



**A Call for Proposals to integrate Development
Education into post primary Initial Teacher
Education Programmes in Spring Semester 2018
or
to support an existing Development Education
project**

Guidelines for Applicants

The deadline for receipt of proposals is **Friday, 12th January 2018**
Please submit to deirdre.hogan@ul.ie



*The Ubuntu Network is funded by the Development Education and Civil Society Section of
Irish Aid, Department of Foreign Affairs and Trade, Ireland.*

About this Call for Proposals:

1. The Ubuntu Network invites proposals for projects to integrate Development Education into post primary Initial Teacher Education (ITE) in the Spring semester of the 2017/18 Academic Year.
2. Proposals may seek to,
 - A. **Expand an existing** Ubuntu-supported Development Education project and as such seek funds for additional activities e.g. an exhibition, a staff capacity building event. If you wish to seek funding to expand an existing project, please complete the *Spring 2018 Project Expansion* form.
 - B. **Implement a new** Development Education project in ITE. Such project proposals should reflect the Ubuntu Network Framework for the Integration of Development Education into ITE (Appendix 1). They should have a distinct focus on the delivery of Development Education but may also involve capacity-building activities for teacher educators. If you wish to seek funding for a new project, please complete the *Spring 2018 New Project* form.
3. Members may apply for any sum of up to €5,000.
4. Collaborative initiatives with NGOs, World Wise Global Schools, Suas or other organisations in the delivery of project are welcomed but not essential.
5. Projects will be assessed against the appraisal criteria outlined in Appendix 2 and will be judged on merit by an independent sub-committee made up of the representatives from the Ubuntu Network Management Committee and independent members of the Ubuntu Network Assembly.
6. Projects must be completed by 31st May 2018.

Reporting Requirements:

1. A written report in line with the Ubuntu Network Project Reporting template and a financial report within 1 month of the end of the Academic Year and no later than the 15th June 2018.
2. Participation in the annual Ubuntu Network Dialogue Day on 25th May 2018 in UCC.
3. Where relevant, samples of student teachers' work demonstrating engagement with Development Education (to accompany the June report).

Eligible Costs:

Project proposals may seek funds and resources to meet the following costs,

1. **Personnel costs** – staff costs associated with planning, teaching and/or assessing the impact of the Development Education interventions in the Spring semester of the Academic year 2017-2018.
2. **Teaching costs** - e.g. awards for student teachers, field trips, refreshments, resources, expenses.
3. **Event costs** - e.g. printing, room hire, equipment hire, catering, expenses of visiting facilitators.
4. **Staff capacity building costs** e.g. room booking, refreshments, resources. Funds may be sought for conference attendance where the applicant is presenting a paper with a strong Development Education focus.
5. **Resource development** costs incurred in translating work into accessible forms for sharing with member institutions and beyond e.g. webinars, multimedia pieces.

Please note that funds may not be used for course fees or purchase of equipment.

Appendix 1

Ubuntu Network Framework for the Integration of Development Education into post primary ITE

To integrate Development Education into teacher education programmes implies that it is incorporated through a variety of means in a way that is coherent and complementary and that incrementally builds students’ understanding and appreciation of issues relating to justice, equality and sustainability at local and global levels.

In 2012, the Ubuntu Network Steering Committee established a Framework for the Integration of Development Education into Post Primary Initial Teacher Education that aligns with the Teaching Council’s Criteria and Guidelines for Programme Providers (The Teaching Council, 2011). The Framework is continually being adapted to reflect changes in ITE and programme provision.

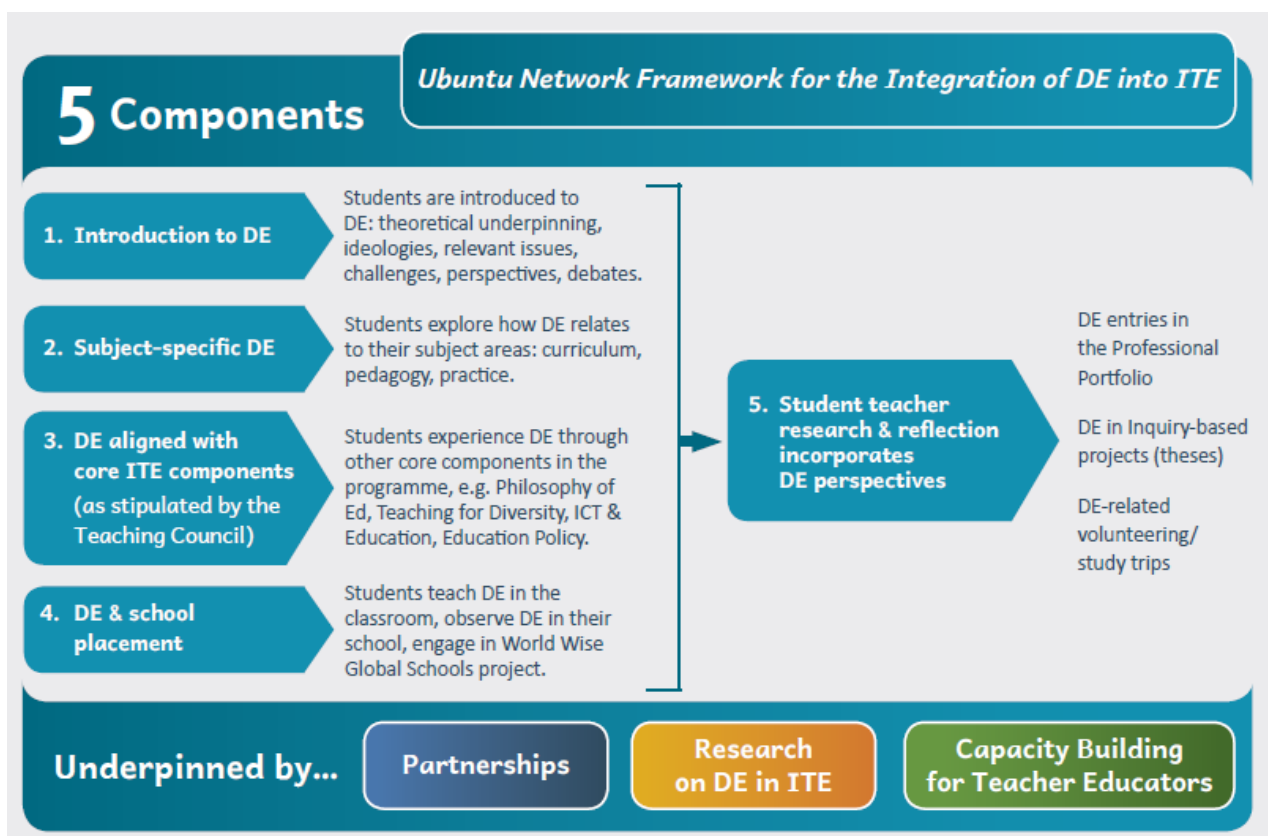


Figure 1 – The Ubuntu Network Framework for Integrating Development Education into Initial Teacher Education

The Framework proposes that Development Education be integrated into Post Primary Initial Teacher Education programmes in five interlinked ways.

The first component of the Framework proposes that student teachers are introduced to the concept of Development Education through lectures, tutorials and independent study. They learn about varying development perspectives, the work of Irish Aid in Overseas

Development Aid, the history of Development Education and interdependent global issues such as wealth distribution, global trade rules, human rights and sustainable development. This process may be supported by NGOs with expertise in the area or by relevant Departments/Schools within the Institution itself. What is important is that student teachers are provided with relevant knowledge and the time to consider perspectives and to reflect on the place of Development Education in their teaching.

The second component of the Framework applies Development Education themes and methodologies to student teachers' subject areas through Subject Pedagogy/ Subject Methods modules. In this case, teacher educators and student teachers make connections between subject curriculum content and development themes and explore appropriate ways of addressing these links within the teaching of their subject. For example in the teaching of genetics in biology, a student teacher might consider the potential that genetic modification may have in the production of drought or disease resistant crops thereby potentially tackling global hunger. In the teaching of Business Studies, a student teacher may explore global supply chains to identify ethical issues or barriers that disadvantage the developing world, and as such contribute to maintaining poverty. The view is that Development Education is relevant to all subject areas and that each discipline has a contribution to make in educating young people about global issues. This approach requires significant commitment and investment on the part of lecturer and tutors in these areas, as such there is a necessity for appropriate capacity building opportunities for staff.

The third component of the framework aligns Development Education with foundation studies, professional studies and other mandatory components of teacher education programmes as outlined by the Teaching Council and listed in the Table 1 below. For example, when students study the *Philosophy of Education* they might explore questions regarding the purpose of education – is it to make a better society or to replicate the existing one? How can education lead to empowerment of poor, oppressed or marginalised groups? Within the *Sociology of Education* students may consider equality and inequality in education both locally and globally. They may explore the potential of education to extract people from poverty but also consider the limitations of education as a solution. In *Adolescent Learning*, they may consider questions such as what motivates young people to learn. What emotional and moral factors come into play? They might consider how to make 'distant/remote' topics more relevant to young people. They may look at the importance of communication in learning and develop their knowledge and skills pertaining to intercultural communication. In *Teaching for Diversity & Inclusivity*, there may be a focus on nurturing a sense of care and empathy for 'the other', on taking action in the classroom and being responsive to and inclusive of all. In *Planning for Teaching and Learning/Curriculum Studies* they may consider the many active learning methodologies and resources that are central to Development Education. Equally they may explore opportunities within curriculum change for Development Education e.g. Junior Certificate Subject Specification consultations, exemplars of educational experiences associated with short courses or 'alternative educational activities'. Opportunities for staff to consider Development Education as a cross cutting theme is fundamental in building coherence.

Table 1: Mandatory Elements of Programmes of ITE

All ITE programmes should address the specific elements set out hereunder. The Council recognises that many of these areas of study may already be included in programmes of ITE either through the foundation studies or professional studies. By delineating them as mandatory elements of all programmes, the Council is ensuring that, in future, all student teachers will be required to undertake them.

- Early Childhood Education (Primary)/Adolescent Learning (Post-primary)
- Inclusive Education (Special Education, Multiculturalism, Disadvantage, etc.)
- Numeracy
- Literacy
- Gaeilge (Primary)
- The Teacher as Professional/Reflective Practitioner/Researcher
- Developing a Professional Portfolio
- Parents in Education - Co-operation and Collaboration
- The School as a Learning Community
- Preparation for School Placement
- Teaching, Learning and Assessment including School and Classroom Planning
- Differentiation
- Behaviour Management
- ICT in Teaching and Learning
- Legislation Relevant to School and Classroom
- The Teacher and External Agencies.

(This table has been extracted from the Teaching Council's Initial Teacher Education: Criteria and Guidelines for Programme Providers, p.13 available at: [http://www.teachingcouncil.ie/ fileupload/Teacher%20Education/ITE%20Criteria%20and%20Guidelines%20Final%20July%202011.pdf](http://www.teachingcouncil.ie/fileupload/Teacher%20Education/ITE%20Criteria%20and%20Guidelines%20Final%20July%202011.pdf))

The fourth component of the Framework supports student teachers to engage in Development Education related activities while on School Placement. The Teaching Council Criteria and Guidelines for Initial Teacher Education Programme Providers (2011) requires that the student teacher be facilitated to develop as reflective practitioner and researcher, observe the school environment, work collaboratively with school staff and engage in the wider school community, while also planning, teaching and assessing student learning.

The fifth and final component of the framework relates to the research and reflection aspects of teacher education. Post graduate student teachers in particular are expected to conduct research in schools as part of their studies. To incorporate Development Education in this research will both build the students' capacity to understand the issues related to teaching with a social justice perspective while also contributing to knowledge in the area. To align Development Education with reflective practice e.g. post lesson appraisals, reflective journals or portfolios allows the learner to consider how Development Education relates to their teaching, and how their plans to incorporate global development issues in their teaching has played out.

Appendix 2

Appraisal Criteria for Project Proposals

The following are the Appraisal Criteria for 2017-2018 project proposals.

Appraisal Criteria	Sample Indicators
1. The project works towards DE that is sustainable in the long term	<ul style="list-style-type: none"> - Project involves core staff (i.e. staff already involved in teaching and learning/research) - There is buy-in from colleagues (engaging in capacity building, inclusion in module outlines etc.). - Partnerships with NGOs or others are in place (not dependent on financial support) - Capacity building for staff is included
2. DE is integrated across the PME programme in a coherent manner	<ul style="list-style-type: none"> - All components of the model are addressed in the project proposal in a coherent way - Students are required to include a DE perspective in their School Placement teaching/ inquiry projects
3. The project provides opportunity for critical DE .	<ul style="list-style-type: none"> - Students have opportunity to consider Development Education as a concept - Teaching-learning strategies encourage the student to consider multiple perspectives - Students are prompted to question assumptions and to be aware of biases and ideologies.
4. The project includes a mechanism for measuring impact .	<ul style="list-style-type: none"> - The project will engage in the Ubuntu Network's monitoring and evaluation processes, e.g. post-intervention questionnaire and focus group. - Project leaders will provide samples of student teachers' work, e.g. assignments, lesson plans.
5. It facilitates the transfer of learning between institutions.	<ul style="list-style-type: none"> - Commitment to providing information for the Ubuntu project website - Commitment to engage in Assembly meetings and Dialogue Days