

Integrating Development Education (DE) and Education for Sustainable Development (ESD) into Start Teach and Primary School Experience (September 2007)

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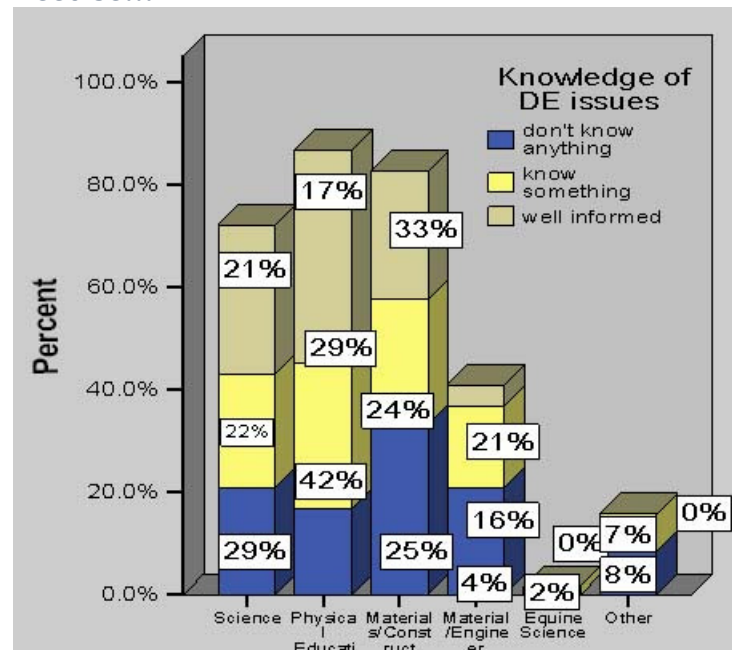
Purpose

This study examined the attitudes of student teachers (1st year concurrent degree) to issues relating to Development Education and Education for Sustainable Development within teacher education.

Methods

- First year student teachers were **introduced to DE/ESD** in an education module lecture. A DE/ESD information sheet and ethical approval form were also distributed
- Students completed a **questionnaire** outlining their understanding and interest in DE/ESD. 240 responses were collected (82% response rate)
- Students completed **Start Teach Zero (ST0)** during which they taught a DE/ESD topic in Autumn '07 (as in 2006)
- Students completed one lesson on a DE/ESD topic during their **primary school placement** in Spring '08

Students were asked to indicate their level of knowledge on DE/ESD issues...



Results

Students were asked about behaviours relating to sustainable development. The table below indicates their responses:

Sustainable Development Actions	Yes	Never
I challenge racist statements	71.5%	28.5%
I buy products to support people in Third world	69%	31%
I boycott products because of beliefs	55.5%	44.5%
I prefer to walk or cycle	83%	17%
I consciously reduce carbon emissions	38%	62%

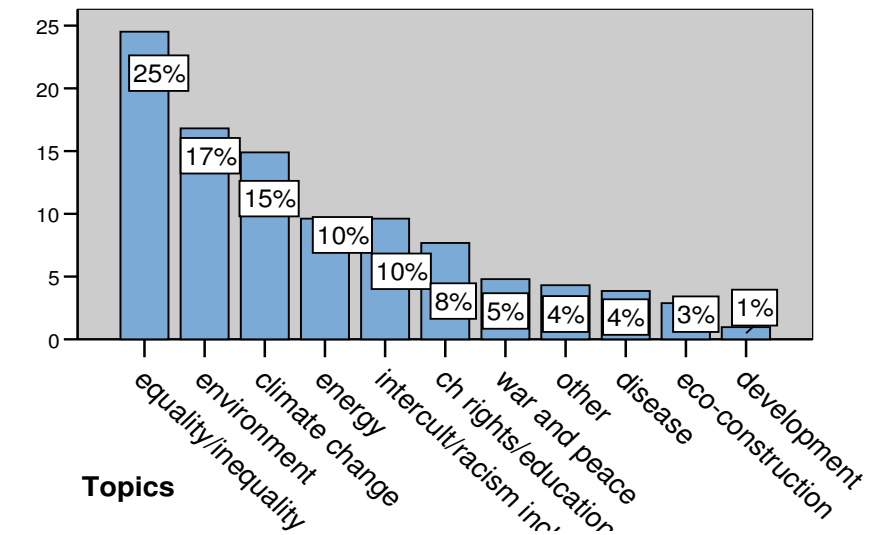
Student teachers' sustainable development actions

Environmental: An overwhelming majority (45%) showed interest in teaching environmental themes in Start Teach 0. In relation to their stated behaviour, a high percentage (83%) of respondents reported preference to walk rather than drive, yet only 38% reported conscious actions to reduce carbon emissions.

Social: 28% of students opted for social themes such as interculturalism, children's rights and education. A high percentage (71.5%) also report they always or sometimes challenged racist statements.

Economic: Despite the high percentages of self-reported sustainable economic behaviour, just 25% of students selected economic inequality themes such as poverty, fair trade, and 3rd world debt in Start Teach 0.

Students were asked about their preferred topic to teach in ST0...



Students were asked about their attitudes to DE/ESD...

The respondents showed good levels of interest and engagement with integration DE into post-primary education.

	Agree %	Disagree %	Unsure %
DE is important in post-primary education	77	4	19
I am interested in Development Education	60	8.5	31.5
I am willing to bring DE into my teaching	56	13	31
Willing to address DE through my practice	73	7	20

However, as with previous years there are concerns:

Need to know more about DE before I teach it	85	5	10
I believe DE should be a separate subject	42	21	37
I see links between DE and subject	47.5	22	30.5