fifth year students are three times more likely to question whether money given to organisations working in Third World reaches the intended target, even though the percentages involved are relatively small. They were also more likely to 'feel nothing' on hearing an appeal for money, although the overall numbers of students giving that response are small.

The students were also asked for their open-ended responses to the exploitation of children in the Third World.

Table 3.6: Immediate responses upon hearing children are being exploited

Response	2nd year %	5th year %
Feel it is unfair	50.7	41.2
Feel sick or disgusted	22.8	38.0
Shocked that people can be so cruel	16.3	16.2
Want to help	7.4	11.7
Feel those in power should help	3.2	7.1

The responses of fifth year students to the exploitation of children are somewhat stronger as the above table indicates. It is remarkable that fewer than one-in-five of the young people in the survey reported a sense of shock in relation to the cruelty of adults towards children. It may be that young people are fatigued from exposure to accounts of cruelty and have become indifferent to the exploitation of children as a result.

Knowledge Base of Students

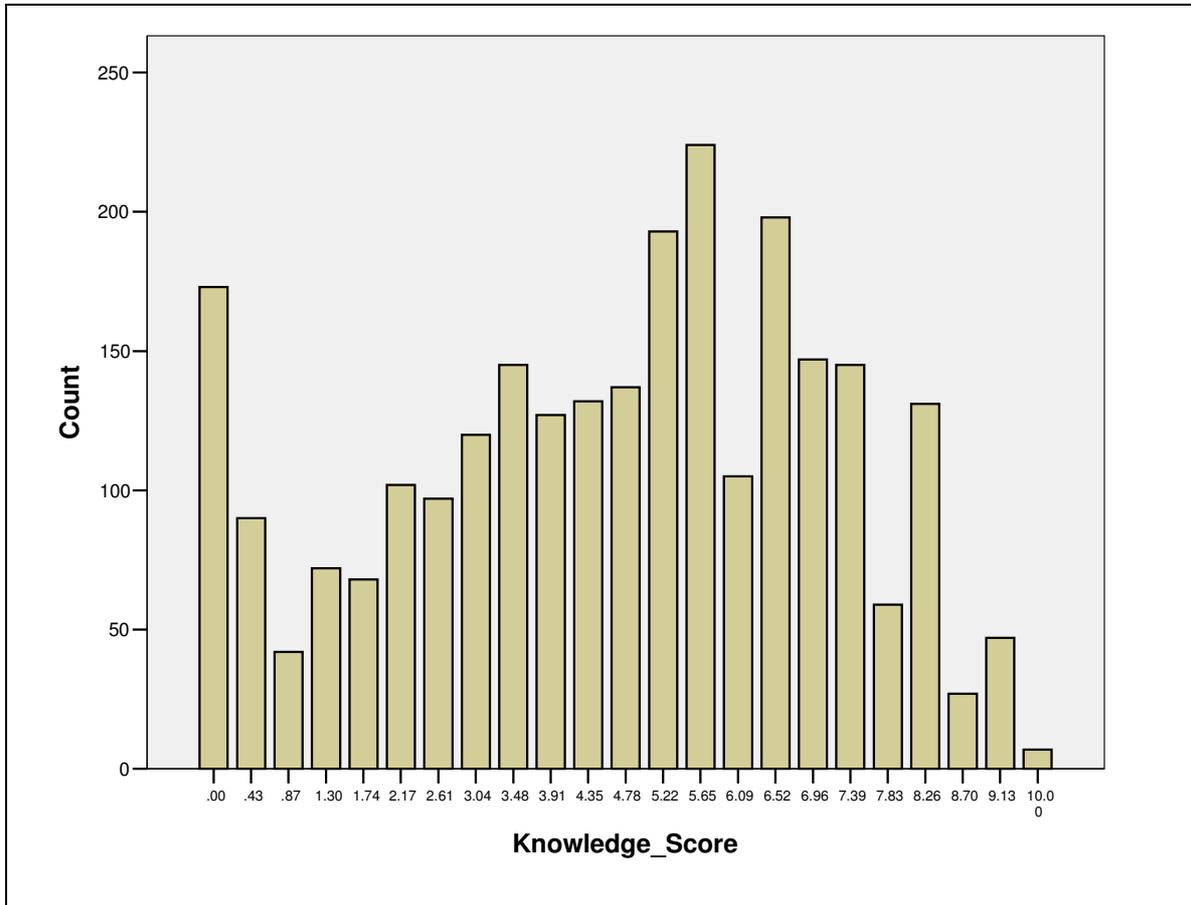
Respondents were asked a number of questions designed to ascertain their level of knowledge of global and development issues. These questions were:

- Identify correctly the continents upon which Zimbabwe, Slovakia and Tajikistan are located
- Rank order the following countries in terms of their area: Brazil, Iraq, Ireland, Malta and Russia
- Rank order the following countries in terms of their population size: Australia, China, India, Nigeria and the United States
- Match a number of countries (Spain, Brazil, China, Saudi Arabia, Japan) with a range of products (Oil, Oranges, Steel, Coffee, Cotton)
- Rank order the following countries in terms of their wealth per person: Brazil, Ireland, Mozambique, France and Poland.

This gave rise to a possible twenty-three correct answers, which were converted to a knowledge score between zero and ten where one unit corresponds to a score of .43 out of 23. Nearly seven percent (6.7%) or 173 second year students scored zero for knowledge of global and development issues while 54 (2.1%) scored either 9 or 10 out of ten.

As can be seen from Figure 3.2 (below) there are broadly speaking two peaks in the distribution, with one 'peak' at the lowest end of the scale, and a second peak around the score of 5.65. Because of the lower peak, the average knowledge score for second year students is below the second peak at just less than five.

Figure 3.2: Overall Knowledge score for Second Year Students



The level of knowledge of development and global issues as measured by this instrument is quite high given the level of knowledge required and the complexity of the tasks undertaken. As with attitudes towards development issues, no significant differences according to gender or school type were found.

Activism of young people in relation to Development Issues

Ultimately, it could be argued the purpose of development education is to encourage young people to take action in relation to justice and human rights issues. As with the teachers' survey, the students' survey sought to ascertain the respondents' levels of activism in relation to development issues.

Chart 3.3 (a): Agreement with statement 'I take actions that make a difference to the future of Third World countries' (2nd year) N = 2,488

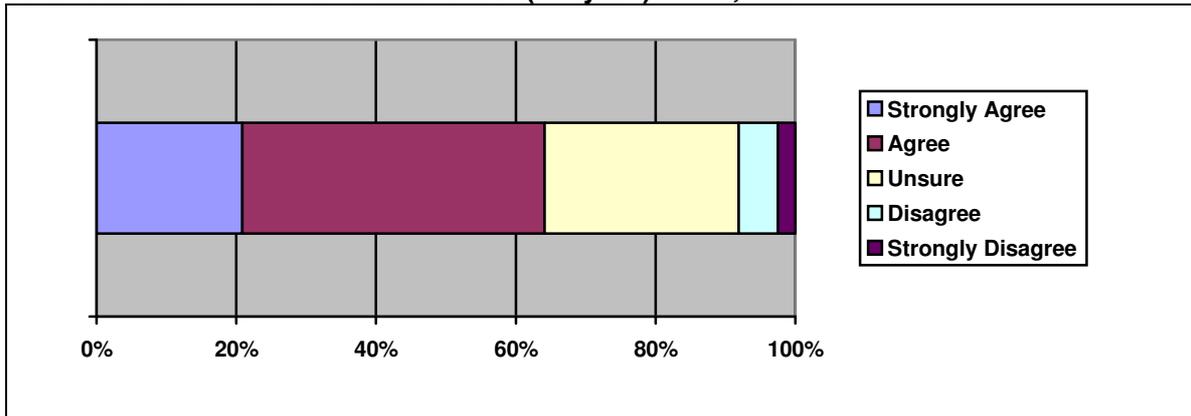
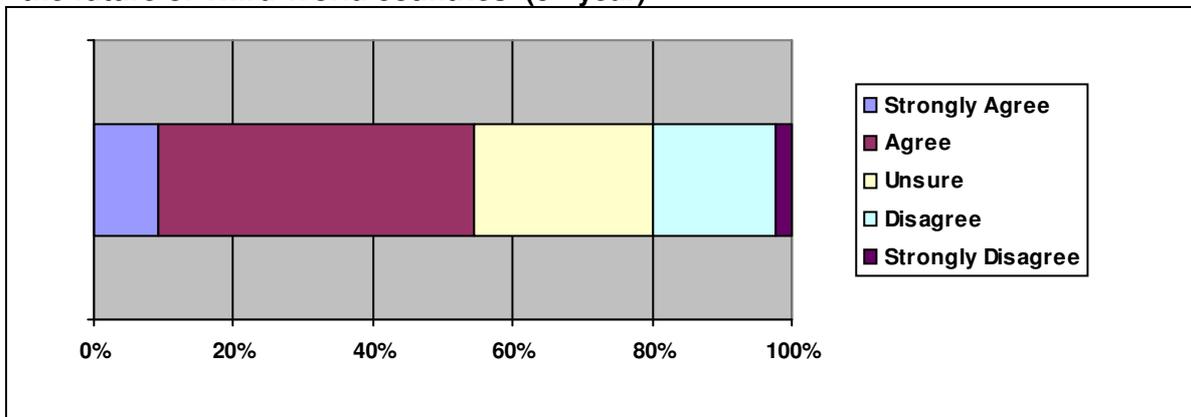


Chart 3.4 (b): Agreement with statement 'I take actions that make a difference to the future of Third World countries' (5th year)



There is a noticeable contrast between second and fifth year students' perceptions of their ability to effect change. While over 60 per cent of second year students agreed or strongly agreed with the statement 'I take actions that make a difference to the future of the Third World', the proportion of fifth years in this category was 45 per cent, with 20 per cent disagreeing and 25 per cent being unsure.

Students were also asked about their participation in development-related campaigns and the results for both groups are highlighted in the following table.

Table 3.7: Proportions of students participating in development-related campaigns

	2nd years (N = 2,588)	5th years (N = 2,382)
I have given some of my own money to Third World countries	1,796 (69.4%)	1,542 (76.0%)
I have worn a 'make poverty history' bracelet	1,271 (49.1%)	1,197 (62.7%)
I have worn a 'no racism' badge	694 (26.8%)	663 (38.1%)
I have signed a petition on a Third World issue	539 (20.8%)	864 (48.1%)
I have participated in a Make Poverty History Rally	238 (9.2%)	232 (14.7%)
I have sent a letter to the government on a Third World issue	91 (3.5%)	231 (14.7%)
I have sent a letter to a person whose human rights were being violated	70 (2.7%)	74 (4.9%)
I have participated in an Anti-War Rally	56 (2.2%)	187 (11.6%)

As the above table indicates, donating money is the most popular form of activity in which young people have engaged. Fifth year students are more likely to donate money and are more than twice as likely to have signed a petition on a Third World issue compared to second years. The wearing of badges or bracelets is one of the more popular forms of activism among young people, with some 55 per cent wearing a 'make poverty history' bracelet as against 17.5 per cent of teachers. It would appear that students are also far more likely to have attended a 'make poverty history' rally than their teachers (3.4%). This comparison is even more stark when one considers that the students were specifically asked about only one sort of rally whereas the teachers' question asked about any and all possible rallies.

In general, the young people surveyed have demonstrated quite a high level of activism, one that is stronger than their teachers. The disparity is even more striking when one considers that teachers are a good deal older than their students and have had more opportunities to engage in activism.

In particular, the relatively high percentage of students who had participated in a rally is striking, with fifth year students being more than four times more likely to have

participated in a rally than their teachers. The students, like the teachers, were asked about 'lifestyle activism'. Rather than being asked to give the frequency of these activities, students were simply asked to respond 'yes' or 'no' to each of these questions in order to make the survey age appropriate.

Table 3.8: Participation in development related activities

	5th years (N = 2,382)	2nd years (N = 2,588)
I challenge racist statements when I hear them	1,406 (59.0%)	1,241 (48.0%)
I take the bicycle, bus or train when possible	948 (39.8%)	1,090 (42.1%)
I try where possible to buy products that will support Third World countries	841 (35.3%)	999 (38.6%)
I try to conserve oil and electricity as a way of reducing global warming	690 (29.9%)	925 (35.7%)
I boycott certain products if I believe they are harmful to Third World countries	303 (12.7%)	316 (12.2%)

More than half of the fifth year students and almost half of the second year students stated that they challenge racist statements when they hear them. Approximately four out of every ten said that they try to buy products that will support Third World countries, while significant numbers said that they boycott certain products if they believe they are harmful to Third World countries.

Students scored less than teachers on consumer-based activism. This reflects the fact that fair trade products are more often found among groceries (bananas, tea, coffee, sugar etc.) or among luxury products (high energy chocolate etc.) than among the products that make up the young person's typical purchases.

Social Distance

The survey contained a number of questions that sought to ascertain students' sense of closeness to or distance from a range of different ethnic, religious or 'place of origin' groups – Black Africans, Muslims, members of the Travelling Community and Eastern Europeans. With respect to each of these groups students were asked:

- if they would be happy if members of this group moved in next door to them
- if they would be happy to have a member of this group in their class
- if they would be happy to have a member of this group living in their street or neighbourhood
- if they would prefer if all the members of this group left the country
- If they would go on a date with members of this group (fifth years only).

The results are presented in Table 3.9. Care is needed in reading this table since the proportion of non-respondents varied from three per cent to six per cent. This means, for example, that while 68 per cent of second years answered 'no' when asked if they would prefer if Eastern Europeans stayed in Eastern Europe, only 26 per cent actually answered 'yes' to this question. It should be noted that the percentages do not change markedly when those born outside Ireland or those who are members of religious minorities (such as Muslims) are excluded from the calculations.

Table 3.9: Measures of Social Distance from various groups: proportions of students answering each item in the affirmative

	2nd years (N = 2,588)	%	5th years (N = 2,382)	%
<i>Black Africans</i>				
I would be happy to have Black African people living next door to me	2,050	79.2	1,929	81.0
I would be happy to have Black African people in my class	2,323	89.8	2,149	90.2
I would be happy to have Black African people in my street or neighbourhood	2,223	85.0	2,106	88.4
I would be happy to go on a date with a Black African	N/A	N/A	1,499	62.9
Answer 'no to: I would prefer if they stayed in Africa	1,890	73.0	1,798	75.5

<i>Eastern Europeans</i>				
I would be happy to have Eastern	1,857	71.8	1,733	72.8

European people living next door to me				
I would be happy to have Eastern European people in my class	2,155	83.3	2,022	84.9
I would be happy to go on a date with a person from Eastern Europe	N/A	N/A	1,398	58.7
I would be happy to have Eastern European people in my street or neighbourhood	2,058	79.5	1,889	79.3
Answer 'no to: I would prefer if they stayed in Eastern Europe	1,756	67.9	1,586	66.0
Muslims				
I would be happy to have people of the Muslim faith living next door to me	1,765	68.2	1,710	71.8
I would be happy to have people of the Muslim faith in my class	2,037	78.7	1,975	82.9
I would be happy to go on a date with a person of the Muslim faith	N/A	N/A	952	40.0
I would be happy to have people of the Muslim faith in my street or neighbourhood	1,945	75.2	1,882	79.0
Answer 'no to: I would prefer if they all left the country	1,865	72.1	1,653	69.3
Travellers				
I would be happy to have members of the Travelling community living next door to me	804	31.1	649	27.2
I would be happy to have members of the Travelling community in my class	1,474	51.0	1,537	64.5
I would be happy to go on a date with a person from the Travelling community.	N/A	N/A	425	17.8
I would be happy to have members of the Travelling community in my street or neighbourhood	1,070	41.3	973	40.8
Answer 'no to: I would prefer if they all left the country	1,599	61.8	1,536	64.5

The mean levels of students' social distance from the identified groups are relatively low. When measured on a 0 to 10 scale with 0 indicating little or no social distance and 10 indicating high levels of social distance, the lowest level of social distance is for Black Africans (mean average 1.47 on the 0-10 scale) with both Eastern Europeans (mean average 2.02) and Muslims (mean average of 2.34) slightly higher.

However, the level of social distance identified with respect to Travellers is significantly higher, with an average of 5.05 on the 0-10 scale. Since the distribution is heavily skewed in the case of the first three groups, the median figure (that is the figure which has 50 percent of cases above and below it) is a better measure of the midpoint of these scales. In the case of social distance from Black Africans, Eastern Europeans and Muslims, the median score is 0, indicating that at least fifty percent of respondents indicated no social distance from each group. In the case of Travellers, the median score remains at 5 out of 10.

The data on social distance for second and fifth years is presented in Charts 3.5 (a) and 3.5 (b) below.

Chart 3.5 (a): Social Distance on 0 – 10 scale (2nd year students)

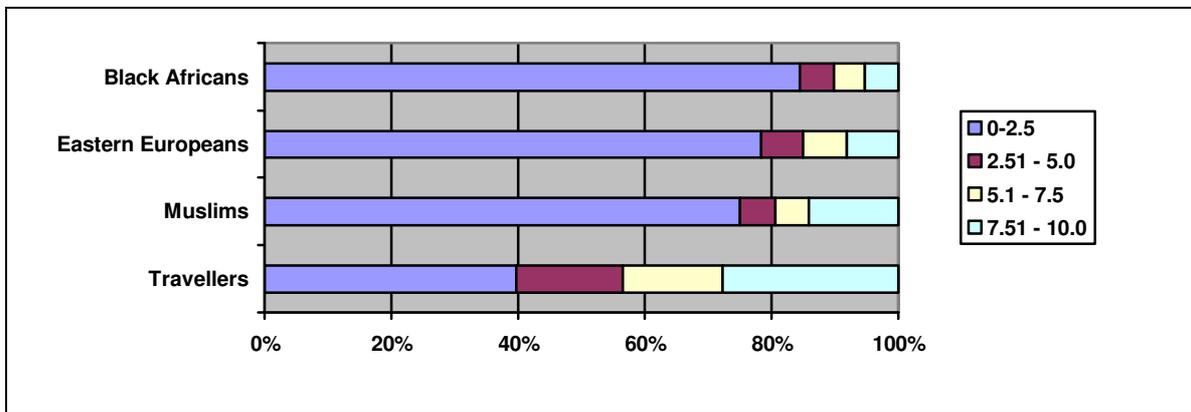
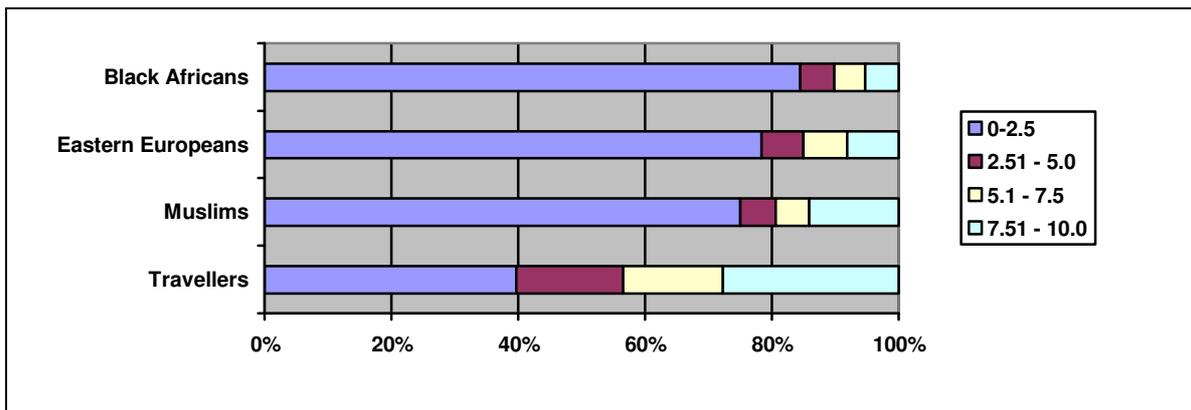


Chart 3.5 (b): Social Distance on 0 – 10 scale (5th year students)



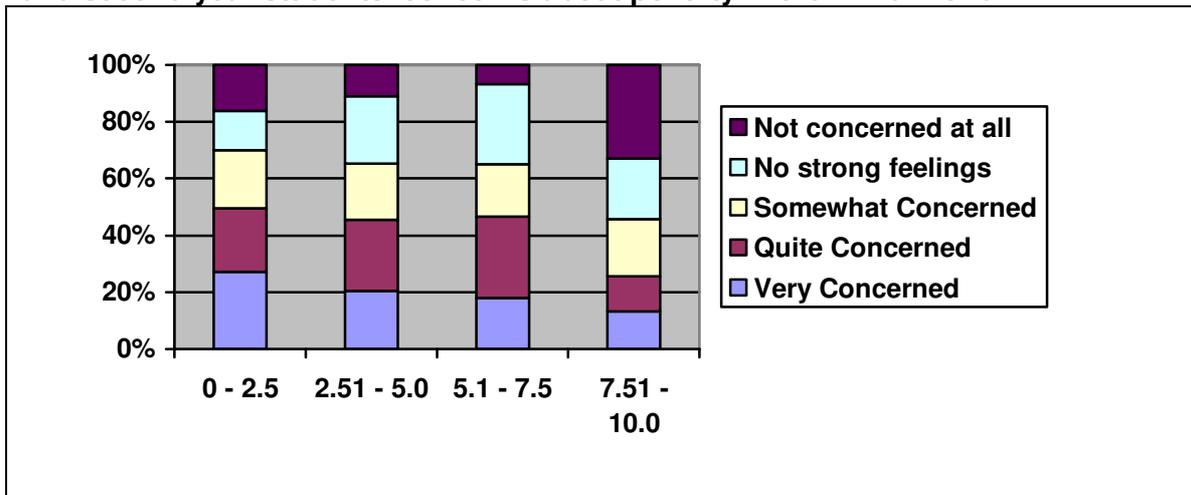
When measured on a scale of 0 (low) to 10 (high), it is evident that the level of social distance for both groups is lowest for Black Africans, and slightly higher for both Eastern Europeans and Muslims.

The differences between the year-groups may be seen from the above charts. Second years have lower social distance scores in relation to all four groups. The fifth year students' social distance score in respect of the Travelling community is significantly higher than their score for each of the other groups. Only fifth years were asked the question on dating and while almost 70 per cent of respondents would go on a date with a Black African, only 18 per cent would go on a date with a member of the Travelling community.

No significant differences emerged between male and female respondents for most of the measures of social distance related to minorities that have not originated in Ireland. However, this was not the case for members of the Travelling Community, with males having significantly higher social distance scores than females.

Although it is conceivable that a student's sense of social distance from ethnic minorities would be independent of their concern for people at distance, this is not the case on the basis of the current data. On the contrary, a strong relationship between students' sense of social distance and her/his attitude towards poverty in Third World countries emerges in the case of all four groups mentioned above. For illustration purposes, the relationship between the level of social distance from Black Africans and the level of concern expressed in relation to poverty in the Third World is presented in Chart 3.6.

Chart 3.6: The association between level of social distance from Black Africans and second year students' concerns about poverty in the Third World



The likelihood of students being concerned about poverty in the Third World decreases as their level of social distance from Black Africans increases.

However, the reverse is not necessarily true insofar as the likelihood of the respondent stating that he/she is not concerned at all does not rise steadily as the level of social distance from Black Africans increases. In other words, there are those who feel no real social distance from Black Africans (or other ethnic minorities in Ireland) but who also feel no real concern about poverty in the Third World.

School Experiences of Development Education

Students were asked to identify their sources of information on the Third World.

Table 3.11: Students' sources of information on the Third World

Source of Information	2 nd year (N = 2,588)	%	5 th year (N = 2,382)	%
Television	1,826	70.6%	1,157	48.6%
School	1,460	56.4%	440	18.5%
Newspapers/Magazines	1,331	51.4%	267	11.2%
Church	890	34.4%	156	6.5%
Radio	660	25.5%	52	2.2%
Discussion at Home	487	18.8%	45	1.9%
Internet	252	9.7%	58	2.4%
Youth Groups	188	7.3%	10	0.4%
Discussion with Friends	180	7.0%	35	1.5%

Television is the primary source of such information for students as well as teachers, although there is a significant fall-off between second and fifth year. School is the second most popular source of information but here again there is a significant fall-off between the years. Whereas over a third of second years identified Church as a major source of information, only six per cent of fifth year students mentioned it. This compares to less than two per cent of teachers who identified religious congregations as a major source of information (see Table 2.8 above). Whereas one in four second years identified the radio as an important source of information, only two per cent of fifth years did. While almost one in five second years identified 'discussion at home' as a major source of information on the Third World, less than two per cent of fifth years mentioned it as a source.

Students were asked a number of questions relating to school-based development education activities. One set of questions sought information regarding the development topics discussed in post-primary school. The results are presented in Table 3.12

Table 3.12: Numbers of students identifying particular development issues discussed in school

	2nd years (N = 2,588)	5th years (N = 2,382)
Global Warming and Environmental Destruction	2,094 (80.9%)	1,923 (80.7%)
Hunger and Famine	2,122 (80.2%)	1,999 (83.7%)
Racism, Refugees and Migration	1,981 (76.5%)	2,088 (87.7%)
Aid and Development	1,612 (62.3%)	1,718 (72.1%)
Fair Trade and Debt	1,606 (62.1%)	1,678 (70.4%)
Irish Third World Agencies	1,247 (48.2%)	1,334 (56.0%)
Irish Missionaries	1,121 (43.3%)	1,075 (45%)

Broadly speaking this list corresponds with the list of issues taught by teachers in the last five years (found in Table 2.9 above). Environmental issues and hunger feature prominently while development and environmental issues were mentioned more frequently than development agencies. It is notable that 62.1 per cent of second year students and 70.4 per cent of fifth year students identified 'Fair Trade and Debt', while 'Racism, Refugees and Migration' and 'Aid and Development' were also popular. As one would expect the proportions of fifth years who had been introduced to particular topics were slightly higher.

Students were also asked the nature of the curricular tasks undertaken while engaging with Third World issues and the frequency with which they had undertaken those tasks. The results of this are presented in Chart 3.6.

Chart 3.6 (a): Frequency with which a range of curricular tasks addressing Third World issues were undertaken (2nd year students)

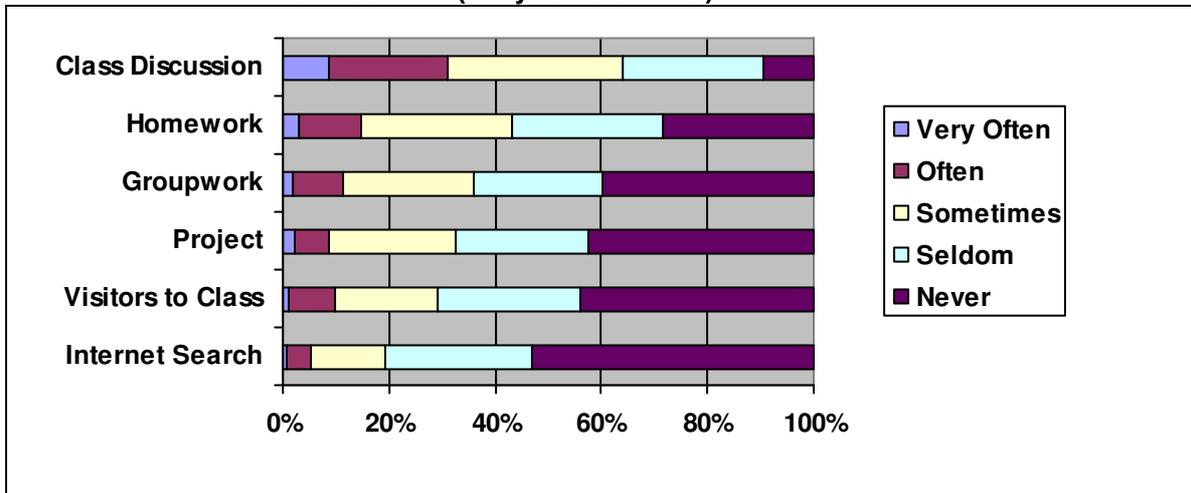
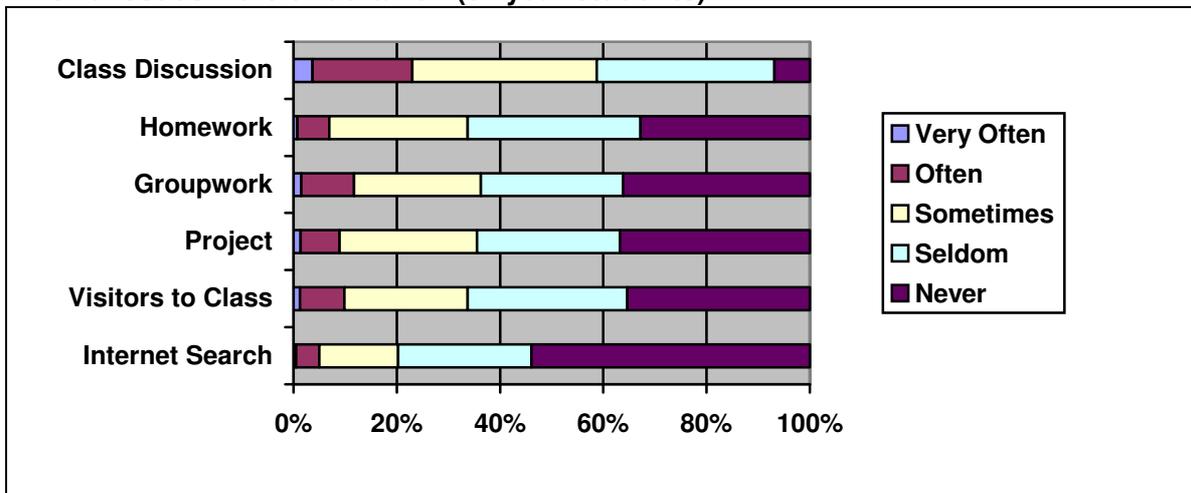


Chart 3.6 (b): Frequency with which a range of curricular tasks addressing Third World issues were undertaken (5th year students)



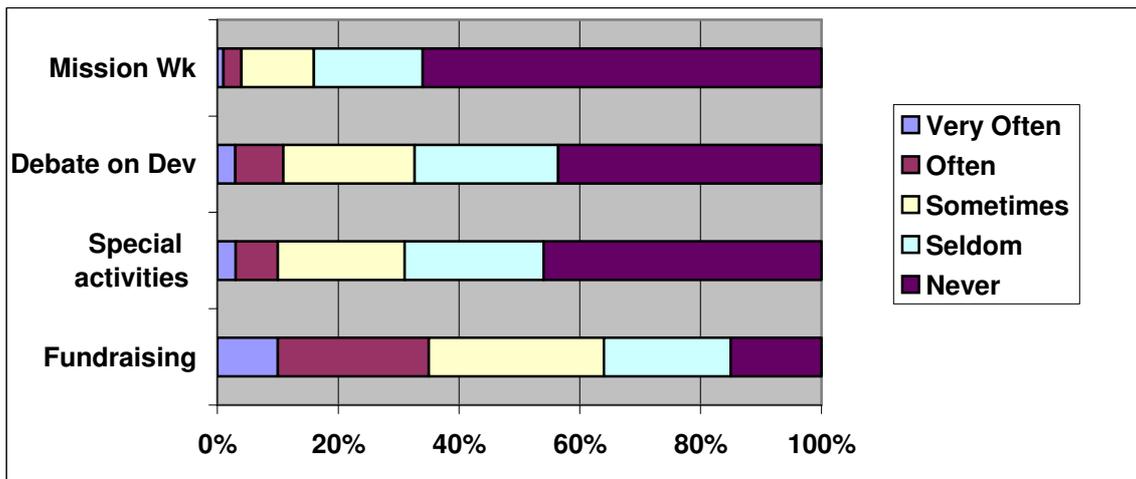
The fact that class discussion scores highest for both groups while Internet use scores relatively poorly would suggest that, for the most part, development education is very teacher centred, with self-directed learning and group learning being less common.

Students were also asked about their involvement in a range of extra-curricular activities related to development. The results of these questions are presented in Figures 3.7.

Figure 3.7 (a): Frequency with which second year students had undertaken a range of extra-curricular tasks addressing Third World issues since starting post-primary school



Figure 3.7 (b): Frequency with which fifth year students had undertaken a range of extra-curricular tasks addressing Third World issues since starting post-primary school



It is evident that fundraising is the activity most frequently undertaken by both year groups. While special activities such as those to mark World AIDS day are undertaken often or very often by 14 per cent of second year students this decreases in the later years. A similar pattern emerges in the case of debates on Third World issues.

Conclusion

The data from the second year and fifth year surveys is encouraging for development education practitioners working in the post-primary education sector. Students demonstrate a fairly high level of concern about poverty in Third World countries, with

over sixty percent of respondents believing that they take actions that make a difference to people in Third World countries. For many students their interactions with images and messages concerning the Third World evoke feelings of pity and a sense of unfairness but this declines somewhat as students get older. Likewise, their knowledge base in relation to Third World countries is reasonably high, with the second year cohort having an average score of slightly less than five out of ten for the survey items. Students' levels of activity in relation to development issues are also quite high, though differing noticeably from teachers. While fewer students had donated their own money or written a letter on a development issue compared to teachers, a greater proportion of students had taken part in demonstrations and had worn relevant badges or bracelets.

The students reported relatively low levels of social distance from a range of minority groups in Ireland. The lowest social distance scores were identified with respect to Black Africans followed by Eastern European and Muslims. However, students report considerable social distance from members of the Travelling community. This clearly indicates a serious need for concerted intercultural education, paying appropriate attention to the relationship between the settled and Traveller communities. It further highlights, if highlighting were necessary, that racism should not be seen as a skin colour issue, but rather as an issue which can be 'white' on 'white' as much as 'white' on 'black' or, indeed, 'black' on 'white'. The intrinsic relationship between 'development issues' at home and overseas is highlighted in the finding that high levels of social distance from minority groups in Ireland are associated with lower levels of concern for poverty in the Third World.

The students' accounts of their school-based experiences of development issues are quite positive. Over 50 per cent of students reported at least some related class discussions, while over forty percent of respondents had been given at least some homework assignments related to Third World issues.

Over 80 per cent of students reported that they had taken part in discussions in relation to 'global warming and environmental destruction' and 'hunger and famine', while over sixty percent had discussed 'aid and development' and 'fair trade and debt'. From the perspective of development education fundraising is the most popular extra curricular

activity undertaken in schools, while approximately three in ten (more in second than fifth year) have engaged in debates on development issues and/or in marking special events such as World AIDS Day.

Chapter Four: Development Education in Schools

Introduction

An understanding of school context is crucial to understanding education provision in Irish post-primary schools. While individual teachers make important choices about teaching and learning, there is an abundance of evidence to suggest that school ethos and culture and more particularly the collective engagement by teachers and principals play a key role in shaping the overall learning environment (Lynch and Lodge, 2002; Smyth, 1999; Epstein, 1993). The importance of the role of the whole school in the educational process has seen an increased focus on whole school planning and evaluation in Ireland. While contextual factors are important for all aspects of curriculum provision, this is particularly true in the case of a cross-curricular theme such as development education.

For that reason each participating school was invited to nominate a member of staff, preferably someone with particular responsibility for development education, to complete the profile of development education in the school. In practice, the principal often assumed this role. These interviews were intended to establish the level of interest in, engagement with, and status of development education in the school. The schedule for these structured interviews is outlined in Appendix VII and the findings are presented here.

School Sample

The schools in the sample are compared to the complete population of Irish post-primary schools by gender intake, school type and school size in Tables 4.1, 4.2 and 4.3.

Table 4.1: School Intake by Sex (N = 119)

	Number in Sample	% in Sample	% of all Schools
Boys Only	22	18.5	14.9
Girls Only	31	26.1	19.9
Co-Educational	66	55.5	65.2
Totals	119	100	100

As may be seen from Table 4.1, single sex boys' and girls' schools are somewhat over-represented and co-educational schools are somewhat under represented in the sample. However, the differences are within acceptable limits for the purposes of statistical analysis.

Table 4.2: School by Type (N = 119)

	Number in Sample	% in Sample	% of all Schools
Secondary School	74	62	54.3
Vocational School	26	22	33.3
Community or Comprehensive School	19	16	12.4
Totals	119	100	100

While the breakdown of the sample by school type shows that vocational schools are somewhat under-represented, the differences are within acceptable limits for the purposes of statistical analysis.

Table 4.3: School by Size (N = 119)

	Number in Sample	% in Sample	% of all Schools
< 300	16	13.4	28.1
300 - 599	58	48.8	47.5
600 - 999	40	33.6	21.6
1000 +	5	4.2	2.9
Totals	119	100	100

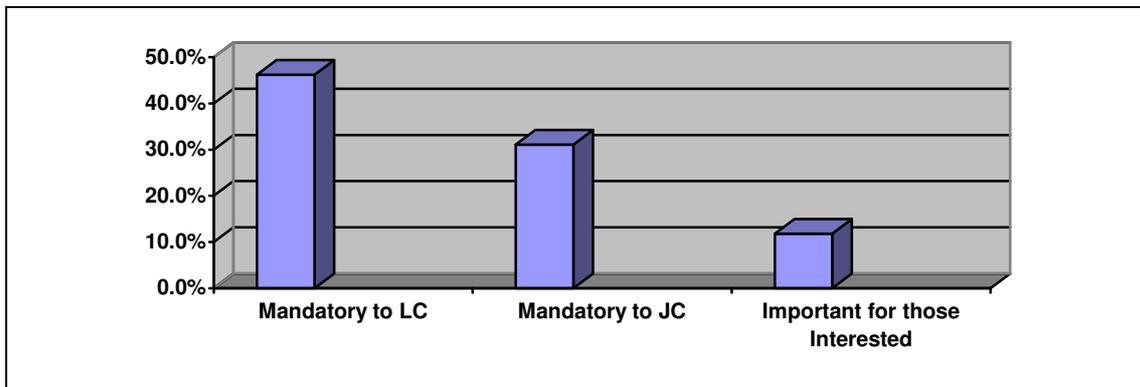
Schools with fewer than 300 pupils, comprising only 13.4 per cent of the current sample and 28.1 per cent of all schools are noticeably underrepresented. On the other hand schools with over 600 pupils are somewhat over-represented. This variation should be kept in mind when seeking to draw conclusions from our data.

Development education in the school curriculum

School representatives were asked for their views regarding the inclusion of development education in the school curriculum and the results are presented in Chart 4.1(a). To ensure clarity of purpose, each respondent was given the following definition of development education:

Development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live.

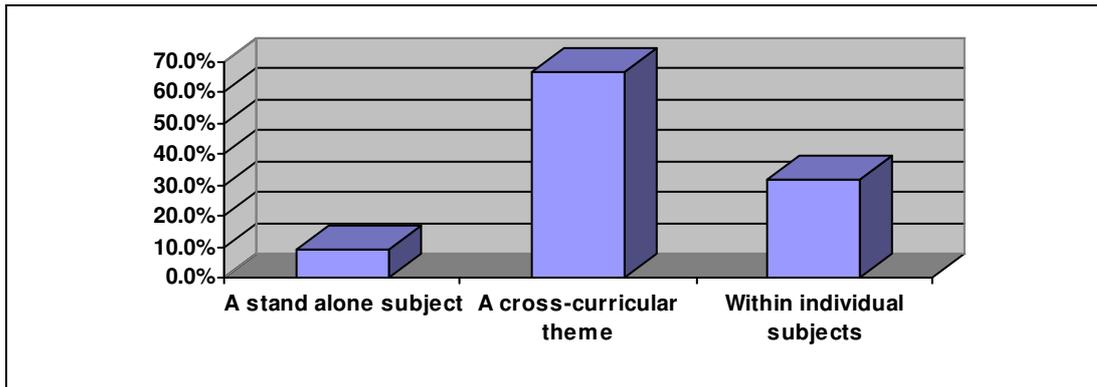
Chart 4.1 (a): Development education in the curriculum



Over three-quarters of the respondents were of the view that students should experience development education at some stage of their second-level education. Of these, almost half felt that development education should be a mandatory part of the students' experience right up to and including Leaving Certificate, while almost one-third felt that it should be mandatory up to and including Junior Certificate. Fewer than 12 per cent of school representatives felt that, while development education was important, it should be provided only to those who are interested, while nine schools did not identify an appropriate place for development education in the curriculum. Only one school spokesperson said that development education had no place in the curriculum.

School representatives were also asked their views as to how development education issues are best addressed within the curriculum. Their responses are presented in Chart 4.1(b). As these responses were not mutually exclusive, respondents had the opportunity to identify a number of possible responses.

Chart 4.1 (b): Development education in the curriculum



A majority of respondents (66.4%) stated that development education would be most appropriately dealt with as a cross-curricular theme, while almost a third (31.9%) argued that it should be included within individual subjects. Only a small minority (9.2%) said that development education should be a stand-alone subject alongside existing subjects.

Development education in the life of the school

School representatives were questioned about the extent to which development education is valued in their schools. Eighty per cent of respondents reported that development education features in some way in the life of their schools. Thirty-two per cent felt that development education was regarded as very important in their school, with a further 29 per cent saying that development education was as important as other subjects in the school and three per cent saying that development education features in the life of the school in some way. This means that a majority of respondents (72 out of 119 or 60.5%) stated that development education was either very important or as important as other subjects in the life of the school, while 36 per cent (43 out of 119) did not identify development education as having any particular place in the life of the school. This must be seen as quite a positive picture of the engagement of schools with development education, particularly given the range of other issues which schools are asked to deal with today.

Representatives of voluntary secondary schools (33.3%) and vocational schools/ community colleges (35.5%) were more likely than those from comprehensive /community Schools (18.8%) to say that they regarded development education as very important. However, the actual numbers of schools involved is too small to draw any conclusions from this finding. The same is largely true in relation to school size: while small schools are less likely than larger schools to state that they value development education, the numbers of schools involved are too low to warrant drawing conclusions.

Some more 'objective measures' of the place of development education in the life of the school were also gathered. These are now presented in Table 4.4.

Table 4.4: Development education activities engaged in by schools

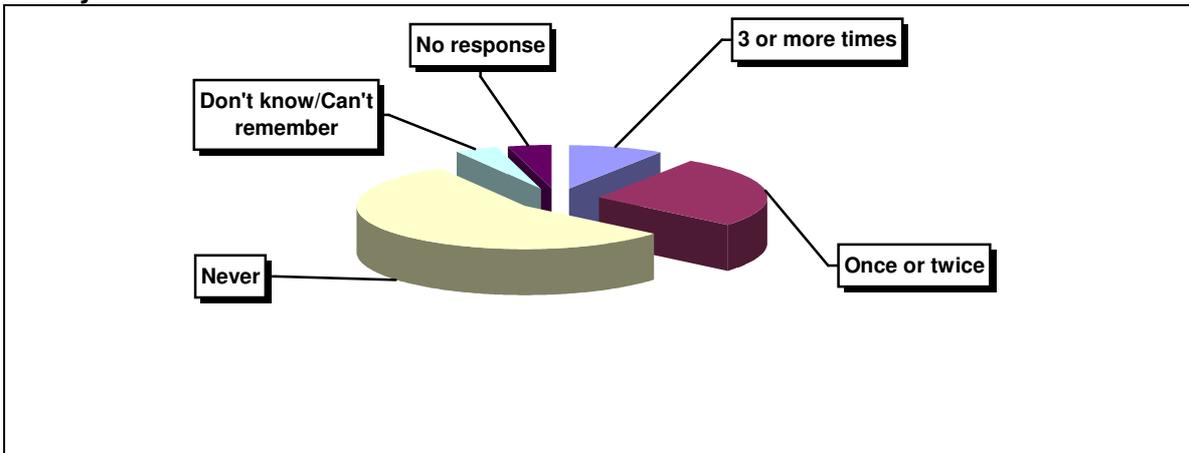
	Schools that answered 'yes' to each question	
	Number (N = 119)	%
In the last two years has a Concern/Trócaire fast been marked in your school?	114	95.8
In the last two years has a Concern Debate happened in your school?	73	61.3
Do you have links with schools/ teachers in developing countries?	61	51.3
Is development education provided in Transition Year?	57	47.9
In the last two years has Human Rights Day been marked in your school?	50	42.0
In the last two years has World AIDS Day been marked in your school?	46	38.7
Is this a Green School?	34	28.6
In the last two years has Mission Alive been marked in your school?	33	27.7
In the last two years has One World Week been marked in your school?	21	17.6

Fasting clearly emerges as the development-related activity in which schools are most likely to engage. Over 60 per cent of schools stated that they had engaged in a Concern debate within the last two years, while development education was provided in the context of Transition Year in almost half the schools – approximately two thirds of all post-primary schools currently offer Transition Year.

Over half the school representatives reported that they had links with teachers or schools in a developing country. About four in every ten had marked Human Rights Day and a similar proportion had marked World AIDS Day. However, only one school in six had marked 'One World Week' during the previous two years.

Another way of looking at the place of development education in the life of the school is to identify how often development education comes up for discussion at staff meetings.

Chart 4.3: How often development education has come up at staff meetings in the last year



In 62.3 per cent of cases, development education has either not been discussed at staff meetings or the respondent could not remember such a discussion. In fact development education had only been discussed in 38 per cent of cases and it had been discussed more frequently than once or twice in less than 10 per cent of cases. When one considers that 'coming up for discussion' may mean something as minor as mentioning the organisation of a 'fast day', this seems to suggest that whatever activities may be supported by individuals or small groups of teachers there is very little engagement with development education by school staffs as a whole.

It is worth noting that there is a significant relationship ($p < 0.05$) between the fact of a school having discussed development education at a staff meeting in the last year and the extent of its activism in relation to development education related activities. Thirty per cent of the schools that had discussed development education had a high rate of activism, compared to nine per cent of those who had not.

This highlights the importance of the whole school in providing a context that supports engagement in development education, but also suggests that a high level of engagement is possible without whole school involvement.

Conclusion

In general, there is a positive disposition towards development education evident in those who spoke on behalf of the schools in the current study. A significant proportion of respondents were of the view that development education should be a mandatory part of the school curriculum, with more than half stating that development education is valued in the life of their school.

Almost 80 per cent of those nominated to speak on behalf of their schools felt that development education should be mandatory within the school system in some way, with almost half believing that it should be mandatory up to Leaving Certificate. The majority felt it should be included as a cross-curricular theme rather than as a stand-alone subject.

A mixed picture emerges in relation to the impact of development education on the post-primary education system. Schools were generally positive regarding the value of development education, with over 30 per cent stating that it was very important in their schools and a total of 60 per cent of the view that it was at least as important as any other subject.

However, the status ascribed to development education is not necessarily reflected in the practice of the school. For example, development education did not seem to arise for discussion at formal staff meetings. The issue had arisen once or twice at staff meetings in only 38 per cent of schools, while it had arisen more frequently than that in only nine per cent of schools.

However, there is less evidence that this positive disposition is reflected in systematic or continuous engagement with development education activities, themes or methodologies.

Although 95 per cent of respondents said that a fast had been organised by the school within the last two years, this is arguably not a development education activity *per se* (although that may depend on how the learning from the fast is supported). Concern debates emerge as a popular activity but only four out of ten have marked Human Rights Day or World AIDS Day. Less than three out of ten have become a Green School and only one in six has recently marked One World Week. Overall, over a third of schools in the sample had low levels of activity and only one in five reported a high level of development related activity.

Chapter Five: Main Findings and Implications

The main findings from teachers, students and schools are presented in this chapter along with the main issues arising and their implications.

Teachers

The teachers who responded had experience of teaching a wide variety of subjects including mathematics (22%), English (17%), religious Education (15%), history (14%), sciences (14%), geography (14%), irish (13%), languages (13%), business (12%) and home economics (6%). CSPE was mentioned by 13 per cent of respondents.

- When asked whether they taught a range of different topics related to development education (e.g., gender inequality in the Third World, hunger and famine, human rights issues, aid and development, fair trade), only 16 per cent of teachers had not taught any of these issues within the last five years. The median number of topics taught was six.
- A very healthy proportion (two-thirds) of respondents saw development education opportunities in their subjects with interesting between-subject differences. Teachers who were politically orientated towards the left were more likely to see development opportunities in their main subject area than those in the centre or towards the right.
- While 84 per cent of respondents reported having taught one or more development education topics, only 25 per cent of all respondents identified themselves as 'development educators'.
- Teachers' levels of knowledge of development issues were disappointing, with less than 50 per cent correctly answering multiple choice questions about the Irish government's aid programme and about a third correctly naming three of the world's poorest countries. Only 18 per cent regarded themselves as well informed on Third World issues.

Teachers' main sources of information in relation to development issues were television (80%) and newspapers (66%).

- The textbook (72%) was identified as the development education methodology most commonly used, followed by DVD/Video (56%), group work (41%) and 'visitors to the classroom' with first hand experience of development issues (23%). In response to a question regarding the most effective methodologies, however, textbooks were identified by less than five per cent, while Video/DVD (26%) and visitors (20%) were most frequently identified.
- On a left-right political continuum with left indicating a more socialist orientation and right indicating a more liberal/conservative orientation, over half (58%) positioned themselves in the centre. The remainder were equally divided between right and left.
- While the vast majority of teachers (91%) had made financial contributions to Third World charities, teachers score low on other forms of engagement. For example, only a tiny minority (3%) had participated in a demonstration on a Third World issue in the last two years. This includes the period when one of the biggest anti-war marches involving an estimated 100,000 people took place in the capital city. Equally, only a minority of teachers (5%) had sent a letter to a person whose human rights have been violated and just over one-in-ten (12%) have sent a letter to a government on a Third World issue.
- Almost all teachers reported that they were willing, at least occasionally, to confront racist views when they encountered them but only half (51%) were willing to do this all the time. Given the increasing numbers of students coming from diverse backgrounds, the finding that only half of all teachers are willing to confront racism all of the time is a cause of concern.

Students

- Almost three-quarters of participating students (73% of 2nd years and 70% of 5th years) responded that they were either concerned or very concerned about poverty in the Third World.
- Sixty-four per cent of 2nd years and 55 per cent of 5th years reported that they take actions that make a difference to the future of the Third World.
- The average knowledge score in relation to development issues was reasonably high for students, with an average score of almost 5 out of 10 for 2nd years. Respondents identified television as their most frequent source of information on the Third World (71% of 2nd years) followed by school (56%).
- Almost one third of 2nd year respondents reported that class discussions in relation to development issues took place often or very often, with a further 35 per cent saying it happened sometimes. This means that a total of 68 per cent had experienced at least some such discussions. More than one third of respondents had at least some experience of group-work in relation to development issues (either sometimes, often or very often) and the same proportion had participated in related project work sometimes, often or very often.
- Fundraising was the most commonly cited development-related extra-curricular activity engaged in by young people, with over 60 per cent of second years involved at least sometimes. One third of respondents had engaged in at least some debates in relation to development and a similar proportion had marked special events like World AIDS Day on some occasions at least.
- Interesting differences emerge in the forms of activism that students and teachers are engaged in, with teachers being more likely to sign petitions and donate money, while students were more likely to wear development related badges or bracelets. Eight per cent of 5th year students had attended an anti-war rally, while the proportion of teachers that had attended any such rally was three per cent.

- Most students show a willingness to engage positively with a number of minority groups including Black Africans, Eastern Europeans and Muslims. However, such willingness is lower for 5th year students than for 2nd years. For example, only five per cent of 2nd years have a very low willingness to engage positively with Black Africans, compared to 10 per cent of 5th years.
- Students' willingness to engage positively with members of the Travelling community was significantly lower than for other minority groups, with the same age patterns emerging. While 40 per cent of 2nd years and 29 per cent of 5th years have a high willingness to engage with members of the Travelling community, 28 per cent of 2nd years and 38 per cent of 5th years have a very low willingness to engage positively with members of the Travelling community.
- Students report that the main development-related issues taught in schools are global warming and environmental destruction (81%), followed by hunger and famine (80%), and racism, refugees and migration (77%).

Schools

While the sample was drawn up with students and teachers in mind, it was broadly representative of the overall population of schools, in terms of key variables like school type, gender intake of school and gender of teachers and pupils.

- A majority of respondents (61%) stated that development education was either very important or as important as other subjects in the life of the school, while 36 per cent did not identify development education as having any particular place in the life of the school
- Over three-quarters of the school representatives felt that students should have exposure to development education issues at some stage during their second level education. Almost half of them felt that development education should be a mandatory part of the students' experience right up to and including Leaving Certificate, while almost one-third felt that it should be mandatory up to and including Junior Certificate.

- The most commonly cited development-related activity organized by schools during the previous two years was a fast (96%), followed by a Concern debate (61%). About four in ten identified that Human Rights Day had been observed, and a similar level identified that World AIDS Day had been marked. Mission Alive had been marked in a quarter of the schools, while one sixth had marked One World Week.
- It appears that development education is rarely if ever discussed at formal staff meetings. Only slightly more than one third of schools had discussed it at all in such fora, while it had been discussed more frequently than once or twice in nine per cent of cases.
- Two-thirds of respondents felt that development education would be most appropriately represented as a cross-curricular theme. Given that very little cross-curricular engagement happens in Irish second-level schools, development education has the potential to act as a bridge between traditional subject demarcations.

Main issues arising and implications

- There is a strong emphasis on education for economic growth in the current climate of Irish education as reflected in the rhetoric of successive government Ministers, the recent Strategy Statements (DES, 2002; DES, undated) and the comments of the academic community (O'Sullivan, 2005; Lynch, 1989, 1992; Hannan, 1987). In this context, the willingness of the schools, teachers and students that participated in this study to become involved in development education is most encouraging. The evidence would suggest that much of this enthusiasm is due to the voluntary efforts of individual proponents of the values of development education, rather than officially adopted school policies. This is reflected for example in the fact that some schools maintain high development education activism rates, although there are few if any related discussions at staff level. This 'informal approach' seems to work to the advantage of development education, while promoting teacher autonomy and enterprise.

- The between-school differences emerging from the data are consistent with previous findings in relation to the significance of school culture and ethos (Gleeson, O'Driscoll *et al*, 2003; Smyth, 1999). These differences highlight the inadvisability of treating all schools and teachers as if their professional development needs were identical.
- The findings of the current study regarding the continued popularity of textbook-based pedagogy, which are consistent with the available research findings e.g. OECD (1991); Lyons, Lynch *et al* (2003) and others, are problematic from the perspectives of teaching and learning. Smyth *et al* (2006, p.126) reported that 'activity-based learning is the most popular among the different class groups, with students mentioning discussions, teachers using different teaching styles rather than just working from the book, more practical activities in class and making the subject more interesting through different activities, as helping them to learn'. It is reasonable to assume that teachers who lack confidence in their knowledge of development issues or in the use of active learning approaches are most likely to rely on textbooks. This has important implications for initial and continuing teacher education and development.
- The finding that two-thirds of all teacher respondents saw opportunities for development education in their main subject areas is most encouraging. While teachers of geography, Religious Education, English and history scored highest, high percentages of business and home economics teachers also responded positively while the positive reactions of science teachers are particularly noteworthy. These findings are particularly encouraging in view of the recently published Irish Aid/ NCCA (undated) study of the Opportunities for Development Education at Senior Cycle. This report (p.126) concluded that 'development education is an approach that can be integrated across all subject areas. There is a coherence of aims, values and skills, compatible with development education as well as a coherence of content'. The findings of the current study suggest that further work is needed if the potential of development education is to be realised in areas such as mathematics and technology.

- The rhetoric/reality theme is a recurring one in Irish affairs (Lee, 1989) and in Irish education (Gleeson, 2000). While the completed school profiles suggest that development education is valued in all schools, certain contradictions emerge from the data. For example, the levels of activism in relation to development education are lower in the case of boys' schools than might be expected from their very positive endorsement of development education. Development education is ultimately an issue for each individual school in a context where the DES favours increased emphasis on school self-evaluation. In this context, it is important that the self-evaluation criteria identified by schools measure the reality against the rhetoric so as to ensure that the many fine examples of good practice emerging from this report are consolidated and disseminated.
- The recent Irish Aid/NCCA study (p.9) highlighted the potential for a thematic cross-curricular approach to treating development issues across Leaving Certificate subject areas, using the example of a Human Rights Day. Given the prevailing general agreement regarding the overloaded nature of the post-primary curriculum (NCCA, 2004) it is hardly surprising that the majority of teacher respondents in the current study favoured a cross-curricular approach to development education. However, the implementation of such an approach requires a culture where collaborative planning and teamwork are prized and facilitated. Since this is unfortunately not the case in Irish post-primary schools (Callan, 2006; Kiely, 2003) there is a danger that the positive rhetoric may not become reality. The adoption of cross-curricular approaches also has important implications for the integration of development education within initial teacher education programmes.
- While many of the findings regarding social distance are encouraging in the context of a rapidly changing Ireland the findings raise serious concerns regarding the relationships with members of the Travelling community. Indeed there is a certain irony in young peoples' enthusiasm for disadvantaged communities elsewhere, when they appear to be so negative in relation to members of the Travelling community.
As the Irish Traveller Movement (ITM website, 2002) points out, while the issue in relation to Traveller education has been identified primarily in terms of

Traveller participation in formal educational settings, 'there is concern with what happens when Travellers enter the school system. Promoting an inter-cultural educational approach which validates the experiences of all the children in the classroom, including the Traveller child, is a key issue in relation to Travellers and education'.

- What if any accountability systems are in place to monitor the inclusion of development education in Irish post-primary education? The focus of the prevailing bureaucratic model of accountability is reflected in the DES (2002; undated) performance indicators, with their emphasis on tangible measurable outputs such as the numbers completing the Leaving Certificate or taking up science subjects, rather than process outcomes of a social, attitudinal, cultural, or political nature (Gleeson and Ó Donnabháin, 2006). No reference was found to development education *per se* in the Whole School Evaluation and Subject Inspection reports examined by the authors. Such forms of evaluation are unlikely to promote the approaches to collegiality, pedagogy and teacher development that are necessary in order to address the substantive issues identified in this report.

There are many exciting complementary developments taking place in Irish post-primary schools including CSPE, social and political education, Transition Units, Young Social Innovators, environmental awareness programmes and development education. Unfortunately, the constructive integration that is required in order to realize their full cumulative potential is being hampered by the prevailing 'balkanisation' within schools (Hargreaves, 1994).

- The prevalence of 'anonymous development educators' is high, i.e. teachers who did not see themselves as teaching development education when teaching relevant topics. Since a greater understanding of development education has the potential to increase levels of teacher awareness and improve the effectiveness of their teaching approaches, the need for teacher development across the continuum is clear.
- At the macro level collaboration between Irish Aid and the DES would help to address some of the macro issues emerging from this report e.g. school culture

and organisational issues and appropriate teacher development provision across the continuum.

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Appendix I

Research Methodology

Research Methodology

Selection of Schools

As set out in the initial proposal for this project, schools were selected using the approach adopted in the OECD/PISA study. PISA is a three-yearly OECD-wide survey (2000, 2003, and 2006) of the reading, mathematical and scientific literacy levels of fifteen year-olds.

Dr. Peter Archer and Dr. David Millar, Educational Research Centre (ERC), St. Patrick's College, Drumcondra, Dublin advised on the selection of the schools.

Using a sampling frame similar to that used in the PISA study, a large representative sample of 120 schools out of the total population of 743 post-primary schools was identified for the study. The main consideration in drawing up this sample was to ensure a representative sample of students and teachers. This was the highest possible number of schools that could be surveyed within available resources. For each of the schools selected, two further schools were identified as replacements, if required.

Each selected school was written to and subsequently the school principal was contacted by telephone by one of the research team. Notwithstanding the many demands on principals' time, the response was generally positive and supportive. Of the 120 that were initially contacted, 110 agreed to participate, while substitute schools from the sampling frame were contacted in the remaining cases. Some schools in the sample declined because they were participating in other research projects, such as the ESRI longitudinal study. In all, 119 schools participated and having taken advice from Peter Archer it was felt that it was not necessary to gather data from the one remaining school.

Development of the Research Instruments

Three separate instruments were designed by the research team, one for second year Junior Certificate students, one for first year Leaving Certificate Established and Leaving Certificate Vocational students (5th year) and one for teachers including principals. In addition, a pro-forma was also developed in order to establish the profile of development education in each school.

The design of the questionnaires was informed by a literature review and research on questionnaire construction.

The student questionnaires were piloted in different schools with a range of class groups at both second and fifth year levels. The teacher survey was also piloted with teachers from a range of school types including voluntary secondary schools and community/comprehensive.

The questionnaires were subjected to rigorous review and revision, going through fourteen drafts for the fifth year, eight for the second year and twelve for the teacher survey. Gerry Jeffers, Department of Education, NUI, Maynooth, Cathy Roche, Young Social Innovators and Karen O'Shea, currently an independent researcher with extensive experience of the second level schooling system, were engaged as critical readers and contributed to the process of revision.

The questionnaires sought to elicit a broad range of information from 45 questions for second year students (see Appendix II), 47 questions for fifth years (see Appendix III) and 46 questions for teachers/principals (see Appendix IV).

Work of Field Officers

The research team recruited twelve field officers with experience in teaching and/or research to visit the participating schools. These were:

- Joanne O'Flaherty and Orla McCormack (Cork/Kerry area)
- Nora Hogan (Limerick/Tipperary area)
- Karen O'Shea and Trish Kane (North-West area)
- Brenda Gallagher (Clare/Galway area)
- Margaret Lucey (North-East area)

- Aileen Walsh (South-East area)
- Dolores Fulham (Midlands area)
- Helen Fitzgerald and Karen Mahony (Dublin area).

Prior to commencement of field work, the research team met with the field officers to brief them on the research and ensure a common approach. The nominated field officers were asked to make at least two visits to each participating school. The purposes of the first visit were to:

- Identify two class groups, one second year and one fifth year group in such a way as to ensure that the survey was administered to as broad a range of academic abilities as possible. Guidelines for selecting these class groups are outlined in Appendix VI. (Two class groups were selected in all schools regardless of size)
- Identify the time and place to administer the survey to the selected classes
- Seek list of teachers and assist the research team in identifying stratified sample
- Make arrangements with the principal or a nominee of the principal for the completion of the school profile.

During the second visit the field officers:

- Conducted the student survey with 2,588 second year students and 2,382 fifth year students – 4,970 students in total
- Recorded the school profile with school principal or with person nominated by the principal using the pro-forma interview schedule at Appendix VII. (Profile of development education provision in 119 post-primary schools)
- Actively encouraged the return of teacher survey.

Selection of Teachers

The original project proposal envisaged targeting 1,300 subject teachers (one teacher from the range of subject areas specified below). However in order to achieve a more representative sample of teachers, it was decided (with advice from ERC) to increase this number to 2,478. This was done by targeting two teachers per subject area plus the principal in schools of more than 300 students and one teacher per subject area in schools of less than 300 teachers.

Subject areas to be included were as follows:

- Science
- Technology/Home Economics
- Mathematics
- First/Second Language (Irish, English)
- Third Language (French, German Spanish...)
- Business
- Creative/Aesthetic (Art, Music)
- Social Studies (History, Geography)
- Physical Education
- Religious Education
- CSPE (anchor teacher, coordinator where available)

The procedure for carrying out the random selection of teachers within individual schools is detailed in Appendix V.

Dissemination of Teacher Survey

The research team devoted a significant amount of time to securing lists of subject teachers from each of the participating schools and identifying the selected teachers according to the criteria. In schools of more than 300 students, 22 teachers plus the principal were selected. In the schools where there were less than 300 students, eleven teachers plus the principal were selected. A total of 2,478 teachers/principals were targeted by the survey.

An individual letter with a copy of the teacher survey was sent by surface mail to each selected teacher with a pre-paid envelope for return of the completed survey.

Teacher Survey Response Rate

The initial response rate from the 2,478 teachers was 33 per cent but as a result of an intensive canvass of schools by the research team by letter and phone calls to school principals/contact teachers, that response increased by 15.1 per cent. The total number of teacher surveys returned was 1,193 out of the 2,478 surveys sent out. This gave a final response rate of 48.1 per cent for the teacher survey.

Data Input and Analysis

Two research assistants and two research associates were employed to input the data. The data frame was constructed by one of the research team and a scoring system for the open-ended questions was agreed by the research team. The research assistants were responsible for inputting the data from the second and fifth year students, while the research associates processed the data from the school profile and the teacher survey and conducted the initial statistical analysis. After data had been inputted it was analysed using SPSS.

Appendix II

**Student Questionnaire –
Second Year**

STUDENT QUESTIONNAIRE

SECOND YEAR

QUESTIONNAIRE FOR 2nd YEAR STUDENTS

SECTION A

.....
: First of all, we would like to ask you some questions about yourself. :
.....

Q.1 Age _____ years

Q.2 Sex Female Male

Q.3 Name three well known people you most admire?

Q.4 What kind of television programmes do you watch? Please tick one box after each type.

Type of Programme	Frequently	Occasionally	Never
News/Current Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other types of programme (please specify)

Thank you.

SECTION B

.....
: We would now like to ask you some questions about you and your family. :
.....

Q.5 Where were you born? Please tick.

I was born in Ireland

I was born outside Ireland

Q.6 What is the main religious faith, if any, of your family?

Catholic

Church of Ireland

Jehovah Witnesses

Judaism

Greek/Russian Orthodox

Methodist

Mormon

Muslim

Presbyterian

Protestant Evangelical

Seventh Day Adventists

Society of Friends

Mixed Faith

No faith

Other religious faith (Please specify) _____

If you were born in Ireland skip to Question 9. Otherwise answer Question 7 and 8.

Q.7 *If you were born outside Ireland*, please state in what country you were born?

I was born in _____

Q.8 *If you were born outside Ireland*, what age were you when you came to Ireland?

I was _____ years old.

Q.9 In what country were your parents/guardians born (leave blank if you don't know)?

	Mother/Female Guardian	Father/Male Guardian
Country		

In some families there is one parent/guardian and in others there are two parents/guardians.

If you are from a one parent/guardian family, please complete questions 10-12 or 13-15 below.

If you are from a two parent/guardian family please complete questions 10-15.

Q.10 When did your *mother/female guardian* complete her formal education?
(Please tick the highest level that describes her)

After primary

After some second-level education

Completed Leaving Certificate

After some third-level education

Completed third-level degree

Unsure

Q.11 What is your *mother's/female guardian's* main job outside the home?
(e.g. school teacher, nurse, factory worker)
If she is not working outside the home now, please tell us her last main job.
Please write in the job title _____

Q.12 What does your *mother/female guardian* do in her main job outside the home?
(e.g. teaches secondary school students; cares for patients; works in Dell - sticks circuits onto a circuit board)
If she is not working outside the home now, please tell us what she did in her last main job. Please use a sentence to describe the kind of work she does or did in her main job.

Q.13 When did your *father/male guardian* complete his formal education?
(Please tick the highest level that describes him)

After primary	<input type="checkbox"/>
After some second-level education	<input type="checkbox"/>
Completed Leaving Certificate	<input type="checkbox"/>
After some third-level education	<input type="checkbox"/>
Completed third-level degree	<input type="checkbox"/>
Unsure	<input type="checkbox"/>

Q.14 What is your *father's /male guardian's* main job outside the home?
(e.g., school teacher, nurse, factory worker)
If he is not working outside the home now, please tell us his last main job.
Please write in the job title _____

Q.15 What does your *father /male guardian* do in his main job outside the home?
(e.g., teaches secondary school students; cares for patients, works in Dell - sticks circuits onto a circuit board)
If he is not working outside the home now, please tell us what he did in his last main job.
Please use a sentence to describe the kind of work he does or did in his main job.

Thanks very much.

SECTION C

Over the last ten years, there has been a big increase in the number of people in this country from Africa, Eastern Europe and other parts of the world. You may be one of these.

If you belong to one of the categories mentioned in Questions 16-20 please skip that question e.g. If you are from Eastern Europe omit question 17 and answer all other questions in this section.

Q.16 How would you describe your attitude to Black migrant people from Africa?
Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have Black African people living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have Black African people in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have Black African people in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they stayed in Africa.	<input type="checkbox"/>	<input type="checkbox"/>

Q.17 How would you describe your attitude to people from Eastern Europe?
Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have people from Eastern Europe living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people from Eastern Europe in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people from Eastern Europe in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they stayed in Eastern Europe	<input type="checkbox"/>	<input type="checkbox"/>

Q.18 How would you describe your attitude to people of the Muslim faith?

Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have people of the Muslim faith living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of the Muslim faith in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of the Muslim faith in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they all left the country.	<input type="checkbox"/>	<input type="checkbox"/>

Q.19 How would you describe your attitude to members of the Travelling community?

Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have members of the Travelling Community living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have members of the Travelling community in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have members of the Travelling Community in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they all left the country.	<input type="checkbox"/>	<input type="checkbox"/>

Q.20 How would you describe your attitudes to people of a different faith?

Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have people of a faith other than my own living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of a faith other than my own in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of a faith other than my own in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D

We would now like to ask you some questions about what you know and how you feel about Third World countries.

One definition for Third World is: *Countries of the world plagued by poverty mainly located in Africa, Asia, South and Central America.*

Q.21 How well informed are you about Third World countries?

Statement

Please tick one box

I don't know anything about them.

I know something about them.

I am well informed about them.

Q.22 I take actions that make a difference to the future of Third World countries.

Please tick one box.

Strongly Agree

Agree

Disagree

Strongly Disagree

Unsure

Q.23 How do you feel about levels of poverty in Third World countries?

Please tick one box

Very concerned

Quite concerned

No strong feelings either way

Somewhat concerned

Not concerned at all

Q.24 When I see a picture of a starving child in a newspaper/magazine or on television, my immediate reaction is.....

Q.25 When I hear an appeal for more money for Third World countries my immediate reaction is.....

Q.26 When I hear that children are being exploited through work, war or the sex trade, my immediate reaction is.....

Q.27 How important is each of the following factors (A, B, C) in explaining why the world's poorest countries are poor?
(Please tick one box for A, 1 for B and 1 for C).

A. Natural Factors (e.g. drought, tsunami, flooding, earthquakes etc.)

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

B. Internal Factors in their country (e.g. corruption in government, lack of education and training, laziness and inefficiency).

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

C. External Factors (e.g. unfair trade, debt to repay, exploitation by western companies).

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

In your opinion, which of the above three factors (A, B, C) contribute most to Third World poverty?

(Please indicate with A or B or C) _____

Q.30 Here are some of the ways in which Third World poverty could be reduced. Please list them in order of importance.

(Put 1 beside what you think is most important, 2 beside the second most important and so on.)

- | | List 1, 2, 3, 4 and 5 |
|---|------------------------------|
| Cancel debts of poor countries | _____ |
| Prevent war and conflict | _____ |
| Provide training and expertise | _____ |
| Help Third World countries to trade with richer countries | _____ |
| Provide financial support | _____ |
| Other (please specify) | _____ |
-

Thank you very much.

**Q.32 What are your main sources of information on Third World countries
(1, 2 and 3 only)?**

Source of Information

Please list 1, 2 and 3 only in order of importance

Church	_____
Discussion at home	_____
Discussions among friends	_____
Internet	_____
Newspapers/magazines	_____
Radio	_____
School	_____
Television	_____
Youth Groups	_____
Other sources of information (please specify)	_____

Thank you very much.

SECTION G

.....
: Now, we would like to ask you some questions about school. :
.....

Q.33 How often were the following activities part of your post-primary education?
(Please tick one box for each statement).

Class discussion on Third World issues.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Internet search on a Third World country.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

A homework exercise connected to Third World countries.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

A project on Third World countries.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Visitors to the classroom to talk about Third World issues.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

A group-work activity on Third World issues.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Q.34 Have you discussed any of the following topics in school?

(Please tick one box for each).

Topics	Yes	No	Don't Know
Aid and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irish Third World agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair trade and debt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global warming and environmental destruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irish missionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunger and famine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racism, refugees and migration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Third World issues (please specify)			

Q.35 When Third World countries come up for discussion in school or in some other setting, how willing are you to participate?

(Please tick one box).

Very Willing	Willing	Somewhat Willing	Unwilling	Very Unwilling
<input type="checkbox"/>				

Q.36 Since you started in post primary school, have you participated in any of the activities listed below?

(Please tick one box for each statement).

Fund-raising for a Third World cause

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Debates on Third World issues

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Mission week activities

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Special activities to mark events like World AIDS day

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Other related activities (please specify)

Q.37 Poverty in developing countries affects people in Ireland.
(Please tick one box).

**Strongly
Agree**

Agree

Somewhat

Disagree

**Strongly
Disagree**

Unsure

Please explain your response.

Thank you very much.

Q.41 Match the countries with the products. See example of Ireland below.

A	Spain
B	Brazil
C	China
D	Saudi Arabia
E	Japan
F	Ireland

1	Oil
2	Oranges
3	Steel
4	Computer Equipment
5	Coffee
6	Cotton

Example

A	
B	
C	
D	
E	
F	4

Q.42 Please list the following countries according to wealth per person.

(Put 1 beside the country you think is the richest, 2 beside the second richest country and so on).

Country	List 1 – 5 Richest - Poorest
Brazil	_____
Ireland	_____
Mozambique	_____
France	_____
Poland	_____

Thank you.

SECTION I

.....
: Finally, we would like to ask you... :
.....

Q.43 How optimistic are you about the future of the Third World?

Very Optimistic	Optimistic	Somewhat Optimistic	Pessimistic	Very Pessimistic	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain why.

Q.44 What, in your opinion, are the three greatest challenges facing humankind?

Q.45 List ways in which the Irish government could contribute to reducing poverty in Third World countries?

Thank you very much for your cooperation.

Appendix III

Student Questionnaire - First Year Leaving Certificate

STUDENT QUESTIONNAIRE

1ST YEAR LEAVING CERTIFICATE

QUESTIONNAIRE FOR 1st YEAR LEAVING CERTIFICATE STUDENTS

SECTION A

.....
: First of all, we would like to ask you some questions about yourself. :
.....

Q.1 Age _____ years

Q.2 Sex Female Male

Q.3 Name three well known people you most admire?

Q.4 What kind of television programmes do you watch? Please tick one box after each type.

Type of Programme	Frequently	Occasionally	Never
News/Current Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other types of programme (please specify)

Q.5 Did you do Transition Year? Yes No

Q.6 For each subject you took in your Junior Certificate Examination please indicate the level (Foundation, Ordinary or Higher) and the grade you achieved. The subjects are listed in alphabetical order.

Name of Subject	Level	Grade	Unsure
Art, Craft and Design			
Business Studies			
Civic, Social and Political Education	Common		
English			
French			
Geography			
German			
History			
Home Economics			
Irish			
Mathematics			
Materials Technology (Wood)			
Metalwork			
Spanish			
Science			
Religious Education			
Technology			
Technical Graphics			
Other (please specify)			

Thank you.

SECTION B

.....
: We would now like to ask you some questions about you and your family. :
.....

Q.7 Where were you born? Please tick.

- I was born in Ireland
- I was born outside Ireland

Q.8 What is the main religious faith, if any, of your family?

- Catholic
- Church of Ireland
- Jehovah Witnesses
- Judaism
- Greek/Russian Orthodox
- Methodist
- Mormon
- Muslim
- Presbyterian
- Protestant Evangelical
- Seventh Day Adventists
- Society of Friends
- Mixed Faith
- No faith
- Other religious faith (Please specify) _____

If you were born in Ireland skip to Question 11. Otherwise answer Question 9 and 10.

Q.9 ***If you were born outside Ireland,** please state in what country you were born?*

I was born in _____

Q.10 ***If you were born outside Ireland,** what age were you when you came to Ireland?*

I was _____ years old.

Q.11 **In what country were your parents/guardians born** (leave blank if you don't know)?

	Mother/Female Guardian	Father/Male Guardian
Country		

In some families there is one parent/guardian and in others there are two parents/guardians.

If you are from a one parent/guardian family, please complete questions 12-14 or 15-17 below.

If you are from a two parent/guardian family please complete questions 12-17.

Q.12 **When did your *mother/female guardian* complete her formal education?**
(Please tick the highest level that describes her)

- After primary
- After some second-level education
- Completed Leaving Certificate
- After some third-level education
- Completed third-level degree
- Unsure

Q.13 What is your *mother's/female guardian's* main job outside the home?
(e.g. school teacher, nurse, factory worker)
If she is not working outside the home now, please tell us her last main job.
Please write in the job title _____

Q.14 What does your *mother/female guardian* do in her main job outside the home?
(e.g. teaches secondary school students; cares for patients; works in Dell - sticks circuits onto a circuit board)
If she is not working outside the home now, please tell us what she did in her last main job. Please use a sentence to describe the kind of work she does or did in her main job.

Q.15 When did your *father/male guardian* complete his formal education?
(Please tick the highest level that describes him)

- | | |
|-----------------------------------|--------------------------|
| After primary | <input type="checkbox"/> |
| After some second-level education | <input type="checkbox"/> |
| Completed Leaving Certificate | <input type="checkbox"/> |
| After some third-level education | <input type="checkbox"/> |
| Completed third-level degree | <input type="checkbox"/> |
| Unsure | <input type="checkbox"/> |

Q.16 What is your *father's /male guardian's* main job outside the home?
(e.g., school teacher, nurse, factory worker)
If he is not working outside the home now, please tell us his last main job.
Please write in the job title _____

Q.17 What does your *father /male guardian* do in his main job outside the home?
(e.g., teaches secondary school students; cares for patients, works in Dell - sticks circuits onto a circuit board)
If he is not working outside the home now, please tell us what he did in his last main job.
Please use a sentence to describe the kind of work he does or did in his main job.

Thanks very much.

SECTION C

Over the last ten years, there has been a big increase in the number of people in this country from Africa, Eastern Europe and other parts of the world. You may be one of these.

If you belong to one of the categories mentioned in Questions 18-21 please skip that question e.g. If you are from Eastern Europe omit question 19 and answer all other questions in this section.

Q.18 How would you describe your attitude to Black migrant people from Africa?
Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have Black African people living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have Black African people in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to go on a date with a Black African person.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have Black African people in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they stayed in Africa.	<input type="checkbox"/>	<input type="checkbox"/>

Q.19 How would you describe your attitude to people from Eastern Europe?
Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have people from Eastern Europe living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people from Eastern Europe in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to go on a date with a person from Eastern Europe.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people from Eastern Europe in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they stayed in Eastern Europe	<input type="checkbox"/>	<input type="checkbox"/>

Q.20 How would you describe your attitude to people of the Muslim faith?

Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have people of the Muslim faith living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of the Muslim faith in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to go on a date with a person of the Muslim faith.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of the Muslim faith in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they all left the country.	<input type="checkbox"/>	<input type="checkbox"/>

Q.21 How would you describe your attitude to members of the Travelling community?

Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have members of the Travelling Community living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have members of the Travelling community in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to go on a date with a person from the Travelling community.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have members of the Travelling Community in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer if they all left the country.	<input type="checkbox"/>	<input type="checkbox"/>

Q.22 How would you describe your attitudes to people of a different faith?

Please tick Yes or No for each of the following statements.

Statements	Yes	No
I am/would be happy to have people of a faith other than my own living next door to me.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of a faith other than my own in my class.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to go on a date with a person of a faith other than my own.	<input type="checkbox"/>	<input type="checkbox"/>
I am/would be happy to have people of a faith other than my own in my street/neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D

We would now like to ask you some questions about what you know and how you feel about Third World countries.

One definition for Third World is: *Countries of the world plagued by poverty mainly located in Africa, Asia, South and Central America.*

Q.23 How well informed are you about Third World countries?

Statement

Please tick one box

I don't know anything about them.

I know something about them.

I am well informed about them.

Q.24 I take actions that make a difference to the future of Third World countries.

Please tick one box.

Strongly Agree

Agree

Disagree

Strongly Disagree

Unsure

Q.25 How do you feel about levels of poverty in Third World countries?

Please tick one box

Very concerned

Quite concerned

No strong feelings either way

Somewhat concerned

Not concerned at all

Q.26 When I see a picture of a starving child in a newspaper/magazine or on television, my immediate reaction is.....

Q.27 When I hear an appeal for more money for Third World countries my immediate reaction is.....

Q.28 When I hear that children are being exploited through work, war or the sex trade, my immediate reaction is.....

Q.29 How important is each of the following factors (A, B, C) in explaining why the world's poorest countries are poor?
(Please tick one box for A, 1 for B and 1 for C).

A. Natural Factors (e.g. drought, tsunami, flooding, earthquakes etc.)

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

B. Internal Factors in their country (e.g. corruption in government, lack of education and training, laziness and inefficiency).

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

C. External Factors (e.g. unfair trade, debt to repay, exploitation by western companies).

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

In your opinion, which of the above three factors (A, B, C) contribute most to Third World poverty?

(Please indicate with A or B or C) _____

SECTION E

.....
: We would now like to ask you some questions on taking action on Third
: World issues.
:
.....

Q.30 Please tick the activities you have participated in, in the last two years?

Activity

- I have participated in a Make Poverty History rally.
- I have participated in an anti-war rally.
- I have worn a no-racism badge.
- I have signed a petition.
- I have sent a letter to a member of a government on a human rights issue.
- I have sent a letter to a person whose rights are, I believe, being violated.
- I have worn a Make Poverty History bracelet or one with a similar message.
- I have given some of my own money to Third World countries.

Other related activities (please specify)

Q.31 Please tick the statements from the following list that are true in your case.

Statement

- I try, where possible, to buy products that will support Third World countries.
- I boycott certain products, if I believe they are harmful to Third World countries.
- I try to conserve oil and electricity as a way of reducing global warming.
- I challenge racist statements when I hear them.
- I take the bicycle, bus/train, where possible.

Q.32 The government and various organisations try to assist Third World countries to reduce poverty in a variety of ways.

Please rank the following in order of importance 1-5.

(Put 1 beside what you think is most important, 2 beside the second most important and so on.)

	Rank 1, 2, 3, 4 and 5
Cancelling debts of poor countries	_____
Helping to prevent war and conflict	_____
Providing training and expertise	_____
Helping Third World countries to trade with richer countries	_____
Providing financial support	_____
Other (please specify)	_____

Thank you very much.

**Q.34 What are your main sources of information on Third World countries
(1, 2 and 3 only)?**

Source of Information	Please list 1, 2 and 3 <u>only</u> in order of importance
Church	_____
Discussion at home	_____
Discussions among friends	_____
Internet	_____
Newspapers/magazines	_____
Radio	_____
School	_____
Television	_____
Youth Groups	_____
Other sources of information (please specify)	_____

Thank you very much.

SECTION G

.....
: Now, we would like to ask you some questions about school. :
.....

Q.35 How often were the following activities part of your post-primary education?
(Please tick one box for each statement).

Class discussion on Third World issues.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Internet search on a Third World country.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

A homework exercise connected to Third World countries.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

A project on Third World countries.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Visitors to the classroom to talk about Third World issues.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

A group-work activity on Third World issues.

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Q.36 Have you discussed any of the following topics in school?

(Please tick one box for each).

Topics	Yes	No	Don't Know
Aid and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irish Third World agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair trade and debt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global warming and environmental destruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irish missionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunger and famine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racism, refugees and migration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Third World issues (please specify)			

Q.37 When Third World countries come up for discussion in school or in some other setting, how willing are you to participate?

(Please tick one box).

Very Willing	Willing	Somewhat Willing	Unwilling	Very Unwilling
<input type="checkbox"/>				

Q.38 Since you started in post primary school, how often have you participated in any of the activities listed below?
(Please tick one box for each statement).

Fund-raising for a Third World cause

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Debates on Third World issues

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Mission week activities

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Special activities to mark events like World AIDS day

Very Often	Often	Sometimes	Seldom	Never	Unsure
<input type="checkbox"/>					

Other related activities (please specify)

Q.39 Poverty in developing countries affects people in Ireland.
(Please tick one box).

**Strongly
Agree**

Agree

Somewhat

Disagree

**Strongly
Disagree**

Unsure

Please explain your response.

Thank you very much.

Q.43 Match the countries with the products. See example of Ireland below.

A	Spain
B	Brazil
C	China
D	Saudi Arabia
E	Japan
F	Ireland

1	Oil
2	Oranges
3	Steel
4	Computer Equipment
5	Coffee
6	Cotton

Example

A	
B	
C	
D	
E	
F	4

Q.44 Please list the following countries according to wealth per person.

(Put 1 beside the country you think is the richest, 2 beside the second richest country and so on).

Country	Richest - Poorest
Brazil	_____
Ireland	_____
Mozambique	_____
France	_____
Poland	_____

Thank you.

SECTION I

.....
: Finally, we would like to ask you... :
.....

Q.45 How optimistic are you about the future of the Third World?

Very Optimistic	Optimistic	Somewhat Optimistic	Pessimistic	Very Pessimistic	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain why.

Q.46 What, in your opinion, are the three greatest challenges facing humankind?

Q.47 List ways in which the Irish government could contribute to reducing poverty in Third World countries?

Thank you very much for your cooperation.

Appendix IV

Development Education - Teacher Survey

DEVELOPMENT EDUCATION

TEACHER SURVEY

This research is funded by Irish Aid, Department of Foreign Affairs and is being jointly carried out by Shannon Curriculum Development Centre (Shannon CDC) and the Curriculum Evaluation and Policy Research Unit (CEPRU), University of Limerick.

Development Education Teacher Survey

The purpose of this survey is to collect information on teachers' attitudes to and experience of Development Education.

*For the purposes of this study, the following definition of Development Education applies:
Development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live.
(Development Cooperation Ireland)*

*All information is strictly confidential.
Neither teachers nor schools will be named in the research report.*

SECTION A - First of all, we would like to ask you some questions about yourself.

- Q.1 Sex Female Male
- Q.2 Age: 20-29 30-39
40-49 50-59 60-65
- Q.3 Teaching Subject(s) - Please indicate what is/are the main subject(s) you are currently teaching
.....
.....
- Q.4 Do you currently teach Civic, Social and Political Education (CSPE)? Yes No
- Q.5 Have you ever taught CSPE? Yes No
- Q.6 Which of the following applies to your teaching position?
Permanent Whole-time (PWT) Pro-rata
Contract of indefinite duration (CID) Casual
Non-casual
- Q.7 Role in the school - Please indicate which of the following describes your role within the school.
Principal Deputy Principal
Assistant Principal Special Duties Teacher
Teacher
- Q.8 Courses on Development Education - Please tick whichever is true.
Development Education was part of my initial teacher education programme. Yes No
I have taken degree/diploma courses on Development Education. Yes No
Development Education was part of one or more of my degree subjects. Yes No

SECTION B - Involvement in political and religious activities.

Q.9 To what religion or denomination, if any, do you belong? (They are listed in alphabetical order).

- | | | | | | |
|------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
| Catholic | <input type="checkbox"/> | Church of Ireland | <input type="checkbox"/> | Greek/Russian Orthodox | <input type="checkbox"/> |
| Jehovah Witness | <input type="checkbox"/> | Judaism | <input type="checkbox"/> | Methodist | <input type="checkbox"/> |
| Mormon | <input type="checkbox"/> | Muslim | <input type="checkbox"/> | Presbyterian | <input type="checkbox"/> |
| Protestant Evangelical | <input type="checkbox"/> | Seventh Day Adventists | <input type="checkbox"/> | Society of Friends | <input type="checkbox"/> |
| No faith | <input type="checkbox"/> | | | | |

Other (Please state):

Q.10 Apart from school duties, how often do you attend any church/mosque/synagogue or other place of worship?

- | | | | | | |
|-----------------------|--------------------------|-----------------|--------------------------|-----------------------------|--------------------------|
| More than once a week | <input type="checkbox"/> | Once a week | <input type="checkbox"/> | Once to three times a month | <input type="checkbox"/> |
| Several times a year | <input type="checkbox"/> | Less frequently | <input type="checkbox"/> | Never | <input type="checkbox"/> |

Q.11 Do you normally vote in Local / National / European elections?

- | | |
|--------------------------|--------------------------|
| I vote whenever possible | <input type="checkbox"/> |
| I vote sometimes | <input type="checkbox"/> |
| I never vote | <input type="checkbox"/> |

Q.12 With regard to Local/National/European elections which of the following is true of you.

- | | |
|--|--------------------------|
| I normally vote for a particular political party | <input type="checkbox"/> |
| I normally vote for Independent candidates | <input type="checkbox"/> |
| I normally vote cross party | <input type="checkbox"/> |

If you normally vote for a particular political party, which party?

.....
.....

Q.13 Politically how would you regard yourself on the left/right divide, where left is used to characterise socialist leanings and right is used to characterise liberal/ conservative leanings?

- | | | | |
|------------------------|--------------------------|-------------------------|--------------------------|
| Very much on the left | <input type="checkbox"/> | Broadly left | <input type="checkbox"/> |
| Centre | <input type="checkbox"/> | Broadly right | <input type="checkbox"/> |
| Very much to the right | <input type="checkbox"/> | Don't Know / No Opinion | <input type="checkbox"/> |

Q. 14 Are you a member of any agency or charitable organisation/NGO that supports developing countries? Yes No

If yes, what agency or organisation?

.....

Q. 15 What, if any daily newspaper(s) do you normally read?

.....
.....
.....

Q. 16 What, if any, Sunday newspaper(s) do you normally read?

.....
.....

Q. 17 Have you ever worked in the Third World/Developing World?

For the purposes of this survey the Third World refers to countries of the world plagued by poverty mainly located in Africa, Asia, South and Central America.

Yes No

Q. 18 If yes, where and what was the nature of your work?

.....
.....

Q. 19 Are you in contact with anyone who is working either....

As a development worker in the Third World Yes No

As a volunteer in the Third World Yes No

As a religious missionary in the Third World Yes No

SECTION C - Taking action on Third World issues.

Q.20 From the following list please tick actions that you have taken over the past 2 years.

Action	Yes	No
I have participated in a Make Poverty History rally.	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in a demonstration on a Third World issue.	<input type="checkbox"/>	<input type="checkbox"/>
I have worn a no-racism badge.	<input type="checkbox"/>	<input type="checkbox"/>
I have signed a petition to do with Third World issues.	<input type="checkbox"/>	<input type="checkbox"/>
I have sent a letter to a member of a government on a human rights issue.	<input type="checkbox"/>	<input type="checkbox"/>
I have sent a letter to a person whose rights are I believe being violated.	<input type="checkbox"/>	<input type="checkbox"/>
I have worn a Make Poverty History bracelet or one with a similar message.	<input type="checkbox"/>	<input type="checkbox"/>
I have made a donation to the Third World.	<input type="checkbox"/>	<input type="checkbox"/>
I have purchased a global gift.	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

.....

Q.21 In your case how true are the following statements?

Statement	Always	Sometimes	Never
I try, where possible, to buy products that will support people in the Third World.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I boycott certain products when I believe they are harmful to the Third World.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consciously take actions aimed at reducing global warming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I challenge racist statements when I hear them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take the bicycle, bus/train, where possible, rather than rely on the car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.22 What is your response to the following statement? (Please tick one box).

I take actions that make a difference to the future of Third World countries.

Strongly Agree Agree Disagree Strongly Disagree Unsure

Q.23 The government and various organisations try to assist Third World countries to reduce poverty in a variety of ways.

Please rank the following in order of importance 1-5.

(Put 1 beside what you think is most important, 2 beside the second most important and so on.)

	Rank 1, 2, 3, 4 and 5
Cancelling debts of poor countries
Helping to prevent war and conflict
Providing training and expertise
Helping Third World countries to trade with richer countries
Providing financial support
Other (please specify)

SECTION D – Awareness of Third World Issues

Q.24 *How would you describe your level of interest in Third World issues?*
(Please tick one box for each question).

How high is your level of interest in Third World issues?

Very High High Average Low Very Low Unsure

How frequently do you discuss Third World issues with family and friends?

Very Frequently Frequently Sometimes Occasionally Never Unsure

How often do you watch television programmes on the Third World?

Very Often Often Sometimes Occasionally Never Unsure

How often do you read sections of the newspaper dealing with Third World issues?

Very Often Often Sometimes Occasionally Never Unsure

Q.25 *How well informed are you about Third World countries?*

Statement Please tick one box

I don't know anything about them.

I know something about them.

I am well informed about them.

Q.26 *What are your main sources of information on the Third World?*

.....
.....
.....

Q.27 How important is each of the following factors (A, B, C) in explaining why the world's poorest countries are poor? (Please tick one box for A, one for B and one for C).

A. *Natural Factors (e.g. drought, tsunami, flooding, earthquakes etc.)*

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

B. *Internal Factors in their country (e.g. corruption in government, lack of education and training, laziness and inefficiency).*

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

C. *External Factors (e.g. unfair trade, debt to repay, exploitation by western companies).*

Very Important	Important	Somewhat Important	Unimportant	Totally Unimportant	Unsure
<input type="checkbox"/>					

In your opinion, which of the above three factors (A, B, C) contributes most to Third World poverty?

Q.28 What is your response to the following statement. (Please tick one box).

Poverty in developing countries affects people in Ireland.

Strongly Agree	Agree	Somewhat Disagree	Disagree	Strongly Disagree	Unsure
<input type="checkbox"/>					

Please explain your response.

.....

.....

.....

SECTION E - *Development Education in the school.*

Q.29 What is your reaction to the following statement? (Please tick one box).

Development Education is valued in my school.

Strongly Agree	Agree	Partly Agree	Disagree	Strongly Disagree	Unsure
<input type="checkbox"/>					

Q.30 Over your last five years, which of the following Third World/Developing World topics have you included in the course of your teaching? (Please tick from the following list of topics).

Aboriginal and native people's rights	<input type="checkbox"/>	Aid and development	<input type="checkbox"/>
Child labour	<input type="checkbox"/>	Civil war	<input type="checkbox"/>
Environmental destruction	<input type="checkbox"/>	Fair trade	<input type="checkbox"/>
Gender inequality in the Third World	<input type="checkbox"/>	Global warming	<input type="checkbox"/>
Health and disease in the Third World	<input type="checkbox"/>	HIV/AIDS	<input type="checkbox"/>
Hunger and famine	<input type="checkbox"/>	Injustice and inequality in the Third World	<input type="checkbox"/>
Irish development (Third World) agencies	<input type="checkbox"/>	Irish missionaries overseas	<input type="checkbox"/>
Migration and the Third World	<input type="checkbox"/>	Militarization in the world	<input type="checkbox"/>
Multinational companies and the Third World	<input type="checkbox"/>	Nomadic peoples	<input type="checkbox"/>
Perceptions of race	<input type="checkbox"/>	Poverty and development	<input type="checkbox"/>
World debt and development	<input type="checkbox"/>	World population trends	<input type="checkbox"/>

Other

.....

If you have ticked none of the above topics, please go to Q.36, otherwise continue with Q.31

Q.31 In what context did you teach the above topics?
(Your subject(s): Programme such as TY etc.)

Topic	Subject/Programme	Topic	Subject/Programme

Q.32 When teaching these topics, did you see yourself as teaching Development Education?

Yes No Unsure

Q.33 As a teacher of these topics which of the following statements is true. Please tick.

- It was part of the syllabus/programme
- I took the initiative myself
- I was asked to teach them

Q.34 What is your reaction to the following statements? (Please tick one box for each statement).

I enjoyed teaching the above topics.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Partly Agree | Disagree | Strongly Disagree | Unsure |
| <input type="checkbox"/> |

My students were interested in these topics.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | Partly Agree | Disagree | Strongly Disagree | Unsure |
| <input type="checkbox"/> |

Q.35 What teaching approaches did you use most often in teaching the above topics. (Please tick up to 3).

- Community link
- Group Work
- Simulation / Role Play
- Textbook
- Video / DVD
- Visits from people with first-hand experience of development issues.

Other active learning methodologies (please specify)

.....

.....

What approach(es) did you find most effective?

.....

.....

SECTION F - Development Education in the curriculum

Q.36 Which of the following statements do you most agree with? (Please tick one).

- Development Education should be mandatory up to and including Leaving Certificate.
- Development Education should be mandatory up to Junior Certificate
- Development Education should be provided for students who are interested
- Development Education should not be included in the school curriculum
- Unsure

Q.37 If you think Development Education should be part of the school curriculum, how should it be provided.....? (You may select more than one option).

- As a stand-alone subject
- As a cross-curricular theme
- In modular form
- Within individual subjects
- Unsure

Q.38 Do you see opportunities for Development Education in your own main subject(s)? (Please tick)

- Yes
- No
- Don't Know

If yes, where?

.....

.....

.....

SECTION G - Knowledge of Third World

Q.39 Please name agencies/organisations that support people living in the Third World?
(Up to a maximum of 5)

.....
.....
.....
.....
.....

Q.40 Ireland has agreed to give a certain amount of its income in Aid to Third World Countries by 2012. What percentage did it agree to give? (Please tick one box only).

- 0.3%
- 0.7%
- 1.3%
- Don't Know

Q.41 Bono and Bob Geldof were centrally involved in organising a series of concerts in the summer of 2005. Which one of the following slogans did they use?

- Drop the Debt
- End Child Labour
- Feed the World
- Make Poverty History
- Stop Violence Against Women
- Don't Know

Q.42 When it comes to giving money to the Third World, Ireland has a special relationship with certain Third World countries. Please tick the appropriate group.

- Togo, Brazil, Ghana
- Uganda, Tanzania, Lesotho
- Nigeria, India, Cameroon
- Niger, Uganda, South
- Don't Know

Q.43 Name three of the world's poorest countries.

.....
.....
.....
.....

Q.44 What, in your opinion, are the three greatest challenges facing humankind?

.....
.....
.....
.....

Q.45 List ways in which the Irish government could contribute to reducing poverty in Third World countries?

.....
.....
.....
.....

Q.46 Final comments on any of the above issues, if any

.....
.....
.....
.....

Thank you for your cooperation.

Appendix V

Guidelines for Selection of Teachers for Teacher Survey

Draft instructions: teacher survey

1. List of 'subject areas' as per original proposal to DCI
 - Science
 - Technology/Home Economics
 - Maths
 - First/Second Language (Irish, English)
 - Third Language (French, German Spanish...)
 - Business
 - Creative/Aesthetic (Art, Music)
 - Social Studies (History, Geography)
 - Physical Education
 - Religious Education
 - CSPE (anchor teacher, coordinator where available)
 - School principal
2. If your school **has already sent us a list of teachers and subjects** we will let you have the names of the teachers in the sample if they haven't returned the survey
3. If we **don't have the list of teachers and subjects** you are advised not to raise at the beginning of your first visit. Wait until you have developed a relationship with whoever you are dealing with in the school. [Some schools will have promised to send on the names but will not have done so for whatever reason].
4. When you raise the matter towards the end of the first visit please emphasise that this is a **national survey of post-primary teachers in general** – not simply Dev Ed enthusiasts. That is why the teachers must be selected at random across the 11 'subject areas'. **IF THIS IS NOT DONE** the report will be seriously flawed from a research perspective. In fact the data will be no good to us but be careful about mentioning having to go to another school if you sense they are looking for an 'out'.
5. Stress that the good work done by individuals and schools will be reflected in the school profile.
6. Stress that no school or individual will be identifiable in the report.
7. If they are prepared to give you a list of teachers and subjects just send it on to me, or Sheila. We will have the survey posted out.
8. If they don't give you a list to take away you will have to take the sample there and then probably in the presence of someone from the school. In that case it may be best (to speed things up) if you addressed an envelope to each selectee and included the pre-prepared letter and the survey and made arrangements for delivery to the teacher through the school??

9. Schools with less than 300 students – 11 teachers plus principal; schools with 300+: two teachers per subject area...
10. Suggested **procedure for taking the sample** using Science as an example (Physics, Chemistry, Biology, Ag Science, Physics and Chemistry, Junior Cert Science)
 - A. Allocate a number to each teacher who teaches a Science subject or Science (Junior Cert) even if some other subject is named before that subject (e.g. Maths)
 - B. Then throw your dice or use whatever system you wish to select two teachers
 - C. When you are doing the same for Maths omit a teacher who has already been selected for another subject e.g. Science.
 - D. Same procedure for all other subject areas. Technology means Woodwork, Construction Studies, Metalwork, Engineering, Technical Graphics, Technology. Try to get one Home Economics and one Technology teacher for this category..
 - E. Similarly try to get one Irish and one English teacher, one Geography and one History ... where possible.
11. Business includes Accounting, Business, Economics, Business, Secretarial Studies; Creative Aesthetic = Art, Music, Drama, Dance.
12. PE teachers always have a second subject but you should simply treat them as PE teachers for purposes of this exercise so as to ensure PE involvement.
13. Religious Education may appear in other guises e.g. Catechetics. If the chaplain teaches include her/him, not otherwise.
14. CSPE is a particular problem. Some schools have identified CSPE teachers but some make no reference to the subject's existence at all. In such cases you should ask for the CSPE coordinator and give her/him a survey. Same may apply to RE in a small number of schools.

General issues

If you are getting a second/fifth year class with smaller numbers than normal there is likely to be something amiss!!

Leave copies of the student and teacher surveys [in an envelope] with the school office/principal before you leave (end of second visit).

Try to identify someone who will help you with getting teachers to return their surveys – stressing that each teacher sends her/his response back in the pre-paid envelope

Have spare teacher surveys with you for those who may have mislaid them (we have budgeted for that)

Leave a copy of the profile items (not your pro-forma) during your first visit.

Appendix VI

Guidelines for Selecting Class Groups

Selecting class groups

Second Years

Pure mixed-ability classes

Get a list of all relevant classes in the school and number them 1-6.... Throw dice (or simply draw lots) to select class. If more than six classes put all the numbers into a draw.

But look out for setting arrangements for certain subjects and avoid those subjects. Ask for 'base' classes (possibly RE) to ensure a broad range of abilities. But be aware that RE is now an exam subject and may be taken as such by all students in some schools.

Streamed classes

Get a list of all relevant classes, number them and select one at random as above.

First year Leaving Certificate

Try to choose a mixed-ability class at random e.g. non-exam Religion or base class.

Where this is not possible use dice or lottery to select a class at random. At this stage try to get a class with a mix of Ordinary and Higher level students. If you cannot, then we can only hope that chance will balance out over a number of schools.

Appendix VII

Profiling Development Education in Post-Primary Schools

Profiling Development Education in Post-Primary schools: **Principal/coordinator interview schedule**

First visit: Establish who, if anyone, takes responsibility for Development Education in the school.

Second visit: Checklist for completion by 'co-ordinator', school principal or her/his nominee.

Now for the purposes of this study, the following definition of Development Education applies:

Development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live.

(Development Cooperation Ireland).

Notes for team:

CLARIFY that you are interested both in Dev Ed provision in classrooms/within the timetable AND also outside the timetable, during breaks, week-ends, after school etc.

You can decide whether to start with the classroom or the extra-curricular. If latter begin with page 8 and come back to the school later.

You may need to print off the list of items on page 7 for use as a flash card.

Name of school		
School type	Secondary	<input type="checkbox"/>
	Vocational/Community College	<input type="checkbox"/>
	Comprehensive	<input type="checkbox"/>
	Community School	<input type="checkbox"/>
School Size	1,000 + pupils	<input type="checkbox"/>
	600 - 999	<input type="checkbox"/>
	300 - 599	<input type="checkbox"/>
	Less than 300	<input type="checkbox"/>
Profile of student body	(Social class, ethnicity...)	
Profile of school	(Fees, voluntary contribution ...)	
Gender of students	Female	<input type="checkbox"/>
	Male	<input type="checkbox"/>
	Co-educational	<input type="checkbox"/>
Some	Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	

<p>professional background ...</p>	<hr/> <p>Main Subject(s):</p> <hr/> <p>Which category of teaching post</p> <table border="0"> <tr> <td>PWT</td> <td>Pro-rata</td> <td>CID</td> <td>Casual</td> <td>Non-casual</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <hr/>	PWT	Pro-rata	CID	Casual	Non-casual	<input type="checkbox"/>				
PWT	Pro-rata	CID	Casual	Non-casual							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>Role</p>	<p>Why you for Development Education?</p> <p>What does your Development Education role involve?</p> <hr/> <p>Relevant courses taken:</p> <hr/> <p>Experience of Third World developing countries:</p> <hr/> <p>Participation in Development Education related activities (e.g. Make Poverty History rally, worn a no-racism badge/bracelet, signed a petition, sent a letter on a human rights issue, donated money to the Third World)</p>										

Development Education in the curriculum	<p>Do you think that:</p> <p>Development Education should be mandatory up to and including Leaving Certificate <input type="checkbox"/></p> <p>Should be mandatory up to Junior Certificate <input type="checkbox"/></p> <p>Is important but only for those who are interested <input type="checkbox"/></p> <p>Has no place in the curriculum <input type="checkbox"/></p> <p>Is Development Education best treated as...</p> <p>A stand-alone subject <input type="checkbox"/></p> <p>A cross-curricular theme <input type="checkbox"/></p> <p>Within individual subjects <input type="checkbox"/></p> <hr/> <p>WHY (briefly)?</p>
Development Education for you as a	Do you teach or have you taught Development Education? If yes, to what classes?

<p>teacher and within the school</p>	<hr/> <p>If YES, as part of your subject, part of a programme?</p> <hr/> <p>If yes, did you take this initiative, were you asked to do it or is it simply part of the syllabus?</p> <hr/> <p>If NO, are there Development Education perspectives in your teaching subjects? Give example.</p>
	<p>Is Development Education provided in Transition Year? Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/></p> <hr/> <p>In the last year, has Development Education come up for discussion at staff meetings?</p>

	<p>Three (3) or more times <input type="checkbox"/></p> <p>Once or twice (1 - -2) <input type="checkbox"/></p> <p>Never (0) <input type="checkbox"/></p> <p>Don't Know / Can't remember <input type="checkbox"/></p>		
<hr/>			
How is Development Education valued in this school?			
<p>Very important <input type="checkbox"/></p> <p>Same as other subjects <input type="checkbox"/></p> <p>Does not feature in the life of the school <input type="checkbox"/></p> <p>Don't Know/No Opinion <input type="checkbox"/></p>			
Why? (Ethos, mission statement)			
<hr/>			
How many teachers are involved in Development Education?			
With what classes?			

In what context (subjects/programmes)?

Topics taught (Flash card)

Human rights

Hunger/Poverty

Health

Inequality/Injustice/Fair Trade

Conflict/War

Environment

Sustainable development

Which 3 of these topics feature most?

Why?

Is this a Green School?

Prompt: Tease out how they see the relationship between Development Education and the environment

Development Education activities outside the classroom but within the school	In the last two years, which, if any of the following activities were marked in your school?			
	Mission Alive	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
	One World Week	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
	Concern debate	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
	Concern/Trócaire fast	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
	International trip to a developing country	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
	World-AIDS Day	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
	International Human Rights Day	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
Other (please specify) _____ _____				
Who gets involved in these activities (teachers' subjects, roles, characteristics)?				
Do you have links with schools/teachers in developing countries?				
If so, what form do these links take?				
Teaching	Do you know what teaching methodologies are used in Development Education?			

strategies for Development Education	<p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, please rank 1, 2, 3 etc. in terms of frequency of use....</p> <p>Group Work _____</p> <p>Simulation / Role Play _____</p> <p>Textbook _____</p> <p>Video / DVD _____</p> <p>Visitors to the classroom _____</p> <p>(if yes from where and what purpose?)</p> <hr/> <p>Other active learning methodologies (please specify)</p> <hr/> <p>Are students from Third World countries given an active role?</p> <hr/> <p>Are 'visitors' used? For what purpose? From where?</p>
Staff Development	If yes, what?

provision for Development Education	<hr/> If not, why not?
Community links	Has the school organised any local community link in relation to teaching Development Education? If so what?
Involvement of parents	Have parents become involved in school-related Development Education activities? Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> <hr/> If yes, give an example.
Levels of staff awareness	Does Development Education arise... In staff discussions <input type="checkbox"/> in school newsletters <input type="checkbox"/> on school notice boards <input type="checkbox"/> intercom announcements <input type="checkbox"/> school website <input type="checkbox"/>
Factors that help/hinder Development	

<p>Education in the school</p> <hr/> <p>Possible solutions</p>	
<p>Future of Development Education in the school?</p>	
<p>What additional routes do you see into Development Education? (other subjects, DCI/ Irish Aid, Young Scientist etc?)</p>	