

2014-16

DICE Project Strategic Plan



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1. About the DICE Project

The DICE Project is a national strategic educational initiative, funded by Irish Aid, implemented by four primary teacher education colleges and 1 University-based department of education in the Republic of Ireland namely: the Church of Ireland College of Education; Marino Institute of Education; Mary Immaculate College, Limerick; St Patrick's College, Drumcondra; and the Froebel Dept. of Early Childhood and Primary Education, NUI Maynooth.

The project provides support to these institutions to utilise, develop and further extend staff capacity and expertise in integrating development education & intercultural education into existing initial teacher education programmes. It aims to equip student teachers with the necessary values, skills and knowledge to integrate development education and intercultural education across all relevant areas of the Primary School Curriculum.

The DICE Project operates in accordance with the policies of the Department of Education and Skills and the Teaching Council and has been in place since 2003.

This Strategic Plan 2014-16 builds on evaluations completed in 2006 and 2009. It is based on consultations with a range of key stakeholders.

2. Our Vision, Mission and Values

Vision:

The DICE Project's vision is of a supportive and enabling environment within Irish primary schools where teaching of good quality development education and intercultural education is taking place, thereby enabling pupils to learn effectively and understand their role as global citizens living in a diverse society and contributing to a just and sustainable world.

Mission:

To provide support to five primary level Initial Teacher Education (ITE) Institutions to utilise, develop and further extend staff capacity and expertise in integrating development education and intercultural education into existing initial teacher education programmes. It is envisaged that this initiative will equip student teachers with the necessary values, ideas, skills and capacities to integrate development education and intercultural education across all relevant areas of the Primary School Curriculum.

Values:

The DICE Project's work is grounded in the core principles underpinning development education and intercultural education. Common values shared by the participating partners and embedded in our work include a commitment to:

- Social justice;
- Human Rights;
- Sustainable Development;
- Respect and Empathy (for self, others, planet and multiple perspectives);
- Diversity;
- Global Citizenship and a belief in Agency;
- Anti-racism;
- Equality.

Our work is informed by our shared understanding of Development Education and Intercultural Education using the following definitions:

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. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community national and international levels. - Irish Aid Definition

Intercultural Education

Intercultural Education is: Education which respects, celebrates and recognises the normality of diversity in all areas of human life [and] which promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built. Intercultural Education Guidelines (2005 p.21)

3. External Environment Analysis

Significant change is underway in the external environment with various implications for the DICE Project, which will be explored in more detail in the following sections.

3.1 The relevance of DICE in an International Context

The focus of DICE is increasingly relevant in an international context. The Global Campaign for Education within a post-2015 framework places global citizenship education (GCE) for a just and sustainable world as a central tenet. The United Nations Global Education First Initiative has also established education as “*a means to foster global citizenship*” as one of its three key priorities for a better future for all.

A review of GCE by UNESCO (2014) culminating in the report “*Global Citizenship Education: preparing learners for the challenges of the twenty-first century*” established that “*Global Citizenship Education has a critical role to play in equipping learners with competencies to deal with the dynamic and interdependent world of the twenty-first century*”. UNESCO noted that “*GCE represents a conceptual shift in that it recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation*”.

The DICE Project will need to position its work within an international policy context where global citizenship education is considered of vital importance, in order to effectively advocate for greater emphasis on this area within the national curriculum. As the new sustainable development goals will be applicable to all countries and not just those of the Global South (as with the Millennium Development Goals) there will be rich opportunities in a post-2015 environment for exploring local and global connections, which are at the heart of a development education approach. There is an opportunity for DICE to expand its international links and engage in international debates to promote DICE’s work and research and learn from good practice across the EU and further afield.

Learners not only need to understand their role within a broader global society, but also to understand and gain appreciation for diversity within their own local context. As noted in the NCCA’s “*Guidelines on Intercultural Education*” diversity has always been a feature of Irish society, with the long-standing presence of the Traveller community and minority religious groups. Immigration has increased this diversity - while the number of people seeking asylum in Ireland has dropped dramatically in recent years, inward migration for economic reasons continues. Ireland is also expected to resettle 220 refugees from Syria

in 2015. Ireland is now an intercultural society and teachers entering schools will need to be equipped to accommodate the diverse needs of learners from multiple backgrounds and to enable them to appreciate the richness of a diversity of cultures and provide practical guidance on how they can “*recognise and challenge prejudice and discrimination*” (DES). Intercultural education plays an essential role in deconstructing misconceptions, and contributes to developing the competencies of global citizens, including respect, equality and a commitment to social justice. It is a right of all children, regardless of their ethnicity.

3.2 Irish Policy environment

Irish Aid’s current strategy for development education ends in 2015. Ireland’s policy on International Development, *One World, One Future*, commits the Irish Government to strategic engagement in the area of development education, as part of a whole of government approach. There is an opportunity for development educators to engage with Irish Aid to discuss what Irish Aid’s strategy in terms of any future support for ITE across the primary / post-primary space may look like from 2016, once further progress has been made in terms of the new institutional configurations.

The DES published a National Strategy for Education for Sustainable Development in July 2014. This provides a clear policy framework for DICE’s development education work and for opening a discussion on the longer-term support of DICE’s work at a government level. Climate Change and Sustainable Development are also priority areas for Irish Aid and DICE is eager to explore this thematic area further within the next two years.

The DES’ Intercultural Education Strategy is due to be reviewed in 2015 – DICE will need to highlight to the DES their responsibility for supporting intercultural education on an ongoing basis within ITE, as this is beyond Irish Aid’s core mandate and may therefore impact on DICE’s funding to undertake this work to the current level in future.

The Forum on Pluralism and Patronage is slowly bringing about change towards a more inclusive education system. In this context, the Educate Together Schools are reviewing their ethical pillars, and DICE has an opportunity to engage with this schools network and influence the shape that these will take.

3.3 Factors shaping the future of Initial Teacher Education (ITE)

In July 2012, the Report of the International Review Panel on the Structure of ITE in Ireland, chaired by Professor Pasi Sahlberg, highlighted the necessity for teacher education to be university based, research led and research underpinned. The Report recommended that ITE would cover the span from early childhood, primary, secondary,

and other sectors of teacher education to allow for meaningful synergies to occur. The following sections detail the current status with regard to the reconfiguration of institutions involved in Initial Teacher Education, as it relates to DICE.

3.3.1 Dublin City University (DCU) Institute of Education

The incorporation of St Patrick's College, Mater Dei and the Church of Ireland College of Education into DCU is proceeding apace and will lead to a new Institute of Education that will provide both ITE and Continuous Professional Development (CPD) for teachers and educators across the full education continuum, from Early Childhood through Primary and Secondary to Third and Fourth Level. Research will be a key priority, including in the area of values and ethical based education.

As set out in "*A new vision of education for all the children of Ireland*" (June 2014), the Institute will operate as a fifth faculty within DCU and will respect the ethos and identity of the three incorporating institutions, which will cease to exist as autonomous, separate legal entities post incorporation. Two Centres for Denominational Education (a Centre for Catholic Education and a Church of Ireland Centre) will be established within the Institute to ensure that the distinctive identity and values of teacher education of the respective traditions are maintained. The core curriculum for teacher preparation will be denominationally neutral and common to all but will, as required, allow for the delivery of modules to prepare teachers appropriately for employment in denominational schools. The Denominational Centres within the Institute of Education will have specific responsibility for delivering their respective denominational modules as well as engaging closely with their respective schools. Further details on the governance structure of the new Institute and the functions and staffing of these centres is available in the document named above.

The current phase of incorporation involves a significant programme of engagement with stakeholders, unions and subject-matter-experts from across the four founding institutions. Professor Fionnuala Waldron, St Patrick's College is Head of the Education workstream – within this various working groups are being formed to work on different tasks and interest areas. It is possible that a DE/ICE focused working group will emerge spanning primary and post-primary levels in the second phase. It is foreseen that the range of specialisms offered to education students will be expanded in the new Institute, and Global Citizenship Education is one such area that may be further developed within the next 3-4 years. The Centre for Human Rights Education, currently housed in St Patrick's College, will have a new home within the Institute of Education, with a focus on research in this area.

An engagement process will also take place between merging institutions to review common programmes (e.g. BEd and EdD), map the commonalities and discuss ways forward. This will be a planned and staged process, with some programmes only being finalised 2-3 years post-incorporation. Changes to the ITE programmes of St Patrick's College, Mater Dei and CICE are not anticipated until after 2016, although planning will proceed in advance.

3.3.2 Marino Institute of Education, UCD, NCAD and Trinity College Dublin

Marino Institute of Education (MIE) is part of a new configuration of Trinity, MIE, UCD and NCAD: *"MIE, NCAD, UCD and TCD are committed to creating a world class institute for the advancement of teacher education with a positive, visible and active role in Irish life"*¹. Drawing from the collaborative expertise, strong research culture, existing traditions and distinctive characteristics of the four organisations, this new institute offers unique potential in the re-configured landscape of teacher education in Ireland.

Working groups, comprising nominees at senior level across the four institutions, have been actively developing a number of key initiatives as part of the new collaborative institute of education.

Jointly accredited PME

Among the new initiatives will be a jointly accredited Professional Masters in Education (PME) programme to include a primary strand, a second-level strand, an Art Education strand and a new innovative strand. The new strand *"will be innovative in conception, construction, content and pedagogy"* in that it will provide a professional qualification enabling graduates to practise at both senior primary and junior level post-primary. The joint PME will be designed to bridge the artificial divide that exists between primary and second-level systems in Ireland.

This unique programme will, in so far as possible, provide opportunities for collaboration between DICE and Ubuntu, perhaps in the form of joint consultancy around module planning and / or joint planning and delivery of CPD to PME lecturers.

The jointly accredited PME will provide a blended learning experience, incorporating on-line distance learning along with site-based elements. DICE and Ubuntu could, in so far as possible, contribute to the development of on-line components relevant to social justice, human rights, global education and intercultural education.

Continuing Professional Development (CPD)

"Building on the current expertise across the four institutions and employing the infrastructure that will be developed in order to provide initial teacher education on a blended learning basis", the institute is well-placed to meet the accredited professional

¹ All quotations taken from March 2014 Report from Trinity, MIE, UCD and NCAD

development needs of teachers at different levels and throughout the entire country and beyond.

CPD has been identified by Irish Aid as a strategic focus for the DICE Project in the future. There may be opportunities for DICE to support the preparation of CPD programmes in the new institute where global development and / or intercultural education form a component. Where appropriate, Ubuntu could also contribute to this process.

Research

A research working group across the four institutions was established in September 2013 and is progressing the research dimension of the new institute. The programmes in teacher education offered by the institute will build on current best practice in each institution to ensure research-led and research-informed teacher education.

MIE has benefited from DICE funding to support research in the area of development education and intercultural education. The new institute of education will create further opportunities for cutting edge research across the four institutions, if funding is available.

3.3.3. Mary Immaculate College, University of Limerick

While it was foreseen in the Sahlberg report that Mary Immaculate College would be formally incorporated into the University of Limerick, this process is now less clear. The University of Limerick will continue to provide academic accreditation of the Mary Immaculate College degree programmes, however the College will continue to operate as a separate independent entity at present. There will be some joint initiatives via a new Limerick City-based campus of the University of Limerick in the Arts and increased collaboration with the Education Department of UL.

3.3.4 Froebel Department of Primary and Early Childhood Education, NUI Maynooth

The former Froebel College of Education has completed its successful incorporation into NUI Maynooth and moved to the new campus environment in September 2013. The move has gone well to date and the new environment offers significant potential for synergies across a wide range of areas, including in academic programmes and wider student campus life. Connections have already been made with the Education Department, Department of Applied Social Studies, Kimmage Development Studies Centre, Trócaire, the Green Campus and Social Justice Week Committees. Notwithstanding this, there are also initial challenges associated with settling-in to the new university environment, including reduced budgets and less autonomy with regard to their allocation, greater bureaucracy to navigate and reduced space for running events while awaiting the construction of a new building for the Department.

3.4 Curriculum Developments

In 2014, the NCCA is carrying out a review of the primary curriculum. A thematic approach to the curriculum is being advocated, building on successes with the Aistear framework. This review creates an opening for DICE to influence the revised curriculum, particularly in light of the recently published National Strategy on ESD, which requires the NCCA to audit the primary (and post-primary) curriculum from a sustainable development perspective by 2017. The audit should identify opportunities for building on existing practice and should identify potential linkages between different subject areas in primary and post primary schools – DICE’s integrated approach to teaching and learning about DE / ICE positions DICE to advise on such linkages. The strong emphasis on Literacy and Numeracy arising from the DES strategy in this area to 2020 has required DICE to focus its work through this lens in recent years (e.g. developing Critical Literacy skills) and the opportunity to embed DICE to a greater extent in other areas would be welcomed. The introduction of the Politics and Society Course at the Leaving Certificate level may help to foreground the need for global citizenship education to be introduced at an earlier stage. The impact of the loss of CSPE as a mandatory module and the subsequent impact of proposed short courses is yet to be determined.

3.5 Degree Programme Developments

The new 4-year BEd and 2 year PME programmes are currently being implemented and DICE has a significant presence within these frameworks. The new programmes have increased requirements for students to focus on modules directly in education and relating to education (80:20 split). There is also an increase in time available for school placement. MIC plans to offer a structured PhD programme with a specific focus on DE/ICE from September 2015.

MIE also offers a four-year Bachelor of Science in Education Studies degree (Level 8), and the first graduates of that programme will enter the workforce in 2015. This is a broad-based degree that examines education in its broadest sense. Themes of the programme include life-long learning, policy analysis, ethics and social justice. During the second year of this degree, students take a 5 ECTS module in Development Education and a 5 ECTS module in Intercultural Education. While some of the B.Sc. in Education Studies graduates will apply for the PME programme and proceed to primary school teaching, many will work in the non-formal sector, as in, non-governmental organisations. They will bring their knowledge and expertise of development education and intercultural education into this sector, and will thus bring the core principles of the DICE Project to a wider constituency within the field of education.

As earlier noted, the new configurations in ITE offer greater scope for the development of innovative programmes that span primary and post-primary levels, such as that being proposed by the MIE grouping. As the DICE partners, St Patrick's College and the Church of Ireland College of Education, work towards incorporation within the new Institute of Education, there will be an opportunity in the coming period to discuss what common programmes may look like and how DICE can bring the best of both colleges' DICE programmes to the development of common core curriculum modules in the new structure.

There is also competition from the private provider Hibernia, with increasing numbers of students opting to complete their PME through blended learning programmes. This represents a challenge for DICE, whose work is better suited to a participatory face-to-face learning environment.

3.6 In-Service

The Professional Development Service for Teachers (PDST) is leading the programme of professional development and support within the DES. Arising from the Croke Park Agreement, teachers and schools are committed to an additional 36 hours per annum. These are currently fulfilled through in-school team planning and professional development seminars. At present, there is an unclear picture of the overall strategy around in-Service from the PDST. There is an opportunity for DICE to engage with stakeholders and see if there is scope to shape the type of offerings available, in partnership with other providers.

The DES National Induction Programme for Teachers is aimed at supporting NQTs in the transition from ITE to the classroom. As part of this, it runs workshops for NQTs in conjunction with the Education Centre Network. Meetings have been held between SPD and the NIPT in recent times and it was indicated that there are no current opportunities for DICE to input to the workshop series, as these workshops have a specific focus and are delivered via a training of trainer model, which requires significant resources.

In recent times, there has been an increased uptake of online CPD courses – this brings competition to traditional classroom based Summer Schools, which are more appropriate for the participatory methodologies of a development education approach. Offering CPD on a sustainable basis in the absence of continuing funding is also a challenge, as take-up for Summer Courses with a fee tends to be much lower. Colleges also provide in-service and it may be possible to integrate development education into existing modules. DICE may be able to play an advocacy role and offer support to the INTO in this regard.

3.7 Economic environment

While the economic climate in Ireland and internationally is starting to improve, there are severe constraints on funding within the education sector. This means that the ability to absorb risk among DICE partner colleges is low – this has a negative impact on retention of staff as without a guarantee of timely funding, they cannot sustain posts. Missed opportunities arise as a result, with lack of continuity and uncertainty impacting on the DICE embedding agenda. As the budgets of the DES and Irish Aid have reduced in recent years, this poses a significant challenge for DICE in terms of sustainability.

The public sector moratorium on recruitment also impacts on staffing levels. Limited / no resources are available to fund additional part-time lecturers to support in the delivery of DICE modules to large student cohorts.

There is a possibility of sourcing small amounts of funds from other NGO grant-makers and / or the EU and DICE will investigate this in the coming year.

3.8 Social environment

The DICE Project aims to ensure that development education and intercultural education are being taught in the classroom. However, there are a number of factors which impact on this transfer of student teacher learning to the school environment. Employment opportunities for graduates are low. This is leading to a large number of NQTs moving abroad to avail of work opportunities in the UK and Middle East, among other destinations. This reduces the availability of DE/ICE expertise to Irish schools.

Of those students that do secure employment, the necessary support required to transfer their learning to the classroom may not be fully in place. This is a challenge outside the direct control of DICE as a project. However there is scope for synergies with alumnus outreach projects and other initiatives such as the Irish Aid Awards, Green Flag and Yellow Flag, which provide teachers with additional support to work on these issues as part of a whole school approach.

3.9 Implications of a Changing Context for the DICE Project

In the next Strategic Plan, DICE will need to become more flexible and responsive to changes in the external environment, as this is changing rapidly. DICE will need to:

- ❖ Stay abreast of international policy developments within a post-2015 framework and the role of global citizenship education within this.
- ❖ Prioritise deeper levels of engagement with policy makers to inform and influence curricular developments and the implementation of strategy e.g. on ESD.
- ❖ Identify strategic opportunities to capitalise on the new ITE configurations and potential for sharing research and teaching expertise across the primary and post-primary continuum.
- ❖ Carry out research on professional development for primary teachers in the area of development education to assess whether opportunities exist for DICE to shape and collaborate with other providers in a meaningful and sustainable way, such as by advocating for a national strategy for CPD.
- ❖ Enhance linkages with NQTs and schools to support the transfer of learning into the classroom by newly qualified teachers.
- ❖ Further strengthen the management and governance structures of the project.
- ❖ Consider ways to broaden the funding base to ensure sustainability.
- ❖ Improve the ability to demonstrate impact from our work to make a strong case for ongoing funding and support.

4. The DICE Project Today

The long-term vision for DICE is rooted firmly in the successes achieved to date and in the key challenges identified in recent years – DICE is committed to building further on identified success and to directly engaging with such challenges.

The Strategic Plan 2010-2013, was extended to August 2014 and focused on working towards nine strategic objectives. Some of the key achievements of the DICE project during this period are highlighted in the following.

4.1 Key achievements of the DICE Project

Strategic Priority 1: The extended embedding of the DICE agenda in each college

A new 4 year Bachelor of Education (BEd) Programme has been introduced in each of the partner institutions and DICE has a clear visibility within the programme frameworks, which is a key achievement. These programmes have been approved by the Teaching Council and include a mandatory DICE-related module, so that all students receive some exposure to DE/ICE related content. The first cohort of students will graduate from the new BEd programmes in 2016.

The DICE-related focus has also increased in the new Professional Master in Education Programmes and the first cohort of students will enter these programmes in September 2014.

DE and ICE are being successfully embedded in a wide range of other curricular areas including SPHE, Art, Drama, SESE, Religious Studies and Foundation studies. The increased engagement by the DICE lecturer with other colleagues across the colleges has been critical in facilitating this level of engagement and collaboration – DICE is a leader in modelling good practice in integration across subject areas. For example, the BEd team in CICE has agreed a focus on ESD throughout the programme from September 2014, with each year having a specific DE and/or ICE focus as well e.g. visual literacy in year 1.

Positive inroads to School Placement have been achieved, with the development of Good Practice Guidelines for Development Education in School Placement and related briefing sessions with School Placement Supervisors. DICE is eager to build on this success as part of the next Strategic Plan.

Awareness of the DICE project in each of the institutions has been enhanced by the extended programme of events, which is now firmly established. For example, Global Week is a regular feature in MIE's calendar, with increased ownership of this event among students who participate in the Global Week Committee.

Strategic Priority 2: The further development and implementation of the DICE Core framework

Significant progress has been made towards developing a comprehensive monitoring and evaluation framework in recent times. DICE is committed to improving our results based management systems and to capturing and sharing learning across the partner institutions so that we can improve the impact of our work.

Strategic Priority 3: A programme of Continuous Professional Development for staff in all colleges

A varied programme of continuous professional development has been delivered by leading experts to lecturers in each of the colleges and this has significantly raised the profile of DICE, as well as better equipping lecturers to integrate DICE core concepts within their own teaching activities. Sessions have been well attended and received.

Strategic Priorities 4 and 5: The development of an extended programme of research and design and development of resource supports

A varied programme of research has been produced and disseminated in the past four years, adding to the DE and ICE knowledge and practice base. A particular achievement was the publication of “*You, Me and Diversity*” in 2014 by Anne M. Dolan of Mary Immaculate College, which argues for the use of picture-books in exploring critical literacy and for incorporating global justice perspectives in the classroom.

Strategic Priority 6: Proactive engagement with other key bodies, agencies and stakeholders nationally

DICE has expanded its strategic links with NGOs and Development Education organisations in Ireland. Strong relationships exist with organisations such as IDEA (where DICE was represented on IDEA’s National Council), Amnesty, Trócaire and Doras Luimni. The DICE Project has paired with the Ubuntu Network in working on governance issues, as part of IDEA’s governance project and held initial discussions with regard to sharing approaches to monitoring and evaluation and engagement with policy makers *vis a vis* initial teacher education across the primary and post-primary spectrum. DICE has been a leading player in the SPHE Network, foregrounding the strand of the SPHE curriculum focusing on ‘Myself and the Wider World’.

In the past year, the DICE Project has proactively engaged with the NCCA and DES, through submissions on the Language Curriculum Review and Draft Strategy for Education for Sustainable Development. A submission was also made to the Department of Justice and Equality on the Integration Strategy.

DICE has also strengthened its relationship with our funder Irish Aid at a Management and operational level. DICE has supported Irish Aid in the judging of the Our World Awards and welcomed workshops from Irish Aid facilitators in each of the colleges.

Strategic Priority 7: Profiling DICE as a cross college initiative

The DICE Network has acted as an important space for sharing learning and ideas across the participating institutions and has helped to promote the project as a cross-college initiative. The role of DICE Project Coordinator has been important in facilitating this process and in enabling the colleges to work together effectively on the development of resources (such as the Good Practice Guidelines for School placement and Intercultural Education Guidelines) and in preparing joint policy submissions. Successful events, such as the DICE Conference and SPHE Conference, have also facilitated the coming together of stakeholders in each college.

Strategic Priority 8: Building and supporting strategic linkages nationally and internationally

DICE has gained international recognition for its innovative model and success in embedding development education and intercultural education within the Initial Teacher Education process. DICE has been promoted at the Global Education Network of Europe and through feature articles in Development Education Journals.

The involvement of DICE-associated colleges/departments with volunteer sending programmes has been enhanced, with deepening of relationships with partners, the introduction of MoUs and a transition towards local ownership of programmes, in the case of the Froebel Dept / Hope Foundation education initiative.

Strategic Priority 9: Developing a funding strategy to sustain DICE

Significant progress has been made in areas of programme management and governance. The role of the Management Committee has been strengthened, with greater responsibility assumed for programme oversight and financial management. The relationships between the participating institutions, Irish Aid and the Management Committee have been placed on a firm footing through the development of Memoranda of Understanding, which delineate respective roles in relation to the governance and management of the programme. During the period, the hosting of the project was successfully moved from CICE to St Patrick's College, Drumcondra, which was a major milestone in ensuring programme continuity. Sustainability of funding continues to be a challenge in a difficult economic environment, although it is an area that the Management Committee is eager to address.

4.2 Underlying Strengths of the DICE Project

The DICE Project holds a unique position in Ireland and the following contextual factors are of particular relevance and importance to the project's success:

- Unique access to a large cohort of student teachers with multiplier potential;
- Solid programme framework within which DE and ICE are introduced to students, approved by the Teaching Council;
- Positive disposition towards DE and ICE among a wide range of lecturers and subject matter experts within each institution;
- Strong support and commitment from senior management to the DICE core values and work;
- Depth and breadth of expertise in development education and intercultural education within the DICE Network and Management Committee;
- A history and experience of collaboration across institutions, in a sector where this is not necessarily the norm.
- Relationships with other DE and ICE organisations and networks in the sector.

5. Our Strategy & Approach:

The DICE Project recognises that a variety of approaches is required to fulfil our Mission and we will build on the successes of previous years as we move forward into the coming phase. Our programme strategies will be aligned to the strategic objectives that have been developed and will be monitored on an ongoing basis to determine whether changes are required to our strategy to reach the desired outcomes.

1. To support students graduating from teacher education programmes to have good knowledge and understanding of development education and intercultural education and to be motivated and equipped with the pedagogic skills to teach DE and ICE effectively.
2. To influence the development education and intercultural education policy agenda and practice in Ireland, including the implementation of the National Strategy on Education for Sustainable Development.
3. To explore opportunities for synergies and coherence with post-primary level education within the new institutional configurations for ITE.
4. To enhance the sustainability of development education and intercultural education in initial teacher education across all public providers.

5.1 DICE Stakeholders

The DICE Project will work with a range of stakeholders to deliver on our objectives including:-

- The five participating institutions
- New Institutional Partners including DCU, UCD, TCD, UL, Mater Dei, NUIM.
- Irish Aid
- NCCA
- Teaching Council
- Department of Education and Skills
- Department of the Environment, Community and Local Government
- Professional Development Service for Teachers
- National Induction Programme for Teachers
- Worldwide Global Schools
- Ubuntu Network
- Irish Development Education Association
- Development Education NGOs / Development NGOs

- Intercultural organisations
- Student Teachers and Students on the BSc in Education Studies (MIE)
- Teacher educators
- Primary Schools and Primary School Teachers
- DICE Management Committee and Network
- Researchers

5.2 Programme Strategies

Objective 1: To support students graduating from initial teacher education programmes to have good knowledge and understanding of development and intercultural issues and to be motivated and equipped with the pedagogic skills to teach DE and ICE effectively.

Long-Term Outcome	Short term Outcomes	Strategies
Students graduating from teacher education programmes have good knowledge and understanding of development education and intercultural education and are motivated and equipped with the pedagogic skills to teach DE and ICE effectively	Tuition coverage in DE and ICE is available and accessed by students in the 5 Colleges / Education Depts.	<ul style="list-style-type: none"> – Provide and promote opportunities for education students to avail of a range of dedicated, specialised and integrated modules in DE / ICE, as part of BEd, PME, ECCE and BSc Programmes.
	<p>Evidence is available to indicate any changes in knowledge, attitudes and skills among students linked to DE/ICE teaching and learning activities in the following indicative areas:</p> <p>Knowledge and understanding of sustainable development / education for sustainable development is increased</p> <p>Students are able to identify and recognise the importance of Human Rights concepts in their teaching and learning.</p> <p>Knowledge and understanding of causes of global inequality is improved.</p> <p>Students are able to identify and analyse examples of global interdependence</p>	<ul style="list-style-type: none"> – Review modules and update as required, to incorporate new development education themes, approaches and student feedback. – Develop age specific curricula to support student teachers in applying their learning among different age cohorts. – Collect baseline and post-hoc data on student knowledge, skills and attitudes. – Formal assessment of student learning. – Monitor and observe student ability to apply learning in practice during School Placement. – RISC project workshops with students focusing on approaches to monitoring and evaluation of DE work in the

	<p>Appreciation of diversity as adding value to classroom lessons and discussions is increased.</p> <p>Students' level of commitment to taking global citizenship action within DE/ICE is improved.</p> <p>Students attitudes towards DE / ICE and its perceived relevance to the primary curriculum is improved</p>	<p>classroom.</p>
	<p>Global Justice is viewed as a priority and DE and ICE are embedded in the DICE Colleges / Education Depts.</p>	<ul style="list-style-type: none"> - Advocate for inclusion of DE indicators in School Placement Handbooks. - Briefing sessions with School Placement Supervisors on GPGs. - Provide a programme of CPD to lecturers, including focus on Climate Change, Global Citizenship Education, Visual Literacy. - Collaborate with College Writers in Residence and IDEA to offer a seminar on use of picture-books in exploring global issues.
	<p>Awareness of the DICE Project is increased</p>	<ul style="list-style-type: none"> - Run a series of awareness raising events to increase visibility and awareness of DE and ICE among students. - Build links with on-campus initiatives and organisations to exploit synergies with DICE objectives. - Maintain strong committees in the colleges to ensure responsibility for DE and ICE and input to strategy is shared and sustained. - Develop connections with primary schools and facilitate student visits.

Objective 2: To influence the development education and intercultural education policy agenda and practice in Ireland, including the implementation of the National Strategy on Education for Sustainable Development (ESD).

Long-Term Outcome	Short term Outcomes	Strategies
<p>The DICE Project has influenced the DE & ICE policy agenda and practice, including the implementation of the National Strategy on ESD</p>	<p>Irish policy and practice relating to DE & ICE is informed by up to date research</p>	<ul style="list-style-type: none"> – Intensify engagement with policy-makers including NCCA, DES, Teaching Council, NIPT, PDS, Irish Aid to inform of DICE work and advocate for DE/ICE within the primary curriculum and as part of supports provided to schools. – Host consultation event with NCCA and IDEA on primary curriculum review and prepare related policy submission. – Carry out research on existing in-service CPD and demand in the area of DE. Explore opportunities for advocacy/advisory services. – Participate in review of Intercultural Education Strategy. – Commission and disseminate high quality research on DE/ICE priority areas. – Support 4th year BEd/PME/ PhD Students to undertake research specialisms in DE / ICE – Represent and promote DICE work at relevant national/international conferences – Represent DICE in key sectoral networks including IDEA, Ubuntu, SPHE.
	<p>DICE has engaged with and influenced the implementation of the National Strategy on ESD.</p>	<ul style="list-style-type: none"> – Engage with the DES, NCCA and Teaching Council to highlight the commonalities between DE and ESD and influence the implementation of the ESD strategy within the primary curriculum and in ITE. – Pursue opportunity to participate in the DES Annual ESD forum to be held with key stakeholders and/or the Advisory Group.
	<p>High quality resources for DE and ICE in ITE at primary level are available and accessible to support teachers</p>	<ul style="list-style-type: none"> – Maintain DICE website and FB pages with up to date information and links. – Grow FB supporters to reach out to student teachers and serving primary school teachers, as a cost-effective method for disseminating information and resource links. – Market and sell DICE publications. – Disseminate GPGs for DE in School Placement.

Objective 3: To explore opportunities for synergies and coherence with post-primary level education within the new institutional configurations for ITE.

Long-Term Outcome	Short term Outcomes*	Strategies
DICE is well positioned to maximise synergies and promote coherence with post-primary education within the new Institutional configurations for ITE.	DICE has established relationships with post-primary colleagues and has identified opportunities for collaboration and the promotion of DE/ICE in the new ITE configurations.	<ul style="list-style-type: none"> – Explore opportunities for DICE to maximise synergies within new Institutional configurations, including with post-primary colleagues and Ubuntu (through possible seminar facilitated by IA) and in the areas of global education research and CPD. – Identify and pursue opportunities for DICE to participate in relevant working groups, formed as part of new Institutional Configurations and advance the DICE agenda.
	DICE Governance and Management structures have been adjusted to reflect the new Institutional configurations	<ul style="list-style-type: none"> – Plan in advance for Incorporation of St Patrick’s College (as Host College) into DCU by 2016 and any necessary changes in governance and management of the project that may be required thereafter.

Objective 4: To strengthen the sustainability of development education and intercultural education in initial teacher education across all public providers.

Long-Term Outcome	Short term Outcome	Strategies
Development education and intercultural education are sustainable aspects of ITE programmes delivered by public providers.	The DICE project is more sustainable	<ul style="list-style-type: none"> – Engage with policy makers (as per Outcome 3) to advocate for integration and prioritisation of DE and ICE within the primary curriculum, and sustained funding and support of DE/ICE within ITE. – Develop and maintain linkages with NGOs that can support DICE teaching and learning activities in the colleges. – Develop DE/ICE teaching capacity within colleges (as per 1.3) – Track the contribution by colleges to the overall DICE budget. – Identify and apply for alternative sources of funding.
	Good governance and management structures are in place to ensure that DICE objectives are achieved and sustained	<ul style="list-style-type: none"> – Regular meetings of DICE Management Committee and Network. – Analysis of monitoring data to inform programme improvements. – Regular reporting of progress. – Participation in IDEA Governance Project.