The significance of interculturalism as a starting point for overcoming barriers to the active engagement of student teachers with development education issues

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Background and Context

- The DICE Project and Initial Teacher Education (ITE) (www.diceproject.ie)

- Opening up conversation between development education and development studies

- Acknowledging the intersection of development education with other adjectival educations

Commonalities between DE and ICE

Peace, conflict and resolution

Human Rights and Responsibilities

Equality, inequality and social justice

Culture, diversity and similarities

Migration, asylum and refugee systems

Social and global concepts explored with students

- Multiple perspectives on development
- Gender
- Ethnocentrism and Othering
- Interdependence
- Racism and Anti-racism
- White privilege and cultural superiority
- Human Rights
- Global inequality
- Education for Sustainability

Learning from initial teacher education (ITE)

- 'Charity' versus social justice mind-set

- Questioning the normalisation of unequal power structures

- Critical reflection on perspectives

- Learning about global issues through an intercultural lens

Student responses

1st year *The charity mind-set*	'Feed the hungry', 'Give to the poor', 'Look out for the less fortunate'
2nd year *The beginning of questioning*	'It opened my eyes', 'How can we work together to make the world a more equal place? 'Are all people getting their rights met'? 'It has made me question how much inequality there is in the world'
3rd year *Moving from theory to practice*	'This module (on social justice) has influenced our thoughts on different social justice and we realise the importance of teaching about them for children'

- What are the objectives of DS and DE/ICE and how might we compare and contrast them?

- What is denoted in our use of the term 'development'? DS includes a strong critical, post-modernist perspective, but development agencies continue to work to a basic needs approach. Can DS and DE work together to challenge this?

- How can the disciplines of DE and DS work together to increase understanding of the impacts of global structures, of the power which holds those structures in place, and of alternatives which are being undertaken around the world?