Suas
Educational Development

amárach research

Irish Aid
An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

NATIONAL SURVEY OF THIRD LEVEL STUDENTS ON GLOBAL DEVELOPMENT

REPORT
JANUARY 2013

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Ⓐ Introduction

Background

The critical engagement and support of Irish citizens is crucial to meeting global development challenges. Development Education (DE) plays a key role in building that engagement and support by empowering people to become active citizens with the skills, knowledge and attitudes to "effect change for a more just and equal world".[1] While third level students seek to engage with global issues, less than 1% of the 160,000 full-time third level students in Ireland participate in Irish Aid-funded DE programmes.[2] Yet, third level students are interested in this area - based on Suas Educational Development's programme experience, discussions with key stakeholders and existing survey information – and there is a clear tension between the level of provision of DE and the demand by students to engage. It is in this context that in 2012 Suas commissioned Amárach Research to carry out a National Survey of Third level Students on Global Development to ensure that education providers (including Suas) have key baseline data to support them in the design, delivery and evaluation of education programmes and to support the visibility, awareness and development of DE within Third Level in Ireland. This project was supported by Irish Aid.

Key objective

The key objective of this research study was to conduct a baseline survey of a nationally representative sample of 1,000 third level students to examine their attitudes, knowledge, understanding, activism and learning on global development.

Research Approach

A draft questionnaire was prepared by Amárach Research based on discussions with Suas. Suggestions were made by various stakeholders and a number of academics in the field based on previous surveys and literature and their understanding of development issues and challenges facing third level students today. From this interaction between Suas, Amárach Research and academics and stakeholders, a final draft was composed and tested in a pilot study with members of the third level student population. This feedback was then integrated into the final questionnaire and the main fieldwork of the study commenced. Fieldwork for the research was carried out in Spring 2012 and the survey was completed online with a nationally representative sample of 1,000[3] third level students aged 17+. Quotas were set on gender, region and type of institution i.e. University or Institute of Technology, based on the records for college attendance in 2010/2011[4]. Ethical approval to distribute the survey was gained from a number of colleges across the Republic of Ireland. Invitations to take part were sent out via email to students from participating third level institutions. Students were then directed to a secure website where they could take part in the survey.

Survey Results

This report includes the survey results for the overall group of 1,000 students as well as a more detailed examination of the results including a breakdown across a number of demographics (gender; age; socio-economic group; region of study; and institution type). The report also considers the impact that the experience of volunteering and studying about development has on how students have answered a particular question. Finally, it includes commentaries on the results from Suas and other stakeholders, the first step in a very important sectoral wide conversation on the implications of this survey for the delivery of DE at Third Level.

[1] White Paper on Irish Aid, 2007

[2] Irish Aid Synthesis Paper: Thematic Reviews of Development Education (July 2011)

[3] With the confidence interval set at 95%, the margin of error for a sample of 1,000 is 3.1% which means that there is a 95% chance that results on a survey replicating this will vary upwards or downwards by 3.1 percentage points

[4] Source: Higher Education Authority Statistics – www.hea.ie.

Ⓑ Summary of Survey Results

❶ Introductory questions about developing countries and global poverty

Students were asked to **identify the first word or thought that came to mind when they heard the term development**. 42 different words were offered, the most popular of which were 'improvement' (mentioned by 15% of students) and 'progress' and 'growth' (both mentioned by 11%). 4% of students mentioned 'building' and 'change', and of the other words, none were mentioned by more than 3% of students.

Students were then asked to identify the **first word that came to mind when they heard the term 'developing countries'**. 38 different words were provided, only five of which were mentioned by 5% of students or more (50 students or more): 'Third World' (18%), 'Africa' (15%), poor/poorer' (12%), 'improving' (5%) and 'poverty' (5%).

When asked to **rate the standard of living in developing countries** today compared to 10 years ago:

- 47% of students felt standards of living had got better (with 9% thinking 'a lot better')
- 30% of students felt it was much the same as it was ten years ago
- 12% felt living standards had got worse (with 5% thinking the situation had gotten 'a lot worse')
- 11% of students did not know

The next question asked students to **select the five most important reasons (from a list of 20) why some countries in the world are poor**, ranking in order of importance. 'War/conflict' and 'corruption' received the highest number of top five mentions (59% and 56% of students), followed by 'lack of education' (48%) and 'better off countries taking advantage of developing countries' (43%).

❷ Attitudes towards development issues including how well they are being addressed

When asked to describe **how they feel about the levels of poverty and inequality in the world today**:

- 25% of students said they were 'very concerned'
- 48% said they were 'fairly concerned'
- 21% had 'no strong feelings'
- 6% said they were not at all concerned

85% of students feel it is 'important' (47% 'very important' and 38% 'somewhat important') to **take action on global development issues**. Another 9% said they didn't think it was important and 6% said 'neither/don't know'.

Students were given a set of statements and asked to indicate their level of agreement:

- 84% 'agree' 'sustainable development can't happen without political, economic and stuctural change'.
- 71% 'agree' that it is 'important to tackle poverty in the developing world because we belong to the same community' with only 13% of students 'agreeing' that 'the third world should deal with its own problems and not look to the first world for help'. However, just under half of the student group (47%) think the government 'should focus on the economic difficulties in Ireland before addressing development issues in other countries'.
- 78% 'agree' 'the actions of individual can have repercussions in one's own country as on the other end of the planet' and 68% 'agree' 'actions and lifestyles of people in the first world are partly responsible for problems in the developing world'.
- 70% 'agree' that a 'more equal world is possible'. However, 45% of students 'agree' that 'social inequalities like those based on class, gender and race are inevitable'.
- Just 19% of the student group as a whole 'agreed' with the statement: 'making societies better is the responsibility of governmental agencies and/or NGOs, not mine'.

Students were also asked for their **opinions on the commitment levels of the Irish Government towards poverty reduction** in developing countries. The response was as follows:

- 50% think the Government should do 'more' (14% 'a lot more')
- 38% say the Government is doing the 'right amount'
- 12% said the Government is doing 'too much' (3% 'far too much')

The next question sought to gauge students' **perceptions on the impact of the aid Ireland provides.**[5]

- 14% think it has a 'large impact'
- 68%, 'some impact'
- 6% 'no impact' and 12% 'do not know'

In an attempt to analyse students' views on this issue in more detail, students were asked to **rate the effectiveness of eight different activities**. 'Sending out skilled people to share expertise' was rated the most effective action to take (82% believing it to be 'effective'). Next were 'providing emergency relief' (78%) and 'paying a fair price for products even if it increases price of goods' (70%). While 60% of students believe financial aid is 'effective', 21% do not, and 18% either 'do not know' or do not have an opinion.

Students were also asked to **rate the effectiveness of a number of actions that Irish people can take to support developing countries**. Volunteering, whether abroad or at home, is deemed to be the most effective action. 81% of students rate volunteering abroad as 'effective'. 77% contend that working/volunteering in Ireland is 'effective'. Of the remaining actions, all were deemed 'effective' by roughly 60-70% of students except for 'lobbying the Irish Government and 'public meetings/demonstrations', which received ratings of 31% and 37% respectively.

[5] This was to be read in its broadest sense to include both the Irish Government and Irish people/NGOs contribution.

3 The students' own role and confidence to take action

Students were asked to **indicate how important a number of values were to them**. 83% feel it is important to do something to improve the world (41% stating it is 'very important'); and 81% think it is important to be involved in activities that help others (36% stating that it is 'very important').

When asked if they agree or disagree with the statement 'I want to bring about positive change', 84% said they 'agreed' with 36% doing so strongly. However, **students' confidence in their ability to bring about change** is low. 45% of students 'agree' that they 'feel helpless in bringing about positive change'; while only 35% 'agree' that they are confident in their ability to influence decisions affecting their local area, 34% decisions affecting their society, and 20% decisions affecting other parts of the world.

Despite 68% of students agreeing that 'actions of people in the first world are partly responsible for developing world problems', nearly half of respondents (45%) 'agreed' that their 'day to day actions don't really affect people's lives in other parts of the world'.

49% of students also 'agreed' that 'it is difficult to find opportunities to take action for positive change'.

When asked **what activities they had undertaken in the last 12 months**, the activities that received the highest ratings from the student group were:

- One off donations to charity (64%)
- Informing oneself about development issues (59%)
- Making a lifestyle decision, e.g. buying fair trade products (53%)

Although students felt that volunteering either in Ireland or overseas was the most effective way to help developing countries, only 13% of students have done so in Ireland and 3% abroad.

'Making a lifestyle choice' (38%), 'making a one off donation to charity' (32%) and 'informing yourself about development issues' (30%) were the activities students indicated they were **most likely to undertake in the next 12 months**. 'Becoming involved with a church group/NGO' and 'organising a fundraising activity' were activities that received the lowest ratings, with only 6% of the student group indicating that they were 'very likely' to undertake them.

Students were also asked to **consider a number of factors and rate how important they were in motivating them to take action on development issues**. The highest rated factors were:

- 'believing the action to be worthwhile' (83% said this was an 'important' factor)
- the level of passion about the cause (79% said this was an 'important' factor)

The final question in this section asked students **'how regularly, if at all, do you volunteer in Ireland'**:

- 19% of students volunteer at least once a month
- 20% volunteer a few times a year, and 24% less often
- 37% of students do not volunteer

4 Learning about development issues

The first question in this section asked students **if they had ever taken part in a development education course/programme**. 18% of students said they had. The 181 students were then asked to identify the **reasons they took their course** and also their **primary reason for doing so**. To 'develop my awareness/understanding of development issues' was the primary reason for 33% of students, double that of the next highest reason - 'for personal development' - which was the primary reason for 15% of the 181 students.

Students were also asked to identify the reason **why they had not taken part in any course/ programme and to specify their main reason for not doing so**. 41% said their main reason was a lack of awareness about courses, 25% that they do not have the time to take part, 16% that they were not interested and 7% that they did not have access to courses/programmes.

61% of students said the Internet was their **preferred channel through which to receive information** about development issues and 41% said that it **currently provides them with the most information**. Not far behind for preferred channel for information were 'TV news' (52%) and 'Newspapers' (48%).

65% of the students surveyed said they **wanted to know more about development issues**. These students were then asked to **identify what subjects they would be interested in learning about**. The top three most popular were: Education - 64%, Human rights - 59% and Sustainable development - 50%. However, all of the topics received ratings over 30%.

Students interested in further study were also asked **what factors were important when choosing a course/ programme**. The 'content/topic' of the course received the most number of 1st, 2nd and 3rd choice mentions and the highest number of 1st choice preferences at 30%. Second to 'content', was the cost involved, with 57% of students saying this was an important factor.

The majority of students would also prefer for a course to: have a small class size (80% versus 20%), be located on campus (91% versus 9%), be open to a mix of students from different disciplines (79% versus 21%) and provide opportunities for socialising with class-mates (93% versus 7%). Approximately two thirds of students would not want the course to be formally assessed.

5 Familiarity and engagement with development organisations

In this last section, students were asked about their awareness of various development organisations including Suas Educational Development and Irish Aid. 19% of students are **familiar with Suas and its programmes**. Rates of awareness of other development/development education organisations were low amongst the students surveyed. When asked: **Can you identify other development/DE organisations in Ireland**, 75% of students could not do so. Trócaire; Goal; Concern; Irish Aid; and Dóchas were all familiar to 1% of respondents (between 5 and 15 students respectively). Other organisations were each only mentioned by 1 or 2 students.

In the final question on the survey students were asked **if they had heard of Irish aid**, the Irish Government's official development programme. 61% of students had, with 7% having heard 'a lot about it'.

© Breakdown of Results

1 Introductory questions about developing countries and global poverty [Qs 1-4]

Students were asked to **identify the first word or thought that came to mind when they heard the term development**. 42 different words were offered, the most popular of which were 'improvement' (mentioned by 15% of students) and 'progress' and 'growth' (both mentioned by 11%). 4% of students mentioned 'building' and 'change', and of the rest of the words offered, none were mentioned by more than 3% of students.

Students were then asked to **identify the first word that came to mind when they heard the term 'developing countries'**. Of the 38 different words provided, only five were mentioned by 5% or more of the group as a whole (50 students or more): 'Third World' (18%), 'Africa' (15%), poor/poorer' (12%), 'improving' (5%) and 'poverty' (5%). Looking at the other countries/continents named, China and India were each mentioned by 2% of students, and South America, Eastern Europe and Brazil were all mentioned by 1% of students (fewer than 10 people).

LIVING STANDARDS IN DEVELOPING COUNTRIES

The next question asked students to **rate the standard of living in developing countries today compared to 10 years ago** against 6 options: 'A lot worse than 10 years ago', 'a little worse', 'more or less the same', 'a little better', 'a lot better, and 'don't know':

- 47% of students felt standards of living had gotten better (with 9% thinking 'a lot better')
- 30% felt it was much the same as it was ten years ago
- 12% felt living standards had gotten worse (with 5% thinking the situation had gotten 'a lot worse')
- 11% did not know

Breakdown of data

Looking more closely at the data, there was little, if any, variation between male and female students, across social class or college type. However, a difference of opinion was observed for those aged over 23; 39% 'agreed' that the standard of living had improved compared to 52% of both 17-20 and 21-23 year olds. Students from Connaught/Ulster expressed the greatest degree of uncertainty on this question (18% said they 'did not know', compared to 11% of the student group as a whole). See table 1 below for a full breakdown of data.[6]

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL*	Mun	Conn/ Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Improved	47	48	47	**52**	**52**	**39**	48	46	50	44	45	47	49	45
No change	30	29	31	**25**	30	**35**	30	31	**27**	29	**35**	30	30	30
Worsened	12	12	12	12	9	15	12	11	**14**	11	**14**	**5**	12	12
Don't know	11	11	10	11	9	11	10	12	**9**	**15**	7	**18**	10	12

Data Table 1: How would you rate living standards in developing countries?

* Rest of Leinster

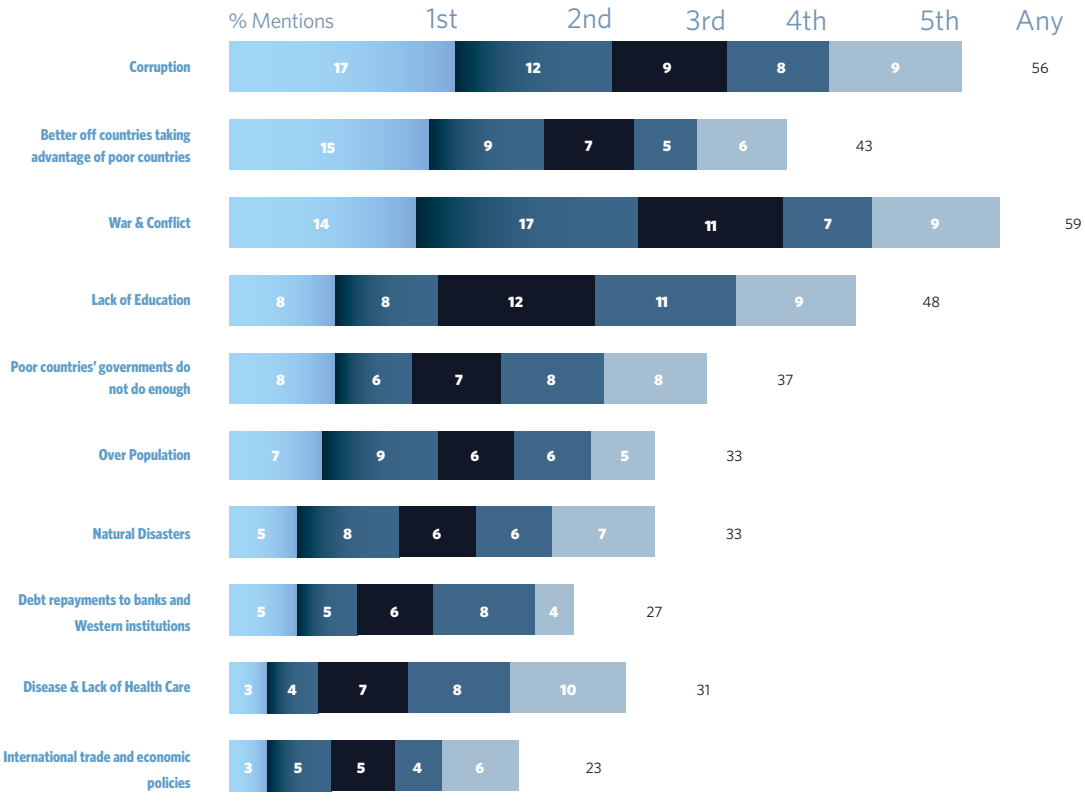
[6] Given the length of the survey and volume of data, the narrative highlights some of the marked differences and then refers the reader to the tables for further information. For most questions only differences of 8-10% or more have been discussed, thereby reducing the possibility of highlighting any differences that might be interpreted as a natural variation in the data.

	Total	Volunteering			DE course	
		At least 1 x per month	Less frequently	Never	Yes	No
	%	%	%	%	%	%
Improved	47	**45**	**53**	**42**	46	48
No change	30	29	29	32	27	31
Worsened	12	**18**	12	**9**	**21**	**10**
Don't know	11	**7**	**7**	**17**	6	12

Those who have taken part in a development course are twice as likely to think the living standard of poor countries has gotten worse compared to those who have never taken part in a course (21% versus 10%). Similarly, students who volunteer at least once a month are more likely to believe that living standards have got worse (18%) compared to those who volunteer less frequently (12%) or never (9%).

REASONS WHY SOME COUNTRIES IN THE WORLD ARE POOR

The final question in this section asked students to **select the five most important reasons (from a list of 20) why some countries in the world are poor, ranking in order of importance**. 'War/conflict' and 'corruption' received the highest number of top five mentions (59% and 56% respectively). 'Better off countries taking advantage of developing countries' received a greater number of first choice mentions than 'lack of education' (15% compared to 8%). However, a greater proportion of students placed 'lack of



(Base: 3rd level students - 1,000)

Chart 1: Students' views on the reason why some countries are poor

education' in their top five (48% compared to 43%). See chart 1 below for further information on the ten most cited reasons.[7] [8]

Of the remaining options on the list the figures were as follows: colonial past (16% of top 5 mentions), international decision making structures (15%); insufficient aid/wasted aid (12%); shortage of natural resources (11%); prevalence of HIV/AIDS (10%); low status of women (8%); lifestyles of those in the west (7%); climate change (4%); shortage of land (1%).

Breakdown of data

More females than males attributed poverty to 'lack of education' (52% versus 43%), 'diseases/lack of health care' (37% versus 25%) and 'natural disasters' (37% versus 29%). Whereas more men than women attributed poverty to global factors such as 'debt repayments' (31% versus 24%), 'trade policies' (26% versus 19%) and 'better off countries taking advantage of other countries' (47% versus 38%).

49% of 17-20 year olds ranked 'corruption' in their top five compared to 59% of those aged over 23; only 33% of students studying in the Munster region ranked 'poor countries' governments not doing enough' as important, compared to 43% of students in Connaught & Ulster. See table 2 below for other variations across age, social class, region and type of third level institution.

A higher number of students who volunteer more than once a month mention 'debt repayments' and 'trade policies' as reasons why some countries are poor (debt - 31% versus 22% and trade 27% versus 19%). However, fewer of them mention 'lack of education' (40% versus 51%), and 'corruption' (50% versus 58%).

The responses of those students who have taken part in a course do not differ a great deal from those who have not (a few percentage points either way), with the exception of 'trade policies' to which DE course students appear to attach much greater importance (35% versus 20%). See table 2.

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	
War and Conflict	59	**55**	**62**	56	62	59	60	57	59	61	57	59	56	62
Corruption	56	55	58	**49**	**61**	**59**	**59**	**51**	57	51	57	58	58	55
Lack of education/training	48	**43**	**52**	49	50	44	46	51	**50**	47	47	**42**	46	50
Better off countries t. advantage	43	**47**	**38**	44	39	45	41	46	**47**	**36**	40	44	43	42
Poor countries governments	37	37	37	37	37	37	37	38	37	38	**33**	**43**	35	40
Over population	33	34	32	**38**	34	**28**	31	37	**28**	**41**	**38**	**33**	32	36
Natural Disasters	33	**29**	**37**	**36**	35	**29**	33	33	**30**	**37**	34	35	32	34
Disease and lack of health care	31	**25**	**37**	35	**36**	**23**	29	35	32	**38**	**27**	**27**	29	33
Debt repayments to banks etc	27	**31**	**24**	29	**22**	**31**	29	25	**26**	**28**	**33**	**21**	**31**	**23**
Trade & economic policies	23	**26**	**19**	**19**	**18**	**31**	24	20	**25**	21	23	**18**	25	20

Data table 2: Reasons why some countries are poor (top 5 mentions)

[7] Only those factors that were rated in the top five by at least 20% of students have been listed and analysed.

[8] Percentages are rounded to the nearest percentage and therefore the 'any' percentage is not always equal to the sum of the percentages of 1st mentions, 2nd mentions etc.

	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
War and Conflict	59	56	58	61	55	60
Corruption	56	**50**	**58**	**58**	55	57
Lack of education/training	48	**40**	**48**	**51**	46	48
Better off countries t. advantage	43	44	42	43	41	43
Poor countries governments	37	41	35	38	35	38
Over population	33	32	34	33	33	34
Natural Disasters	33	30	35	32	28	34
Disease and lack of health care	31	28	31	33	27	32
Debt repayments to banks etc	27	**31**	**31**	**22**	31	27
Trade & Economic policies	23	**27**	24	**19**	**35**	**20**

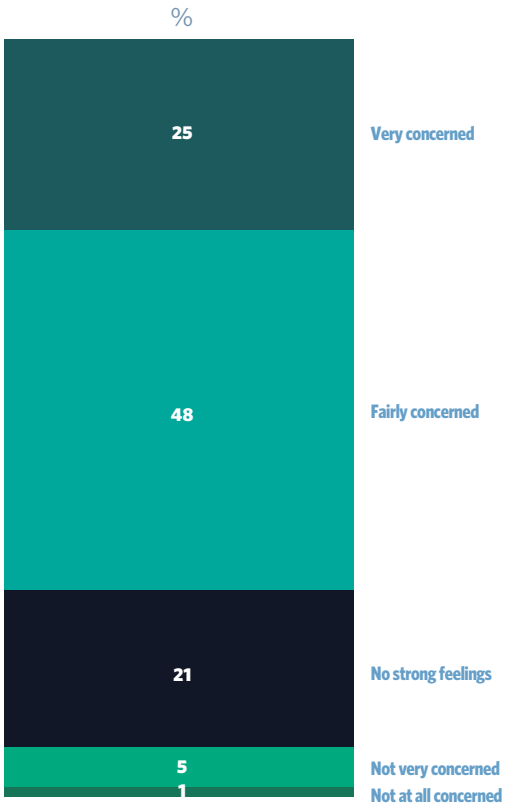
2 Attitudes towards development issues including how they are being addressed [Qs 5-11]

LEVELS OF CONCERN ABOUT POVERTY AND INEQUALITY

Students were asked to **describe how they feel about the levels of poverty and inequality in the world today** as against a number of options: 25% of students said they were 'very concerned', 48% said 'fairly concerned', 21% had 'no strong feelings', 5% are 'not very concerned' and 1% are 'not at all concerned'.

Breakdown of data

Similar numbers of males and females are 'very concerned' (23% of males and 26% of females). More females stated they were 'fairly concerned' than males (55% versus 42%), with a greater proportion of males expressing 'no strong feelings' (27% compared to 15% of females). There was also a higher level of concern amongst those over the age of 23 (34% 'very concerned' compared to 18% and 21% for the younger age groups).



(Base: 3rd level students – 1,000)

Chart 2: Concern about poverty and inequality

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/UI	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Very concerned	25	23	26	**21**	**18**	**34**	25	24	27	**28**	**21**	23	26	22
Fairly concerned	48	**42**	**55**	49	51	45	48	48	**50**	**43**	**52**	**45**	49	48
No strong feelings	21	**27**	**15**	**25**	**23**	**16**	20	23	19	21	23	25	19	23
Not very concerned	5	6	3	3	7	4	5	4	4	6	5	7	5	5
Not at all concerned	1	2	*	1	1	1	1	1	1	3	1	1	*	2

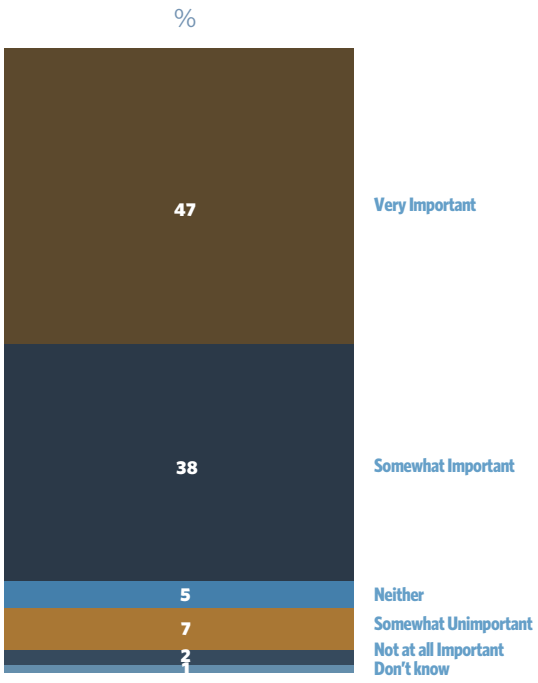
Data table 3: Levels of concern about global poverty and inequality

Note: * = less than 1%

At first glance there is no difference in concern between those who volunteer at least once a month and those who volunteer less often (79% for both). However, looking more closely at the figures it is evident that more frequent volunteering increases levels of concern: 34% of those that volunteer more than once a month say they are 'very concerned' about poverty and inequality compared to 27% for those that volunteer less frequently and 17% for those who never volunteer. Those who have studied on a development course also express higher levels concern: 34% are 'very concerned' compared to 23% of those who haven't been on a course (see figures below).

	Total	Volunteering			DE course	
		At least 1 x per month	Less frequently	Never	Yes	No
	%	%	%	%	%	%
Very concerned	25	**34**	**27**	**17**	**34**	**23**
Fairly concerned	48	**45**	**52**	46	**54**	**47**
No strong feelings	21	**15**	**19**	**27**	**9**	**24**
Not very concerned	5	6	2	8	4	5
Not at all concerned	1	0	0	3	0	1

ADDRESSING GLOBAL DEVELOPMENT ISSUES



(Base: 3rd level students – 1,000)

Chart 3: How important is it for people in Ireland to take action?

When asked **how important it is for people in Ireland to take action on global development issues**, 85% of students feel it is 'important' (47% 'very important' and 38% 'somewhat important').

Breakdown of data

15% more females than males think it is 'very important' for Irish people to take action (55% versus 40%) while 54% of students over 23 perceive action as 'very important' compared to 39% of 21-23 year olds. 11% more students studying in Munster than in the Connaught/Ulster region think action is 'very important' (52% compared to 41%) and 50% of those studying at University see action as 'very important' compared to 43% of those studying at Technology Institutes. See data table 4 below for a full breakdown of data.

A differentiation is also evident amongst those who have or have not volunteered/taken a DE course. 57% of students who volunteer more than once a month think action is 'very important' compared to 39% of those who never volunteer, while 63% of those who have taken part in a development course think it is very important to take action, compared to 44% of students who haven't been on a course.

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Very Important	47	40	55	47	39	54	47	47	47	44	52	41	50	43
Somewhat important	38	41	35	40	41	34	38	37	42	35	30	44	37	39
Neither	5	7	3	5	7	4	5	5	4	9	5	5	4	7
Not important	9	11	6	6	12	8	7	10	5	9	12	10	8	9
Don't know	1	2	1	2	2	*	1	1	1	3	1	1	1	2

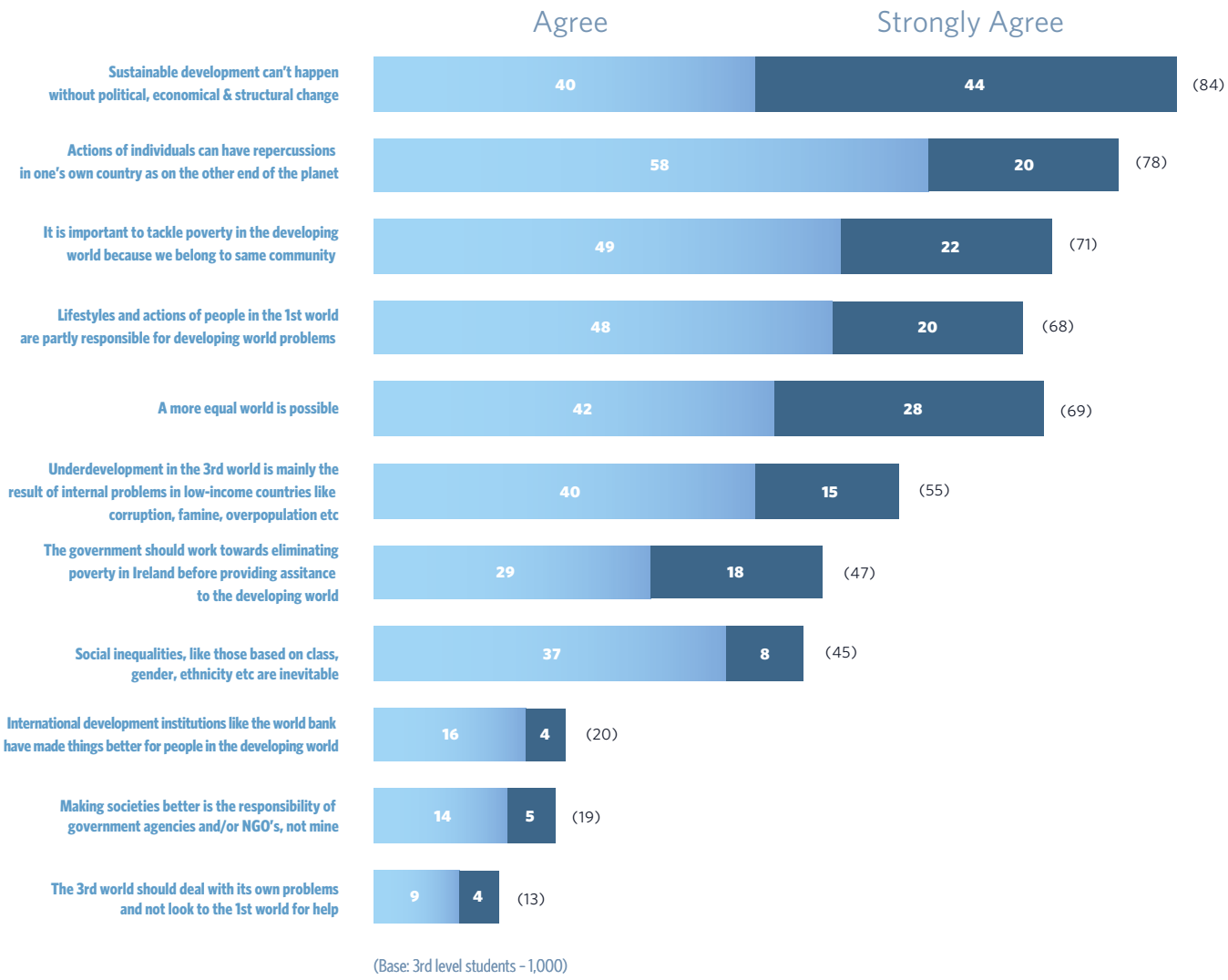
Data table 3: Levels of concern about global poverty and inequality

		Volunteering			DE course	
	Total	At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
Very Important	47	57	50	39	63	44
Somewhat important	38	30	42	37	31	39
Neither	5	5	4	7	1	6
Not important	9	7	4	14	5	10
Don't know	1	1	*	3	*	1

In question seven, students were given a set of 18 statements and asked to indicate their level of agreement on a scale of 1 to 5 with 1 being 'strongly agree' and 5 'strongly disagree'. The statements covered students' views about global development issues (including responsibility for addressing them) as well as students' perceptions of their own ability to create change/take positive action (see pages 23-24 for an analysis of the latter set of statements).

84% of students 'agree' that 'sustainable development cannot happen without political, economic and structural change'. 71% of students 'agree' that 'it is important to tackle poverty in the developing world because we belong to the same community' with only 13% of students agreeing that developing countries should be left to tackle their own problems. However, just under half of the student group (47%) think the government should focus on the economic difficulties in Ireland before addressing development issues in other countries.

Irish students are aware of the impact their actions can have on the rest of the world: 78% of students 'agree' that 'the actions of individuals can have repercussions in one's own country as on the other end of the planet' and 68% 'agree' that 'the lifestyles and actions of people in the first world are partly responsible for problems in the developing world'.



(Base: 3rd level students – 1,000)

Chart 4: Statements about developing countries and responsibility for addressing global poverty/inequality[9]

[9] Percentages are rounded to the nearest percentage and therefore the 'total' percentage is not always equal to the sum of the 'agree' and 'strongly agree' percentages.

Breakdown of data

Over two thirds of students surveyed (69%) agree that a 'more equal world is possible'. However, 45% of students 'agree' that 'social inequalities like those based on class, gender and race are inevitable' (although women are slightly more optimistic than men: only 39% agree compared to 50% of men). Only 19% of the student group as a whole 'agreed' with the statement: 'making societies better is the responsibility of governmental agencies and/or NGOs, not mine'. This would have been even lower had only women answered the question: only 13% of women 'agreed' with the statement, compared to 25% of men.

Looking at the rest of the data, there was little other variation between male and female students, across social class, region of study or type of institution. However, levels of agreement are roughly 8-10% higher on a number of statements for those students who have been on a course/programme. (See table overleaf).

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/U	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Sustainable development cannot happen without political, economic & structural change	84	82	87	82	85	86	84	85	84	85	85	83	85	84
Important to tackle poverty in developing world because we belong to the same community	71	**67**	**74**	70	68	74	72	69	**72**	**65**	**72**	**72**	72	69
Actions of individuals can have repercussions at home and abroad	78	**74**	**82**	75	78	81	79	76	80	76	78	74	80	76
Actions of people in the first world are partly responsible for developing world problems	68	68	67	**63**	66	**73**	68	67	70	65	65	68	69	66
A more equal world is possible	69	68	71	70	66	72	71	66	72	67	68	68	71	67
Underdevelopment is mainly result of internal problems (corruption, famine, population)	55	53	56	**58**	56	**51**	55	55	56	55	52	56	52	58
The government should work towards eliminating poverty in Ireland first....	47	**50**	**43**	47	**51**	**43**	**44**	**51**	**44**	**55**	47	47	**44**	**51**
Social inequalities....are inevitable	45	**50**	**39**	45	41	47	44	46	**47**	**38**	44	45	45	44
Institutions like World Bank have made things better for people in developing countries	20	21	19	19	17	23	22	17	21	18	20	17	21	18
Making societies better is the responsibility of governmental agencies and/or NGOs, not mine	19	**25**	**13**	19	20	19	18	21	19	19	20	17	18	21
3rd World should deal with its own problems and not look to first World	13	**18**	**8**	12	12	15	15	10	**16**	**17**	**10**	**7**	13	14

Data table 5: Views about responsibility for, and how to address, development issues

	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
Sustainable development cannot happen without political, economic and structural change	84	83	88	80	89	83
It is important to tackle poverty in the developing world because we belong to the same community	71	74	74	65	78	69
Actions of individuals can have repercussions at home & abroad	78	76	82	74	81	77
Actions of people in the first world are partly responsible for developing world problems	68	70	72	61	76	66
A more equal world is possible	69	76	72	62	73	69
Underdevelopment is mainly the result of internal problems (famine, corruption, overpopulation etc)	55	51	55	56	48	56
The government should work towards eliminating poverty in Ireland first....	47	44	42	55	39	49
Social inequalities....are inevitable	45	45	43	47	52	43
Institutions like the World Bank have made things better for people in developing countries	20	28	22	13	24	19
Making societies better is the responsibility of governmental agencies and/or NGOs, not mine	19	26	14	21	18	19
3rd World should deal with its own problems	13	19	9	15	13	13

EFFECTIVENESS OF ACTIONS TAKEN BY THE IRISH GOVERNMENT/NGOS/ POPULATION AS A WHOLE

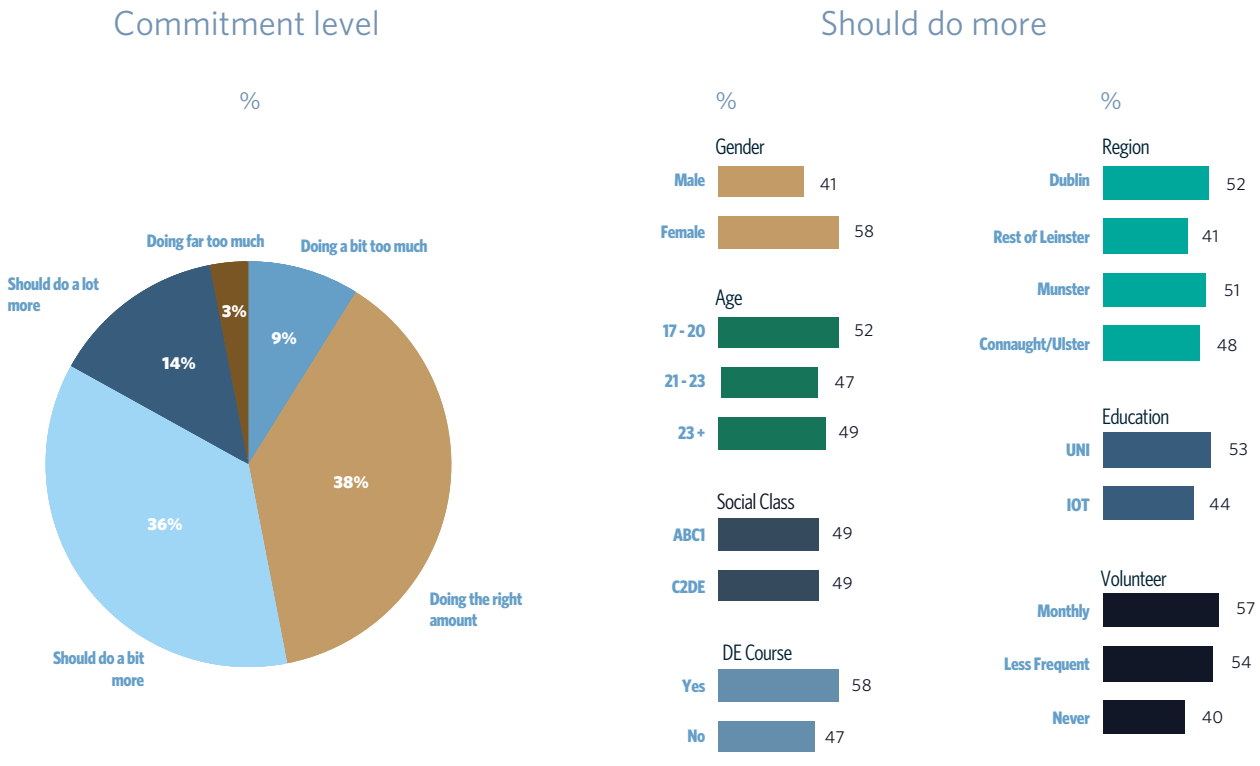
Students were asked for their opinions on the commitment levels of the Irish Government towards poverty reduction in developing countries. The response was as follows:

- 12% said the Government is doing too much (3% far too much)
- 38% say the Government is doing the right amount
- 50% think it should do more (14% a lot more)

Breakdown of data

As is evident from the chart below, there are a number of demographic variations. 58% of females believe the government should be 'doing more', but only 41% of males think the same. 41% of students studying in the rest of Leinster believe the Government should be 'doing more' compared to 52% of students in Dublin and 51% of students in Munster, and while 53% of those studying at University would like the Government to be doing more, only 44% of those at Institutes of Technology feel the same.

There is also a difference between those who have volunteered and those who have not. 57% of those who volunteer at least once a month believe the Government should be doing more compared to 40% of those who have never volunteered (The figure is 54% for those who volunteer less frequently). Similarly, 58% of students who have previously taken part in a development course feel the government should do more to reduce poverty compared to 47% for those who haven't been on a course/programme.



(Base: 3rd level students - 1,000)

Chart 5: How much should the Irish Government be doing to address global poverty

The next question sought to gauge students' **perceptions on the impact of the aid Ireland currently provides**[10]. 14% think it has a 'large impact'; 68%, 'some impact'; 6%, 'no impact'; and 12% 'do not know'. There is very little difference between male and female students, social class, region of study or college type. However, fewer students aged 21-23 believe Aid is having a 'large impact' (10% compared to 16/17% of older and younger students).

There is also evidence that regular volunteering affects students' perceptions of the impact of aid: 19% of those who volunteer more than once a month think that aid has a large impact, compared to 10% of those who have never volunteered. The difference is less marked for those that have studied on a DE course: 18% of those that have been on a DE course believe aid has a strong impact, compared to 14% for those who haven't taken a course.

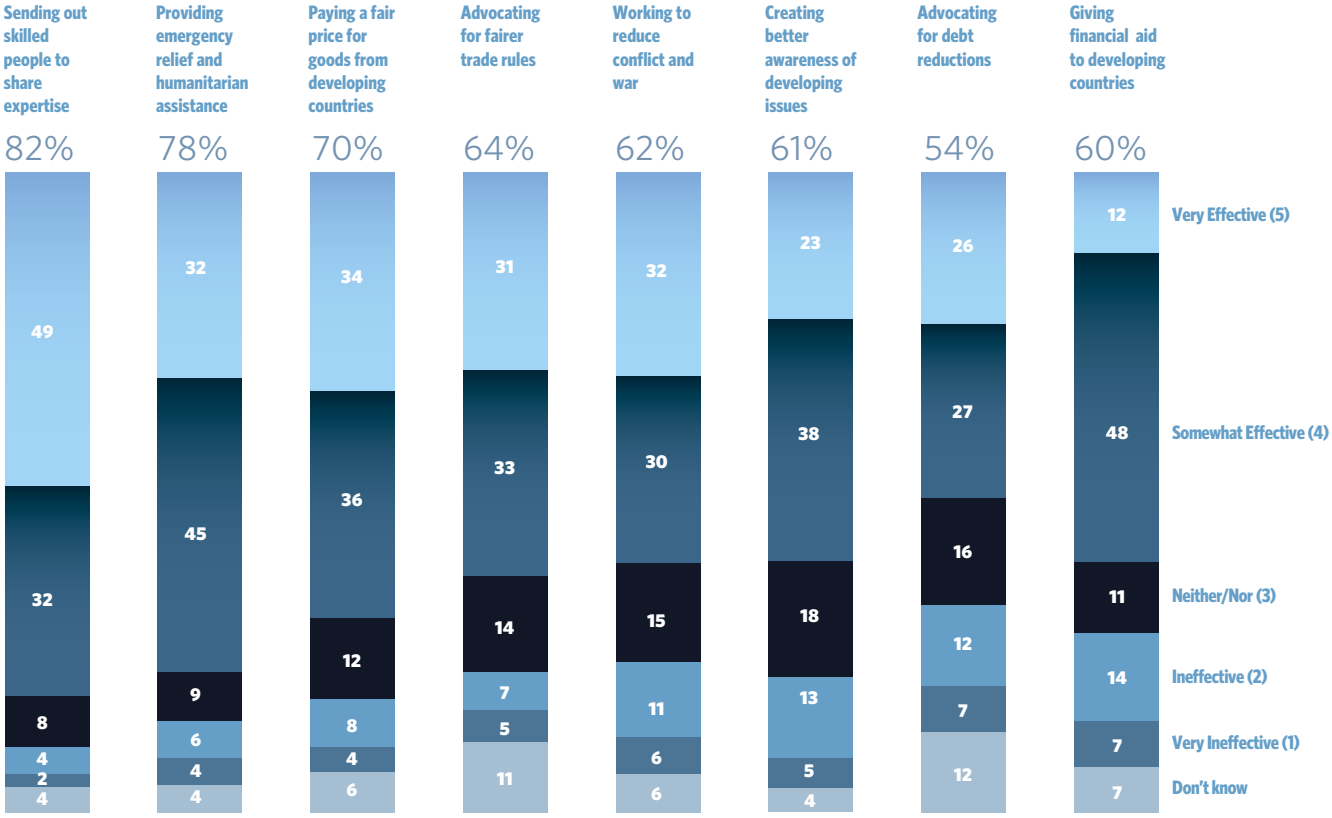
	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/ UI	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Large impact	14	15	14	**17**	**10**	16	15	13	16	13	14	11	14	14
Some impact	68	71	66	67	**73**	**65**	67	71	**65**	**72**	69	71	68	69
No impact	6	5	6	4	6	7	6	4	5	5	7	4	6	5
Don't know	12	10	14	13	11	11	11	12	13	9	10	14	12	11

Data table 6: Students' perceptions on the impact of Aid to developing countries

		Volunteering			DE course	
	Total	At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
Large impact	14	**19**	**16**	**10**	18	14
Some impact	68	66	70	67	**71**	**68**
No impact	6	8	3	8	3	6
Don't know	12	7	11	15	8	12

[10] This was to be read in its broadest sense to include both the Irish Government and Irish people/NGOs contribution.

In an attempt to analyse students' views on this issue in more detail, students were asked to **rate the effectiveness of eight different activities**. 'Sending out skilled people to share expertise' was rated the most effective action to take: 82% believing it to be 'effective', with 49% perceiving it as 'very effective'. Next were providing emergency relief (78%) and paying a fair price for products even if it increases the price of goods (70%). While 60% of students believe financial aid is 'effective', only 12% believe it is 'very effective' and 21% believe it is ineffective. [11]



(Base: 3rd level students – 1,000)

Chart 6: Perceived effectiveness of NGO/Irish Government Actions

Breakdown of data

14% more females than males perceive emergency relief to be 'effective' (85% versus 71%), although at 71% the number of males is still high. 67% of females are convinced that 'creating awareness of development issues' is effective compared to 55% of men and while 66% of females believe financial aid is effective only 55% of men feel the same. Apart from gender, there was little demographic variation across the student group as a whole. See table below for a few exceptions, including that 66% of students in the higher socio economic bracket ABC1 stated actions to reduce conflict/war were 'effective' compared to 55% of C2DE students.

[11] Percentages are rounded to the nearest percentage and therefore overall percentages are not always equal to the sum of percentages

Somewhat effective + v. effective	Gender		Age			Social Class		Region where studying				Institution	
	Total	M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Send out skilled people	82	79	85	84	81	80	81	84	81	77	83	85	83	80
Emergency Relief	78	71	85	82	76	75	77	79	79	73	77	80	80	75
Paying a fair price for products even if it increases costs	70	66	74	75	67	68	70	70	68	67	72	73	70	70
Advocating fairer trade rules	64	60	68	66	65	61	65	62	64	60	64	66	66	61
Reducing conflict/war	62	62	62	61	63	62	66	55	61	62	60	67	65	59
Creating awareness of issues	61	55	67	60	61	62	61	61	62	62	56	64	62	60
Advocating debt reduction	54	52	55	55	54	52	56	49	55	51	52	55	55	52
Financial aid	60	55	66	61	62	59	60	61	61	56	63	60	62	58

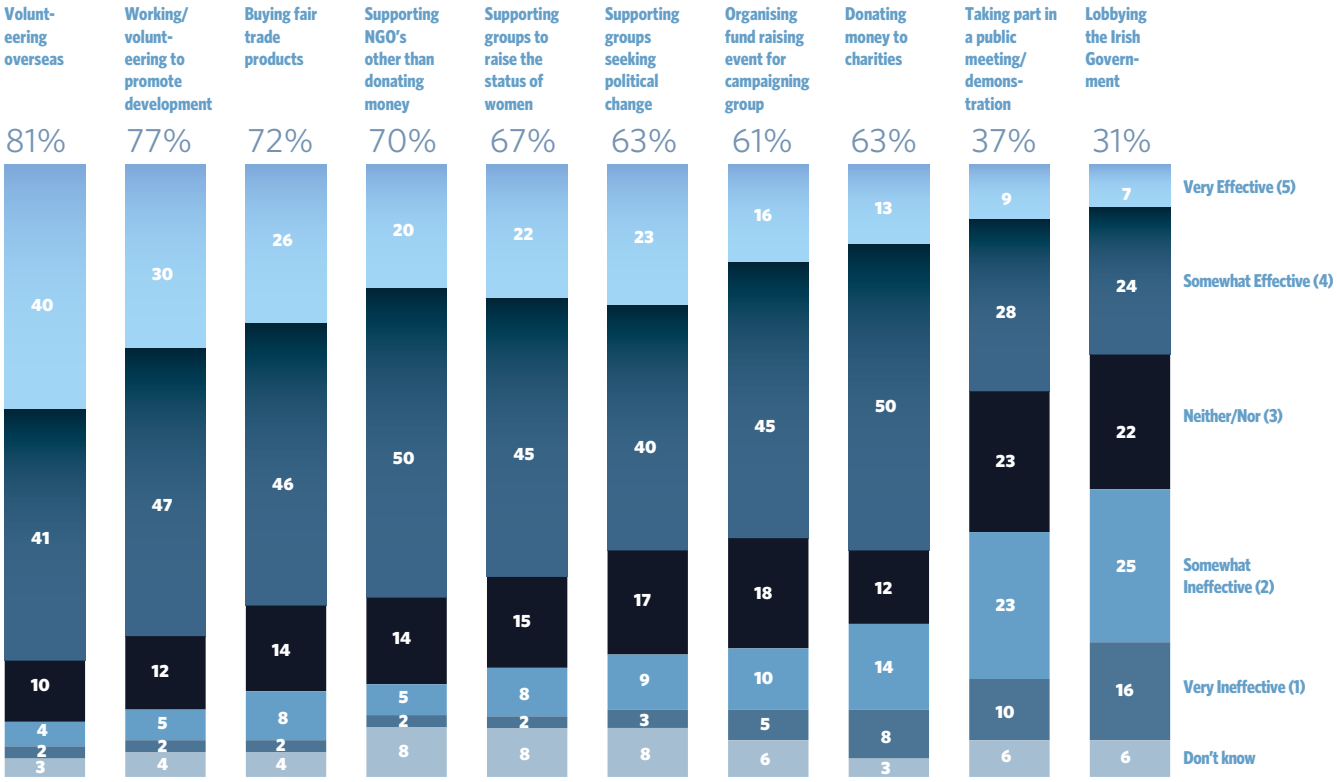
Data table 7: Perceived effectiveness of various government/NGO actions

65% of students who volunteer frequently believe raising awareness of development issues is effective compared to 53% of those that have never volunteered. They are also more convinced by the effectiveness of 'paying a fair price for goods' (73% compared to 65%), 'advocating fair trade rules' (68% compared to 57%) and 'advocating debt reduction' (59% compared to 49%).

The ratings for those who have been on a course or not were closer across the board, with the greatest difference being for 'creating awareness of issues' (68% compared to 59%).

Somewhat effective + v. effective	Volunteering			DE course	
	Total	At least 1 x per month	Less frequently	Never	Yes	No
	%	%	%	%	%	%
Send out skilled people	82	77	85	80	79	82
Emergency Relief	78	75	82	74	80	77
Paying a fair price for goods	70	73	73	65	74	69
Advocating fairer trade rules	64	68	67	57	69	63
Reducing conflict/war	62	60	67	57	67	61
Creating awareness of issues	61	65	65	53	68	59
Advocating debt reduction	54	59	55	49	56	53
Financial aid	61	59	66	54	67	59

Students were asked to **rate the effectiveness of a number of actions that Irish people can take to support developing countries**. Volunteering whether abroad or at home is deemed to be the most effective action. 81% of students rate volunteering abroad as 'effective', with 40% believing it to be 'very effective'. 77% contend that working/volunteering in Ireland is 'effective', with 30% thinking it 'very effective'. Of the remaining actions, all were deemed 'effective' by roughly 60-70% of students except for 'lobbying the Irish Government' and 'public meetings/demonstrations', which received ratings of 31% and 37% respectively.



(Base: 3rd level students – 1,000)

Chart 7: Perceived effectiveness of actions Irish people can take

Breakdown of data

Across the board females were more convinced by the effectiveness of particular actions as they scored higher on all metrics. In some cases, there was as much as a 10-15% difference, for example volunteering abroad (87% vs 76%), buying fair trade products (81% vs 72%), supporting groups to raise the status of women (74% vs 60%) and organising a fundraising activity (69% vs 52%)[1][2]. Other differences include: 11% more students in the C2DE category believe donating money is 'effective' compared to ABC1 students; and students in Connaught/Ulster are 10% less likely than their peers studying in Dublin to perceive lobbying the Irish Government as 'effective'.

Effectiveness figures are higher across the board for those who have been on a course. Those who have volunteered or taken a DE course are more convinced by the effectiveness of public meetings/ demonstrations and lobbying the Irish Government, although the numbers are still below 45%. Volunteers also rate the effectiveness of organising fundraising activities more highly (62% of those who volunteer at least once per month and 68% of less frequent volunteers compared to 51% for those that have never volunteered).

[1][2] If the word 'participated' had been used instead of 'organised' there might have been a higher rating for this activity amongst men and women.

	Total	Gender		Age			Social Class		Region Studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/U	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Irish people volunteering overseas	81	**76**	**87**	81	84	79	79	85	81	**77**	81	**86**	81	81
Working/volunteering in Ireland	77	**72**	**81**	78	76	77	75	80	78	73	77	78	77	77
Buying a fair trade product	72	**64**	**81**	**78**	**70**	**70**	71	73	74	68	71	73	74	70
Supporting an NGO (not money)	70	68	72	72	66	71	69	72	**73**	**61**	**69**	**75**	73	67
Support to groups raising status of women	67	**60**	**74**	69	67	64	67	67	**70**	**61**	66	67	**70**	**62**
Supporting groups seeking political change in developing countries	63	**57**	**70**	65	63	62	62	65	65	63	62	64	66	61
Donating money	63	**56**	**70**	65	61	63	**59**	**70**	65	58	62	65	62	65
Organising a fund-raising activity	61	**52**	**69**	63	62	58	60	62	**64**	**54**	58	**63**	61	60
Taking part in meeting/demonstration	37	34	40	40	36	35	37	38	38	**32**	**41**	**32**	38	36
Lobbying the Irish Government	31	28	34	32	29	32	32	29	**33**	30	**32**	**23**	31	30
Not stated	8	10	5	8	7	9	9	6	7	11	9	5	8	8

Data table 8: Perceived effectiveness of actions Irish people can take

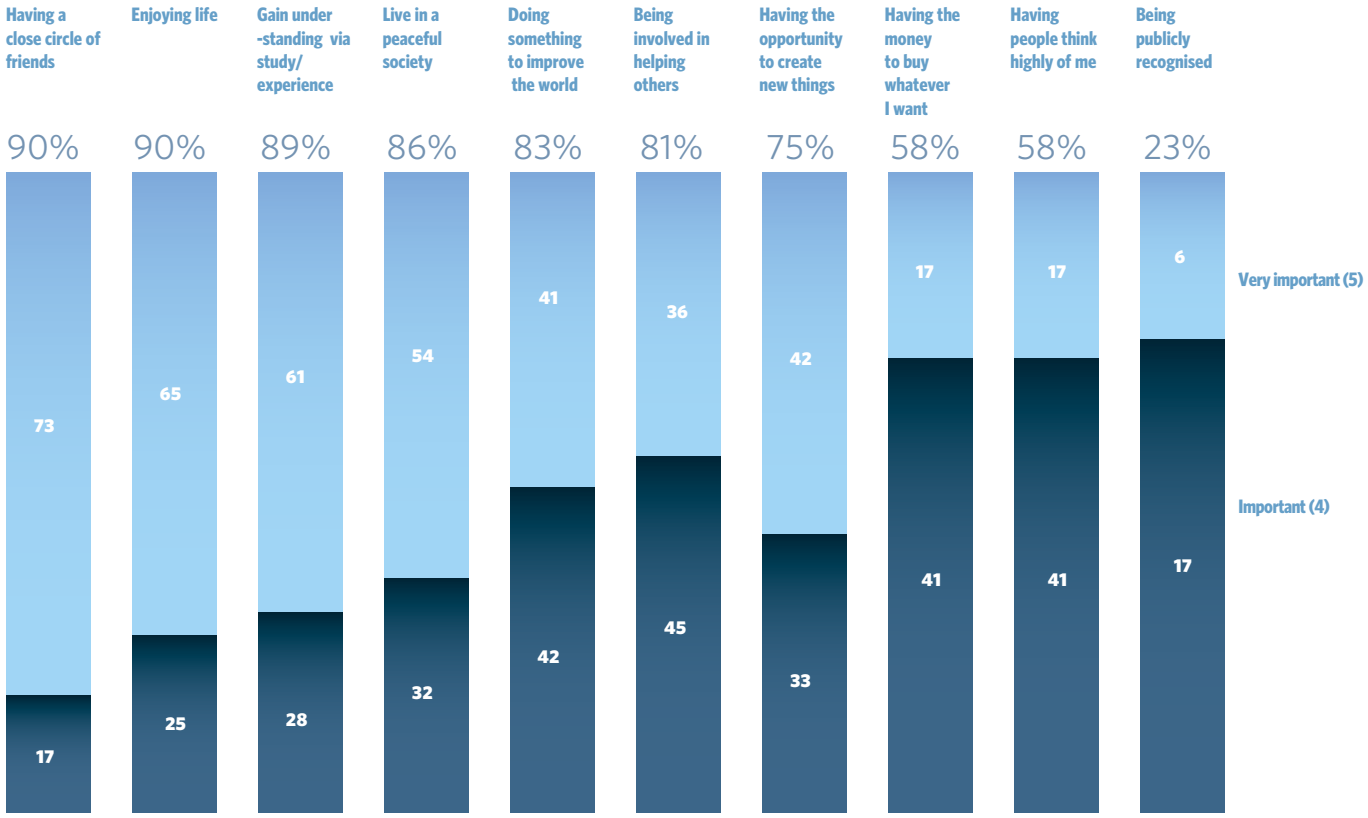
74% of students who volunteer at least once a month believe volunteering abroad is an effective method for supporting developing countries. While still high, this is 12% lower than the figure for those who volunteer less frequently (86%) and 5% lower students who never volunteer (79%). One explanation for this is that the category of students who volunteer at least once a month may include those who have actually volunteered abroad, who are more aware of the complexities involved in working overseas. (See also question above where those who 'volunteer more frequently' rate 'sending out skilled people' as less effective than their peers, although the extent of the difference is much smaller).

	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
Irish people volunteering overseas	81	74	86	79	84	81
Working/volunteering in Ireland	77	78	80	72	83	76
Buying a fair trade product	72	72	77	66	78	71
Supporting an NGO (other than money)	70	74	75	63	73	69
Support to groups raising status of women	67	69	73	58	73	66
Supporting groups seeking political change in developing countries	63	64	69	56	70	62
Donating money	63	60	71	55	67	62
Organising a fundraising activity	61	62	68	51	66	59
Taking part in public meeting/demonstration	37	41	40	31	45	35
Lobbying the Irish Government	31	39	33	24	39	29
Not stated	8	9	5	11	6	8

3 Students' perspective on their own role and confidence levels [Qs 12 to 17]

Students were asked to **indicate how important a number of values were to them** on a scale of 1–5 where 1 represents 'not very important' and 5, 'very important'. 'Doing something to improve the world' and 'being involved in helping others' were not far behind the highest rated values 'having close friends' and 'enjoying life':

- 83% feel it is important to do something to improve the world (41% stating it is 'very important'); and
- 81% think it important to be involved in activities that help others (36% stating that it is 'very important').



(Base: 3rd level students – 1,000)

Chart 8: Importance of values

Breakdown of data

88% of females stated 'doing something to improve the world' was important compared to 78% of males, and 16% more females rated this value as being 'very important' to them. The over 23s also appear to place more importance on this value than those slightly younger: 46% see this as 'very important' compared to 38% of 17-19 year olds.

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. Doing something which contributes to improving the world														
Somewhat important	42	45	39	44	44	38	40	45	40	43	45	41	41	43
Very important	41	**33**	**49**	**38**	39	**46**	42	40	**45**	39	**35**	**42**	43	39
Total	83	**78**	**88**	82	83	84	82	85	85	82	80	84	84	82
2. Being directly/indirectly involved in helping other people														
Somewhat important	45	47	42	44	45	46	44	46	**44**	**41**	**43**	**54**	43	47
Very important	36	**28**	**45**	**37**	**34**	**36**	**36**	**37**	**40**	**37**	**32**	**31**	**38**	**33**
Total	81	**75**	**87**	82	79	82	80	83	**84**	**78**	**75**	**85**	81	80

Data table 9: Importance of doing something which contributes to improving the world & helping others

It is perhaps not surprising that a greater proportion of those that volunteer or have been on a development related course perceive the two values as 'very important' compared to their peers. See figures below.

	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
1. Doing something which contributes to the world						
Somewhat important	42	**30**	**45**	**45**	**36**	**43**
Very important	41	**56**	**43**	**30**	**55**	**38**
Total	83	**86**	**88**	**75**	**91**	**81**
2. Being directly/indirectly involved in helping others						
Somewhat important	45	**32**	**47**	**50**	**34**	**47**
Very important	36	**56**	**38**	**22**	**53**	**32**
Total	81	**88**	**85**	**72**	**88**	**79**

STUDENTS' CONFIDENCE TO AFFECT CHANGE

Turning now to what role and influence students' feel they can have, when asked if they agree or disagree with the statement 'I want to bring about positive change', 84% said they 'agreed' with 36% doing so strongly. However, students' confidence in their ability to bring about change is low. 45% of students 'agree' that they 'feel helpless in bringing about positive change' with only 21% disagreeing and the remaining 36% 'not knowing' or stating they 'neither agreed, nor disagreed'. Similarly, only 35% 'agree' that they are confident in their ability to influence decisions affecting their local area, 34% decisions affecting their society, and 20% decisions affecting other parts of the world. Again, for each of the statements the proportion of those who say they 'do not know' or 'neither agree/nor disagree' was approximately 30%. [1][3]

Nearly half of the student group (45%) 'agreed' that 'my day to day actions don't really affect people's lives in other parts of the world' despite 68% of the group agreeing that 'actions of people in the first world are partly responsible for developing world problems', one of the other statements offered. (See page 11 above).

Finally, 49% of students 'agreed' that 'it is difficult to find opportunities to take action for positive change'.

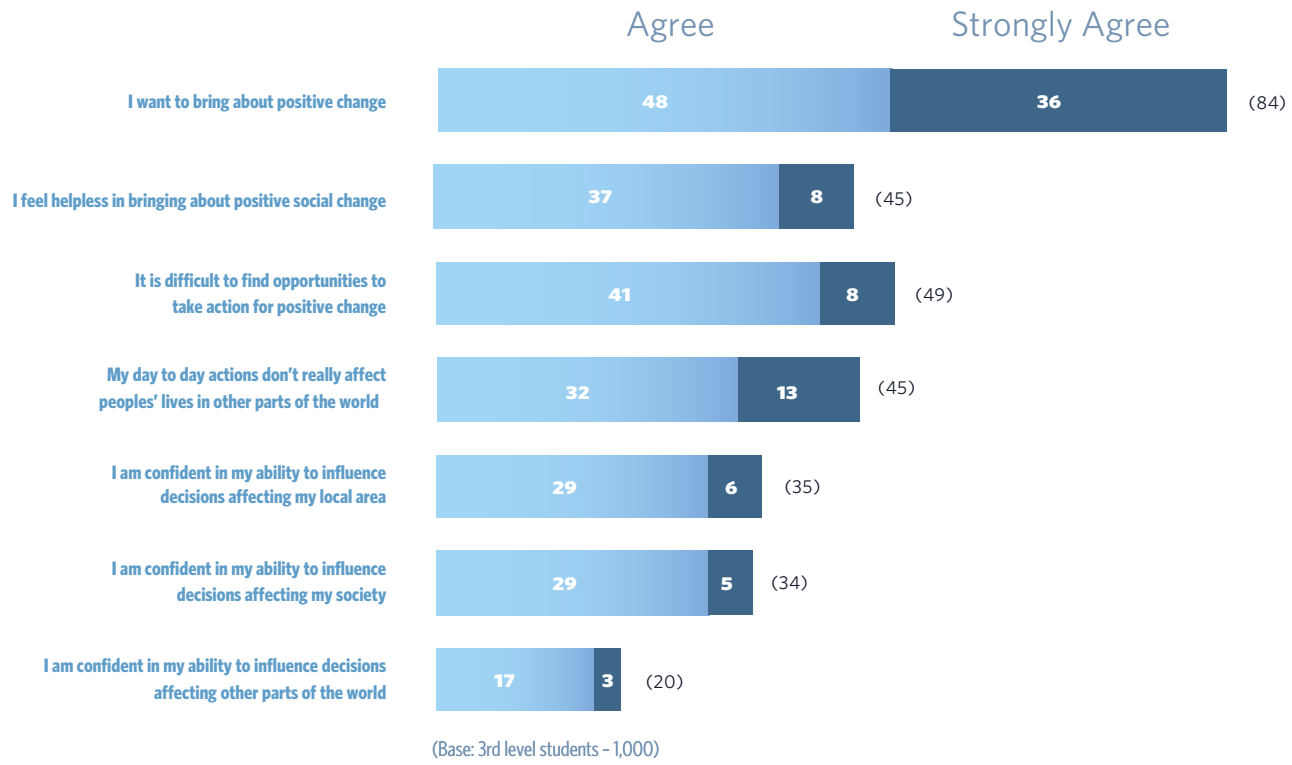


Chart 9: Students confidence and thoughts about taking 'action'

[1][3] There are the other statements included as part of question seven as outlined on page 11

Breakdown of data

The confidence to influence decisions affecting their locality, society and other parts of the world is lower for students studying in the Connaught/Ulster region (for example, between 10% and 14% lower than for students in Dublin). Those students in the lower socio economic group C2DE have less confidence in their ability to influence local and national decisions but are similar to their peers when it comes to global issues. 10% fewer females than males 'agree' that their actions do not affect other people's lives (41% compared to 51%). However, while females' confidence to influence decisions at a global level is similar to males, at a national and local level, males indicate greater confidence (albeit still less than 40%). Looking at the statements there is little variation for type of institution and amongst the different age groups, except fewer students over the age of 23 'agree' that their day to day actions 'don't really affect people's lives in other parts of the world'.

Similar numbers of students who volunteer or have taken a development course 'feel helpless in bringing about positive social change' and about 'finding opportunities to take action for positive change'. However, there is a difference when it comes to confidence levels. 55% of those who volunteer at least once a month said they felt confident to influence decisions at local level, this falls to 35% for those who volunteer less often and down to 25% for those who do not volunteer. The same trend is evident for confidence to create change at a national (55% - 31% - 28%) and at a global level (38% - 17% - 15%).

Students who have taken part in a development course/programme also score higher on confidence at local level (46% versus 33%), societal level (44% versus 32%) and at international level (25% versus 19%) than those who have never taken part in a course/programme. They are also more likely to admit that they want to bring about positive change (89% versus 82%).

Agree + strongly agree	TOTAL	Gender		Age			Social Class		Region Studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Uls	Uni	IoT
	%	%	%	%	%	%			%	%	%	%	%	%
I want to bring about positive change	84	80	87	85	80	84	82	85	85	81	82	82	83	83
I feel helpless in bringing about social change	45	43	47	48	41	46	46	44	44	48	42	50	46	44
It is difficult for me to find opportunities to take action	49	48	49	51	49	45	48	48	46	55	44	54	48	48
My day-to-day actions don't really affect people's lives in other parts of the world	45	51	41	48	54	37	46	46	48	46	40	50	46	45
I am confident to influence														
...local decisions	35	39	32	37	35	34	38	30	37	33	41	23	36	34
..... decisions at society level	34	38	30	33	35	36	37	30	38	31	36	26	36	32
.....decisions affecting other parts of world	20	22	19	21	18	22	22	18	25	17	18	15	20	20

Data table 10: Perceived ability to influence decisions (agree/strongly agree)

	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
I want to bring about positive change	84	87	86	78	89	82
I feel helpless in bringing about social change	45	44	42	49	45	45
It is difficult for me to find opportunities to take action for positive change	49	45	48	50	47	48
My day-to-day actions don't really affect people's lives in other parts of the world	45	38	45	50	38	47
I am confident ...to influence local decisions	35	55	35	25	46	33
I am confident... to influence decisions at society level	34	55	31	28	44	32
I am confident in my ability to influence decisions affecting other parts of the world	20	38	17	15	25	19

ACTIVITIES STUDENTS HAVE UNDERTAKEN/WILL UNDERTAKE TO ADDRESS GLOBAL ISSUES

Having established students' perceived abilities to affect change, the survey went on to gauge **what activities students have actually undertaken in the last 12 months.**

The activities that received the highest ratings were:

- One off donations to charity (64%)
- Informing oneself about development issues (59%)
- Making a lifestyle decision, e.g. buying fair trade products (53%)

Although students felt that volunteering either in Ireland or overseas was the most effective way to help developing countries (see page 18 above), only 13% of students have volunteered in Ireland in the last 12 months and 3% abroad.

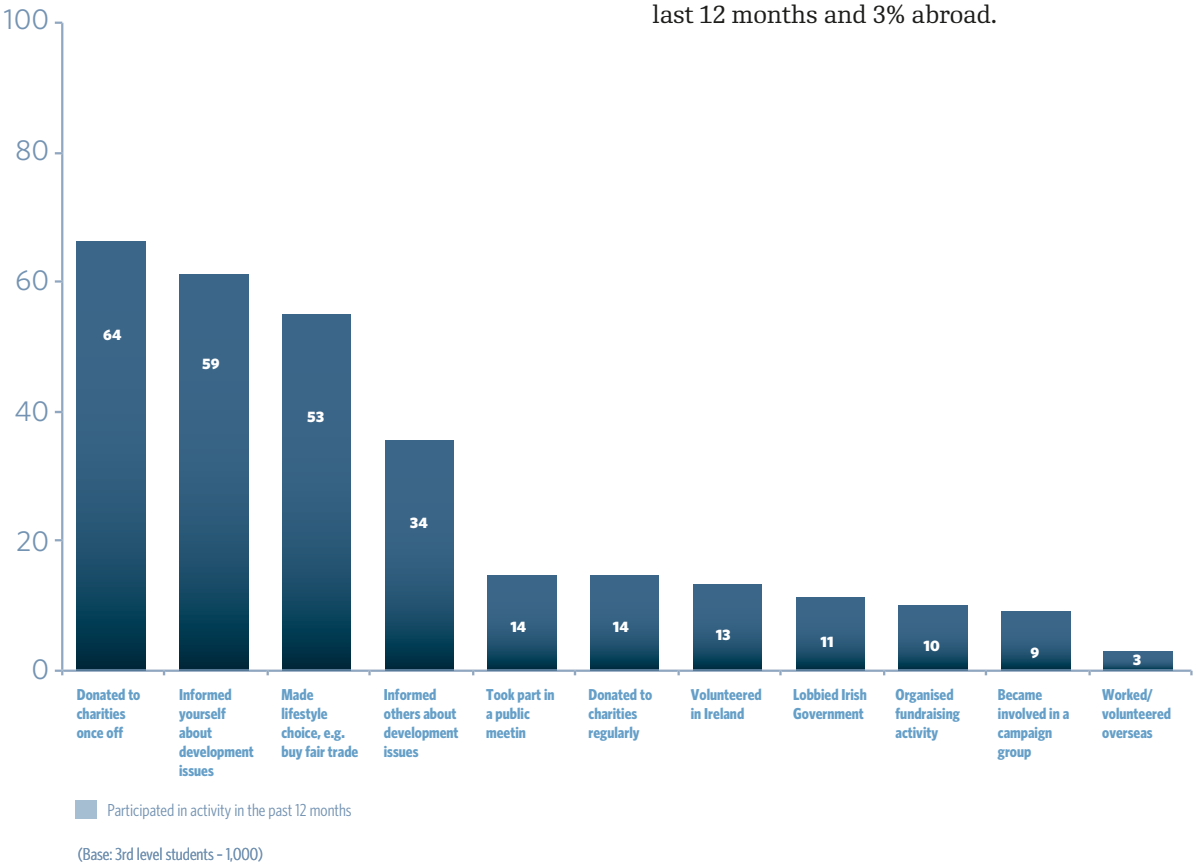


Chart 10: Activities students have undertaken in last 12 months

17% more females than males have made a one off donation to charity in the last 12 months (73% versus 56%) and 16% more females have made a lifestyle choice (61% versus 45% of males). More students over 23 are donating regularly (e.g. by direct debit) compared to the younger age groups (19% versus 9/11%) and have made a life style choice (61% versus 48/49%). Finally, 64% of students at University have informed themselves about development issues compared to 54% of students at Technology Institutes. See data table 12 below for other demographic variations.

The impact of volunteering and participating in a development education course is evident across the board. In a couple of cases students who volunteer at least once a month or have attended a course are twice or three times as likely to have undertaken activities in the last 12 months. For example: 25% of students who have been on a course have volunteered/worked in Ireland to promote development compared to 10% of those who haven't been on a course; 21% of those who volunteer frequently have lobbied the government compared to 5% of those who have never volunteered; and only 22% of those who have never volunteered informed others about development issues compared to 45/40% of students who have volunteered.

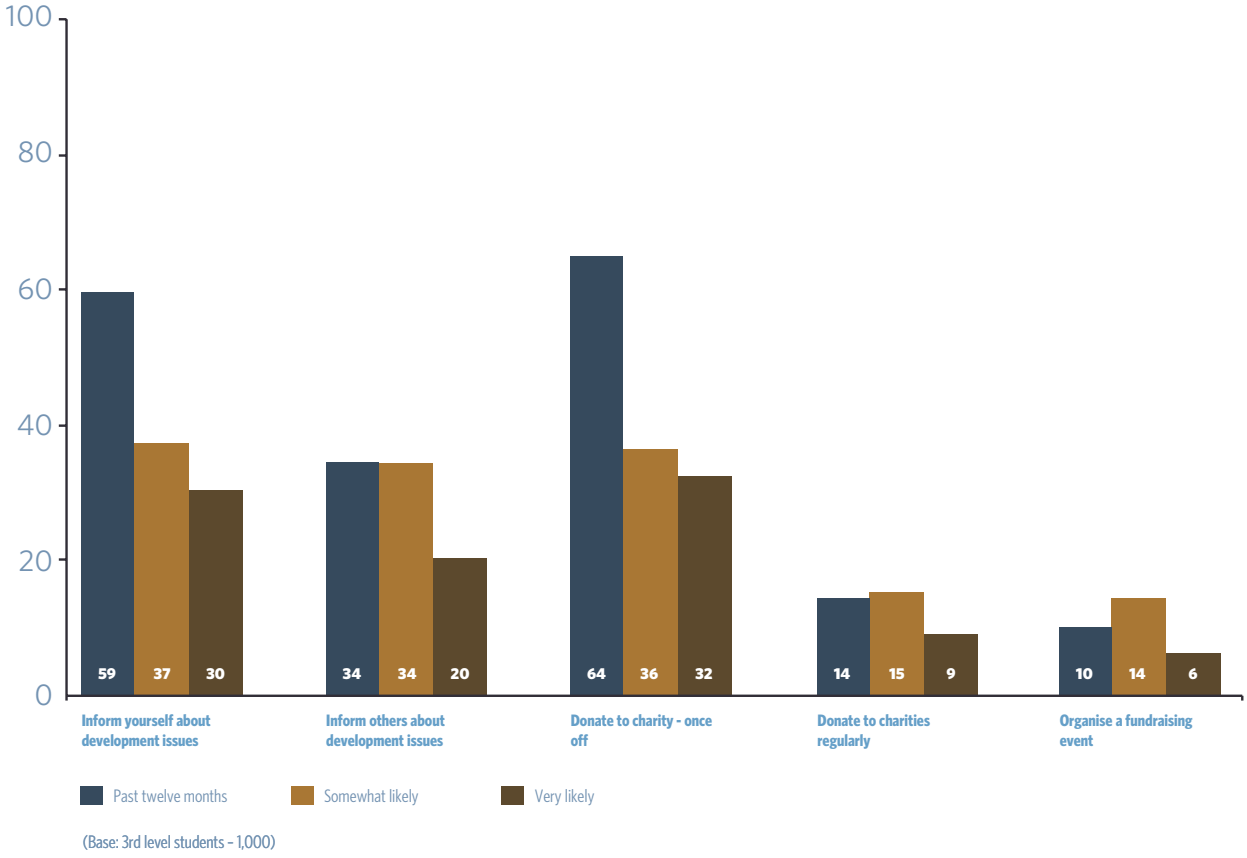
		Gender		Age			Social Class		Region Studying				Institution	
	Total	M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Informed yourself about dev. issues	59	57	62	60	61	58	60	59	**62**	**55**	57	**63**	**64**	**54**
Informed others about dev. issues	34	36	32	33	35	35	35	33	**35**	**27**	**38**	**34**	**38**	**29**
Donated to charities - one off	64	**56**	**73**	67	66	61	64	65	**60**	63	**69**	**69**	67	62
Donated to charities regularly	14	13	14	**11**	**9**	**19**	14	14	12	14	17	12	13	14
Fundraising activity	10	11	10	11	10	10	11	10	11	**14**	**7**	12	10	11
Became involved with an NGO/ church	9	10	8	11	9	7	9	9	9	11	9	5	10	8
Lobbied the Irish government	11	13	10	11	8	15	11	11	11	10	14	9	11	12
Took part in meeting/demonstration	14	16	12	16	13	14	13	16	**15**	**8**	**19**	12	12	17
Work/Volunteer - developing country	3	4	3	4	3	3	3	3	5	2	2	2	4	3
Worked/Volunteered - Ireland	13	11	15	17	9	12	14	10	12	**9**	**17**	11	14	11
Made a lifestyle choice	53	**45**	**61**	**48**	**49**	**61**	**56**	**48**	**52**	**47**	**59**	**52**	52	54
None of the above	11	**16**	**7**	10	13	12	12	11	13	12	10	9	10	14

Data table 11: Activities students have undertaken in last 12 months

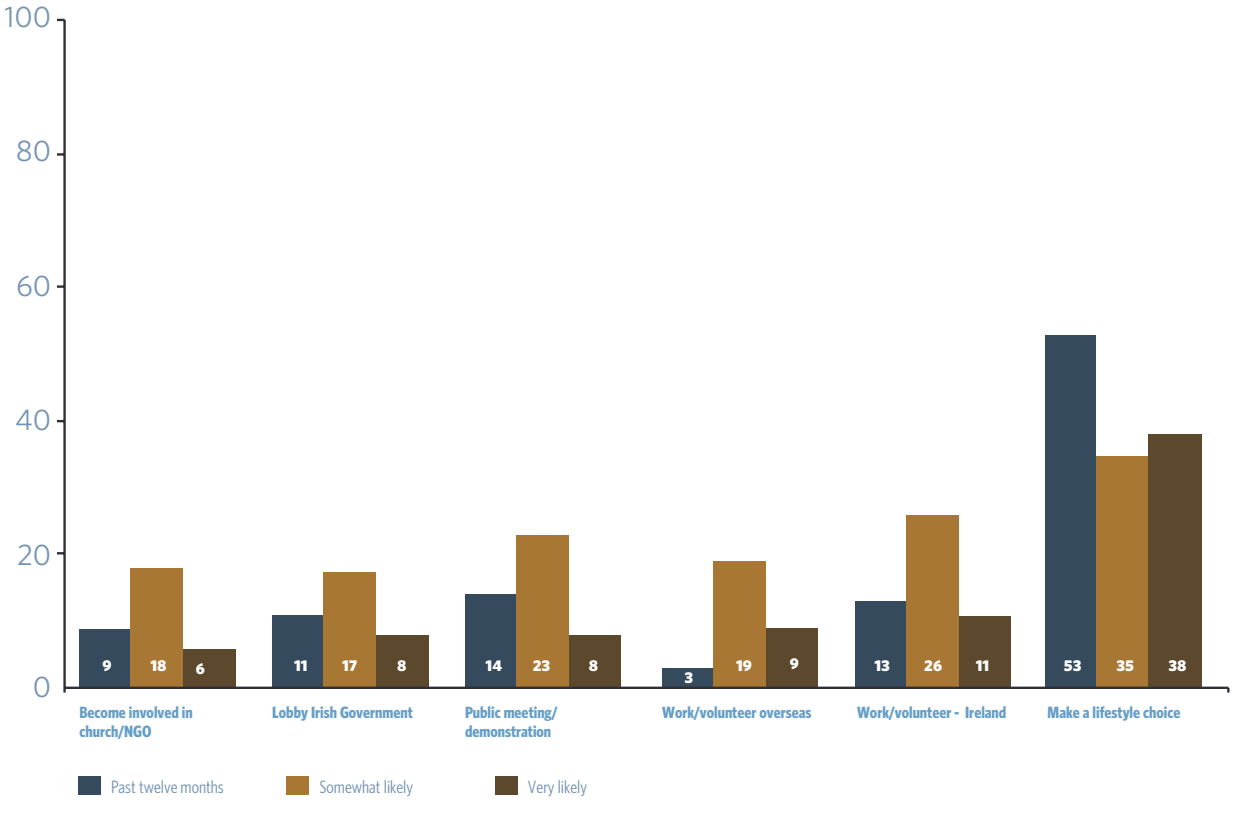
	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
Informed yourself about development issues	59	67	69	44	79	55
Informed others aboutdevelopment issues	34	45	40	22	54	30
Donated to charities once off (e.g. on street)	64	65	75	51	73	63
Donated to charities regularly	14	21	14	10	20	12
Organised a fundraising activity	10	19	13	3	20	8
Became involved in a church group/NGO	9	19	10	2	19	7
Lobbied the Irish government	11	21	12	5	22	9
Took part in a public meeting/demonstration	14	22	15	9	20	13
Worked/Volunteered in a developing country	3	6	4	1	6	3
Worked/Volunteered - Ireland	13	32	14	1	25	10
Made a lifestyle choice (eg buy fair trade)	53	59	61	40	67	50
None of the above	11	7	5	22	1	14

Students were also asked to indicate **how likely they were to undertake any of the activities in the next 12 months** from a scale of 1 to 5 with 1 being 'not at all likely' and 5 being 'very likely'. For every activity on the list a higher number of students have predicted they are 'likely' to undertake an activity than have actually done so this year if 'somewhat likely' and 'very likely' are read together. However, a degree of caution is necessary given the subject matter: students may give answers over estimating their proposed involvement in activities to address what they acknowledge to be a deserving and important cause. Also when you separate 'somewhat likely' from 'very likely' it is evident that for almost all activities more students have indicated they are 'somewhat likely' rather than 'very likely' to undertake a particular activity (see chart 11 overleaf).

'Making a lifestyle choice' (38%), 'making a one off donation to charity' (32%) and 'informing yourself about development issues' (30%) received the highest 'very likely' ratings. 'Becoming involved with a church group/NGO' and 'organising a fundraising activity' were activities that received the lowest ratings, with only 6% of the student group indicating that they were 'very likely' to undertake them.



(Base: 3rd level students – 1,000)



(Base: 3rd level students – 1,000)

Chart 11: Activities students have undertaken/will undertake

FACTORS THAT MOTIVATE STUDENTS TO PARTICIPATE IN ACTIVITIES

Students were asked to **consider a number of factors and rate how important they were in motivating them to take action on development issues**. The highest rated factors were: 'believing the action to be worthwhile' (83% of students said that was an 'important' factor); and the level of passion the student has about the cause (79%).

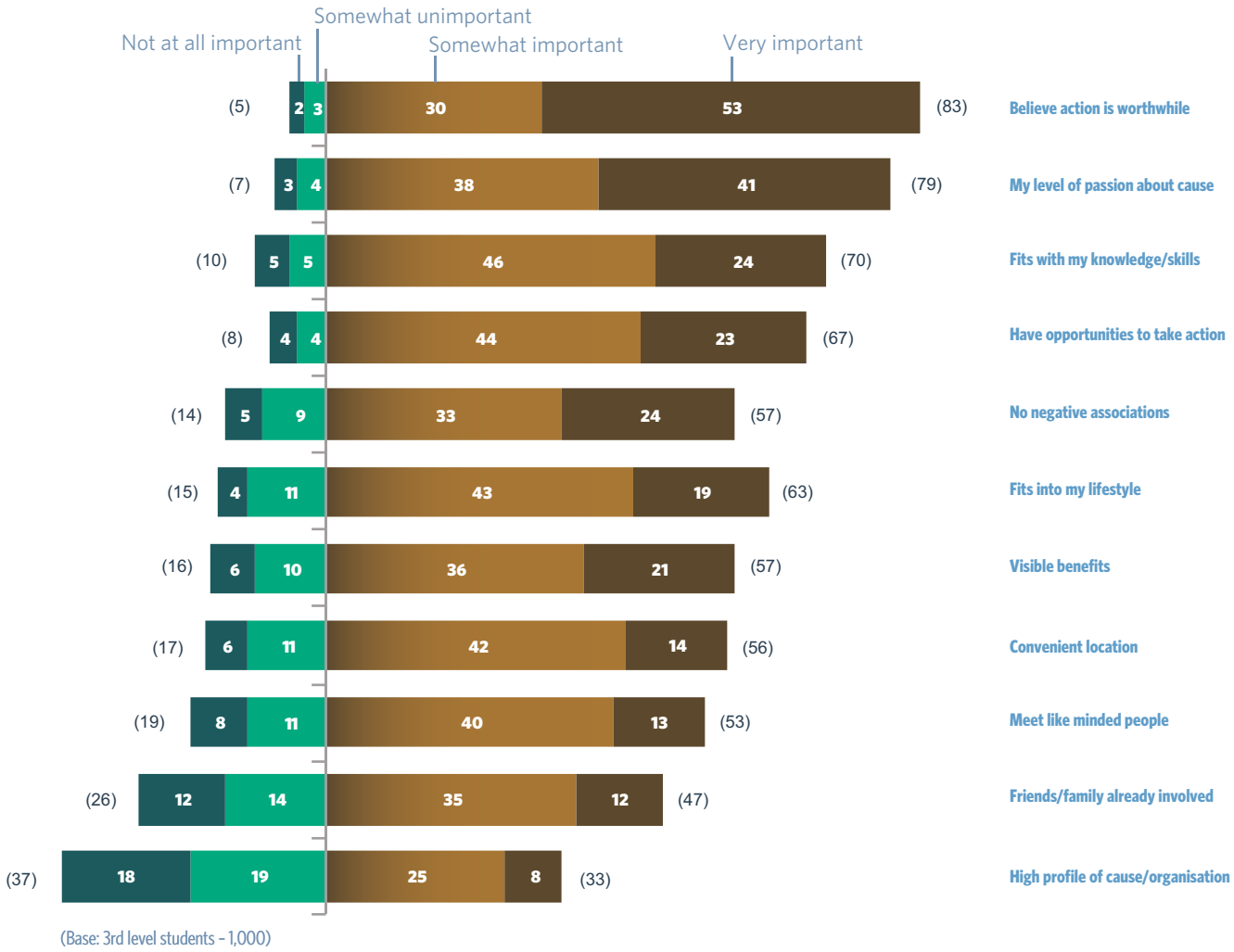


Chart 12: What motivates students to take action?

Breakdown of data

All the factors listed (except the 'profile of the cause'), were perceived as important to a greater number of females than males, with the gap being 10-15% in a number of cases. There were fewer variations across other demographics, as shown in table 12 overleaf. There was also very little difference between those who volunteer monthly, less often or never and those who have taken part in a development course and those that haven't. One exception to this being 'can meet like minded people', which motivates 10% more students who volunteer/or have taken a DE course.

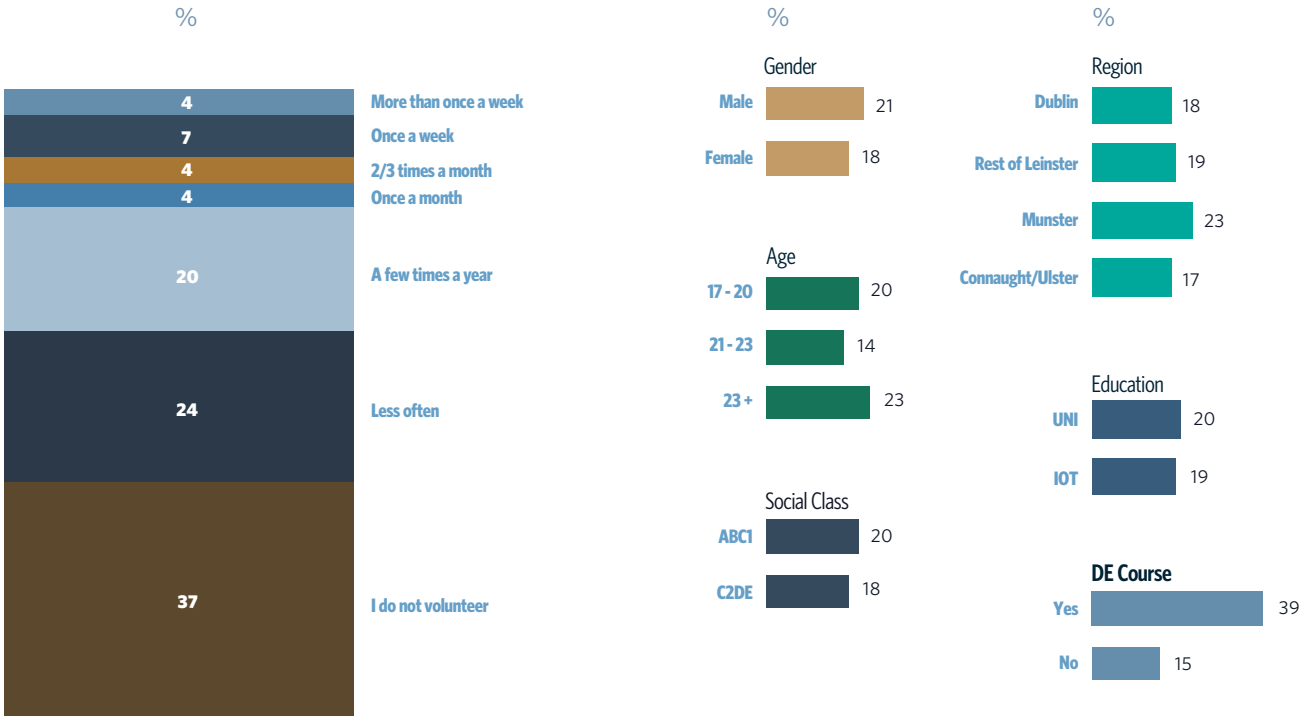
(Somewhat important + v important)		Gender		Age			Social Class		Region where studying				Institution	
	Total	M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoI	Mun	Con/U	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Passionate about cause	79	69	88	75	80	80	78	79	80	73	78	80	81	76
Fits into my lifestyle	63	53	72	64	66	59	61	65	66	61	57	63	64	61
Friends/Family are already involved	47	42	52	46	49	45	47	46	50	43	46	42	45	48
Believe action is worthwhile	83	75	91	81	84	84	83	83	84	77	82	88	84	82
Location is convenient	56	48	64	56	55	56	55	57	57	54	55	56	56	55
High profile of cause / organization	33	33	33	36	33	32	32	36	35	30	34	30	34	33
Can meet like-minded people	53	50	57	57	50	53	51	58	52	51	57	53	53	54
Has no negative as-sociations	57	54	61	61	57	55	59	55	60	53	58	54	59	56
Benefits of action will be visible	57	52	61	58	59	54	56	58	59	54	56	55	57	56
Fits with my knowledge / skills	70	66	75	69	73	69	72	68	72	67	66	76	72	68
Range of opportunities to take action	67	60	73	69	67	64	65	69	68	66	63	69	69	63

Data table 12: What motivates students to take action?

	Total	Volunteering			DE course	
		At least 1 per month	Less	Never	Yes	No
	%	%	%	%	%	%
Passionate about cause	79	80	82	74	85	77
Fits into my lifestyle	63	62	63	63	63	62
Friends/Family are already involved	47	46	49	45	46	47
Believe action is worthwhile	83	85	85	80	89	82
Location is convenient	56	55	57	54	59	55
High profile of cause / organization	33	39	33	31	38	32
Can meet like-minded people	53	57	57	47	62	52
Has no negative associations	57	61	57	56	59	57
Benefits of my action will be visible to me	57	54	57	57	58	56
Fits with my knowledge / skills	70	70	74	67	73	70
Have a range of opportunities to take action	67	68	69	62	67	67

FREQUENCY OF VOLUNTEERING AMONGST THIRD LEVEL STUDENTS

The final question in this section asked students **how regularly, if at all, do you volunteer in Ireland**. 19% of students volunteer at least once a month, 20% volunteer a few times a year and 24% less often. 37% of students do not volunteer. It is evident that participating in a DE course impacts on whether a student volunteers: 39% of students who have been on a course volunteer at least once a month compared to 15% of those who haven't. Slight differences can be seen amongst the rest of the demographics but nothing beyond natural variances within the data.



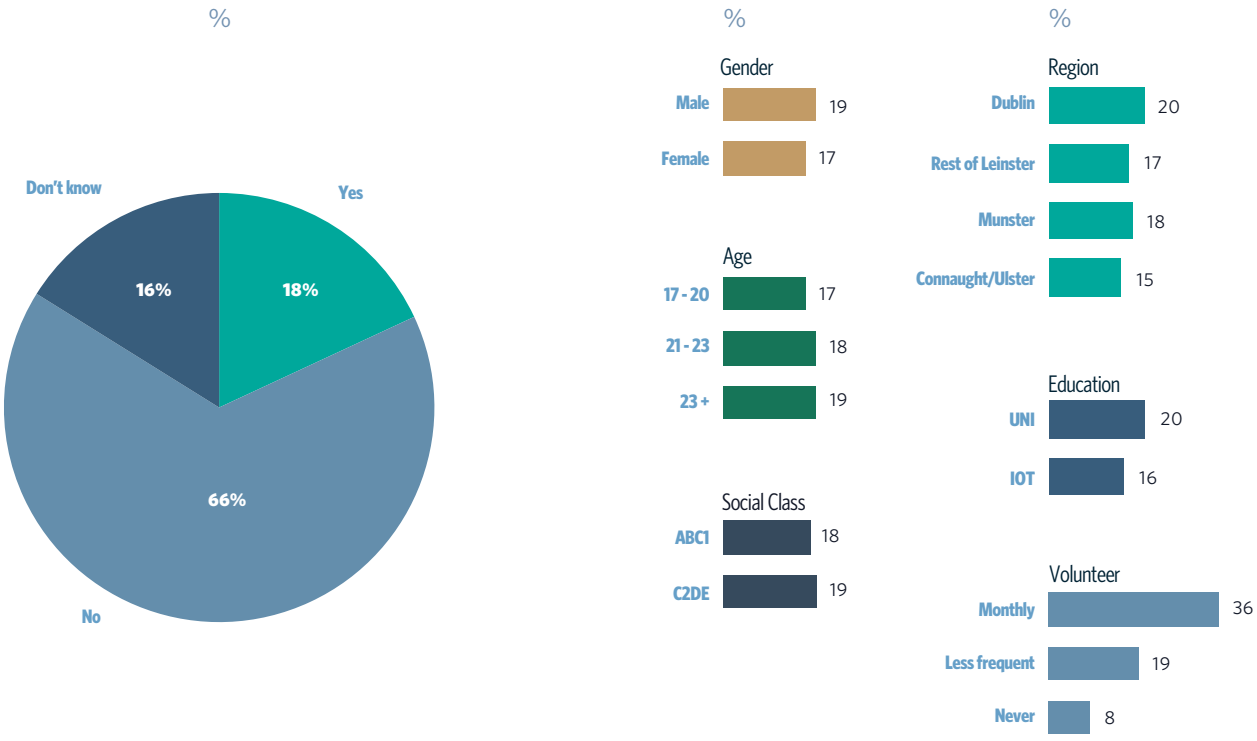
(Base- All who volunteer at least monthly - 194)

Chart 13: Frequency of volunteering

4 Learning about development issues [Qs 18-28]

ENGAGEMENT WITH DEVELOPMENT COURSES/ PROGRAMMES

The first question in this section asked students **if they had ever taken part in a development education course/programme**. 18% of students said they had. There is little demographic variation, except 36% of those who have volunteered frequently (at least once a month) have taken part in a course, compared to 8% who have never volunteered. Although 19% of those who volunteer less than once a month have been on a course, which is in line with the student group taken as a whole (18%).



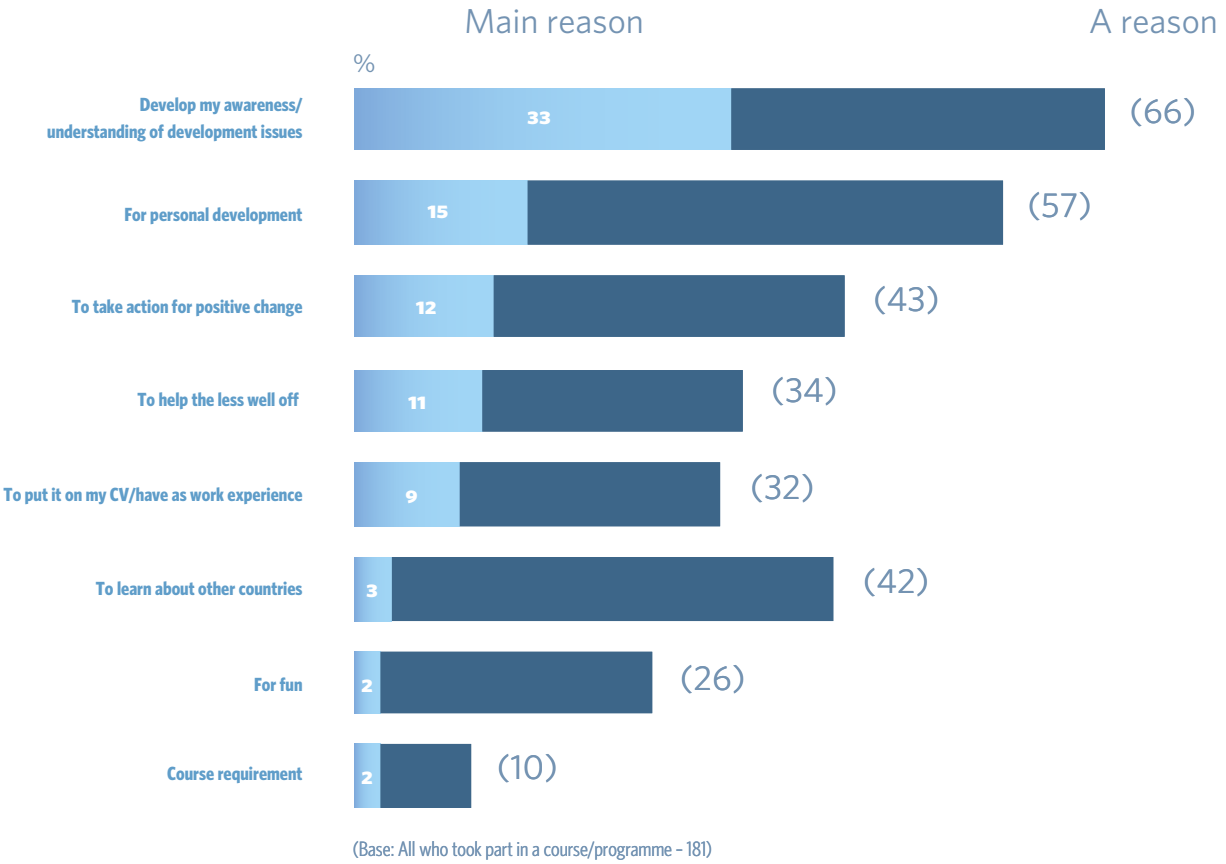
(Base: All who have taken part in a course – 181)

Chart 14: Participation in DE Course /Programme

Those who answered 'yes' were asked for the name of the course/programme they attended. Of the 181 students, 72 'did not know' or chose not to say, and the rest included the following:

Part of formal education (school/college)	47	Irish Aid	2
Habitat for humanity	1	EIL	1
BITE	1	Viva	1
Concern	2	UCDVO	1
Amnesty	1	European Youth Parliament	1
SVP	1	UN	1
Millenium Development Goals	7	Sunshine house	1
Develop Education day in Galway	4	ALIVE	1
Suas programme/seminar	14	Youth work	7
Life Makers	2	Fair trade	4
LEAP Africa	1	General course on poverty and development	4
First aid africa	2	DIF	1
		DNSE	1

The 181 students were then asked to identify (from a list of seven options) **the reasons they took their course** (ticking all that applied) and **also their primary reason for doing so**. To 'develop my awareness/understanding of development issues' was the primary reason for 33% of students, double that of the next highest reason - 'for personal development' - which was the primary reason for 15% of the 181 students. See chart 15 below for other responses.



(Base: All who took part in a course/programme - 181)

Chart 15: Reasons for taking part in a development education course

Breakdown of data

Students' age and where they study appears to be relevant. For example, to 'develop awareness and understanding of development issues' is the main reason for 40% of over 23 year olds, compared to 25% of 21-23 year olds. Whereas 18% of 21-23 year olds stated 'CV/work experience' compared to 2% of over 23 year olds and 8% of 17-20 year olds. Differences in other categories include: 8% of ABC1 students' primary reason was to 'help the less well off', compared to 17% of C2DE students; 39% of University students stated 'develop awareness of development issues' compared to 23% of those at Technology Institutes; fewer students in Leinster (18%) and Connaught/Ulster (20%) stated 'developing awareness' compared to those in Dublin (34%) and Munster (47%).

Frequency of volunteering also appears to have some affect on decision making: 20% of students who volunteer at least once a month cite 'taking action for positive change' as being their main reason for taking part in a course compared to 5% for those who have never volunteered. 18% of frequent volunteers also said their main reason was 'to help the less well off' compared to 2% for those who have never volunteered.

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Develop awareness & understanding of development issues	33	30	37	33	25	40	34	32	34	18	47	20	39	23
CV/have it as work experience	9	11	6	8	18	2	10	7	1	14	18	12	8	10
Take action for positive change	12	11	12	12	11	13	10	15	9	25	5	20	12	12
Help the less well off	11	13	10	18	2	13	8	17	11	16	11	10	8	17
Learn about other countries	3	1	5	4	7	-	3	4	4	3	-	10	4	3
For personal development	15	17	12	11	19	15	16	14	14	11	12	26	14	16
For fun	2	3	1	2	4	-	3	-	4	-	-	-	1	2
Course requirement	2	2	3	4	3	-	3	1	4	-	1	-	2	2

Data table 13: 'Main reason' for taking part in DE course

Note: Remaining % were 'none of the above or 'not stated'

	Total	Volunteering		
		At least 1 x per month	Less	Never
	%	%	%	%
Develop awareness & understanding of development issues	33	26	42	22
CV/have it as work experience	9	11	5	14
Take action for positive change	12	20	7	5
Help the less well off	11	18	9	2
Learn about other countries	3	3	3	5
For personal development	15	10	19	14
For fun	2	1	3	-
Course requirement	2	-	4	2

Note: Remaining % were 'none of the above or 'not stated'

Students were also asked to identify (from a list of 4 options) **any reason why they had not taken part in any course/programme** (ticking all that applied) and **also their main reason for not doing so**. 41% said their main reason was a lack of awareness about courses, 25% that they do not have the time to take part, 16% that they were not interested and 7% that they did not have access to courses/programmes.

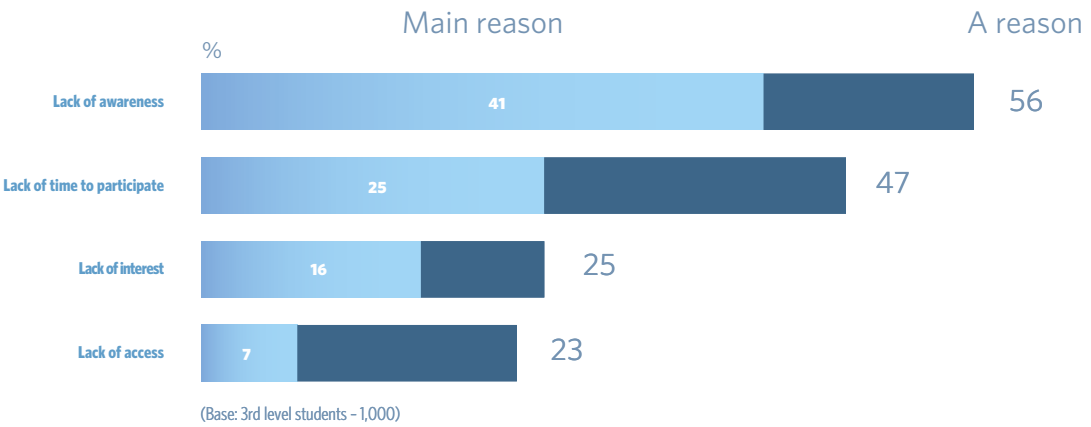


Chart 16: Reasons for not participating in a DE course

21% of males said the main reason they had not taken part was due to a lack of interest, compared to 11% of females, whereas 50% of females said lack of awareness about courses was the main reason they did not take part, compared to 32% of males.

Almost half (46%) of younger students (aged 17-20) identify their main reason for not taking part as a lack of awareness and this reduces to 36% for those over the age of 23.

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%		
Lack of interest	16	**21**	**11**	17	15	16	16	16	14	15	18	19	17	15
Lack of access	7	8	7	9	4	9	7	8	5	10	10	7	6	9
Lack of time	25	25	26	**21**	**29**	26	25	25	26	**29**	24	**22**	26	24
Lack of awareness	41	**32**	**50**	**46**	41	**36**	40	42	42	**36**	**38**	**47**	42	40

Data table 14: Main reason for not participating in a DE course Note: Remaining % were 'none of the above or 'not stated'

Figures for those who volunteer are broadly in line with those who never volunteer for 'lack of access' and 'lack of time'. Interestingly, 10% more infrequent volunteers cited 'lack of awareness' as their main reason. Also, while fewer students who volunteer cite 'lack of interest' as their main reason (compared to students who don't volunteer), slightly more frequent volunteers cite this than infrequent volunteers (16% to 10%). This may be because some of those who volunteer a lot feel they have a strong grasp of the issues and so would not benefit from additional classroom based learning.

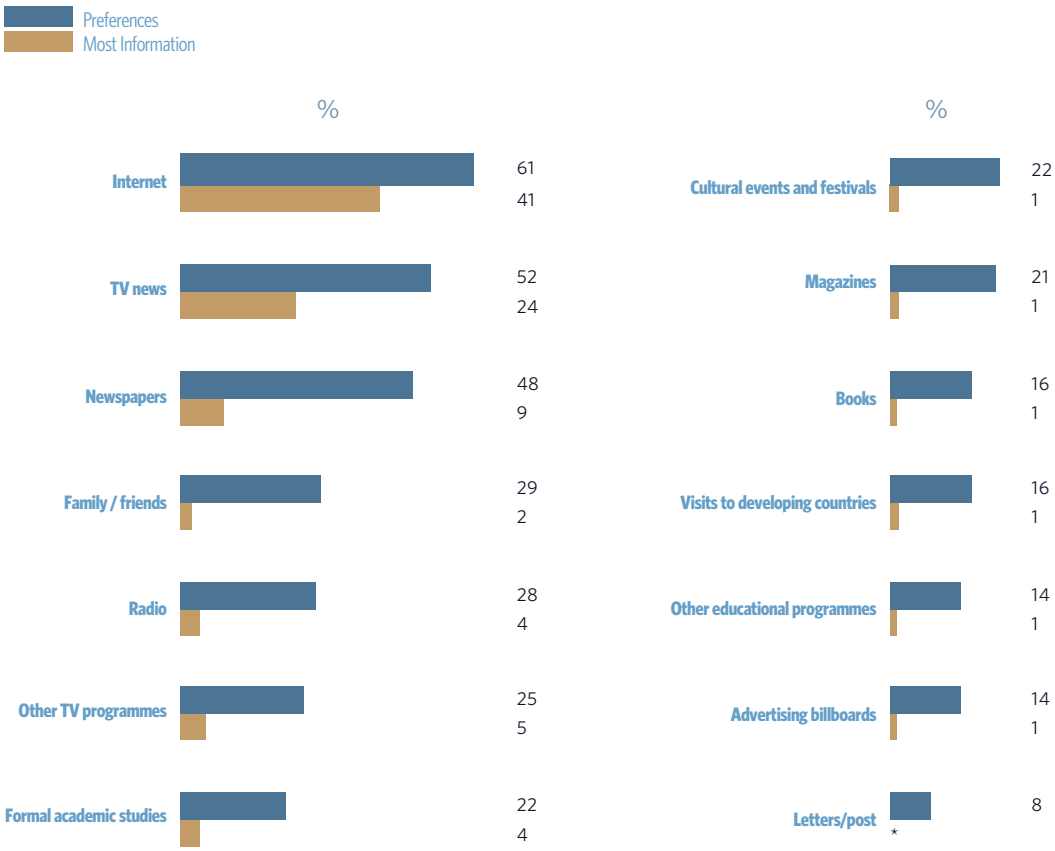
Main reason	Total	Volunteering		
		At least 1 x per month	Less	Never
	%	%	%	%
Lack of interest	16	**16**	**10**	**23**
Lack of access	7	9	7	7
Lack of time	25	28	26	23
Lack of awareness	41	**37**	**46**	**36**

Note: Remaining % were 'none of the above or 'not stated'

CHANNELS FOR RECEIVING INFORMATION ABOUT DEVELOPMENT ISSUES

Beyond courses, students gain information on development issues from a number of other sources. Students were asked to **identify the channels through which they prefer to receive information** (students could tick more than one option) and the **channel that currently provides them with the most information**.

61% of students said the Internet was their preferred channel and 41% said it provided them with the most information. Not far behind for preferred channel were 'TV news' (52%) and 'Newspapers' (48%). See chart 17 below for more information.



(Base: 3rd level students - 1,000)

Chart 17: Channels for receiving information about development issues Green = preferences, grey = most information.

Breakdown of data

Male and female students offered similar responses for internet. However, females expressed a greater preference for other information channels, for example TV news (57% versus 47%), family and friends (34% to 24%), newspapers (52% to 44%) and cultural events and festivals (28% to 17%). 13% of men also said that they did not wish to receive information about development issues compared to 6% of females. See data table overleaf for other differences across demographic categories.

	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Uls	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Internet	61	60	63	60	65	60	62	60	61	57	63	63	63	59
TV News	52	**47**	**57**	**55**	**54**	**47**	51	54	50	50	53	54	52	52
Newspapers	48	**44**	**52**	49	46	48	46	52	49	**43**	**46**	**53**	48	48
Family/Friends	29	**24**	**34**	**33**	**32**	**22**	29	27	30	30	26	29	30	27
Radio	28	**24**	**32**	27	30	27	26	31	29	26	29	28	29	27
Other TV programmes	25	24	26	23	25	27	26	23	24	25	27	25	24	26
Formal Academic	22	**19**	**26**	19	23	25	22	21	23	19	**26**	**18**	24	20
Cultural events and festivals	22	**17**	**28**	21	20	24	24	19	21	20	24	25	23	20
Magazines	21	**17**	**25**	**25**	**18**	19	21	21	20	**16**	**24**	21	21	20
Do not wish to receive info.	9	13	6	8	10	10	9	10	9	11	9	8	9	10

Data table 15: Students preferred channels for information about development issues

The difference in responses between those that have volunteered and not, and those that have taken a DE course are highlighted below.

	Total	Volunteering			DE course	
		At least 1 x per month	Less Frequently	Never	Yes	No
	%	%	%	%	%	%
Internet	61	**59**	**70**	**53**	66	60
TV News	52	**50**	**58**	**45**	51	52
Newspapers	48	**48**	**55**	**39**	51	47
Family/Friends	29	**32**	**32**	**23**	31	28
Radio	28	**29**	**33**	**21**	25	29
Other TV programmes	25	23	**29**	**20**	30	24
Formal Academic	22	**31**	**24**	**16**	**33**	**20**
Cultural Events	22	**30**	**24**	**15**	**28**	**21**
Magazines	21	18	24	18	18	21
.....						
Do not wish to receive info.	9	**9**	**3**	**17**	2	11

LEARNING MORE ABOUT DEVELOPMENT ISSUES

Students were then asked **if they want to know more about development issues**. 65% said they did and 35% that they did not. 12% more females than males expressed an interest in learning about development issues (71% versus 59%). 69% of students over 23 would like to know more compared to 61% of 21-23 year olds. Students from the rest of Leinster were the least interested in development issues amongst the four regions, and 9% more University students than their Institute of Technology counter-parts were interested in knowing more (69% vs 60%).

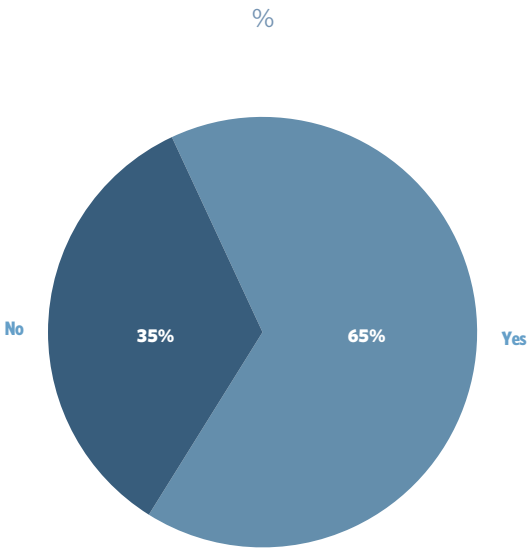
	Total	Gender		Age			Social Class		Region where studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Con/Uls	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Yes	65	59	71	64	61	69	65	64	66	58	65	68	69	60
No	35	41	29	36	39	31	35	36	34	42	35	32	31	40

Data table 16: Interest in finding out more about development issues

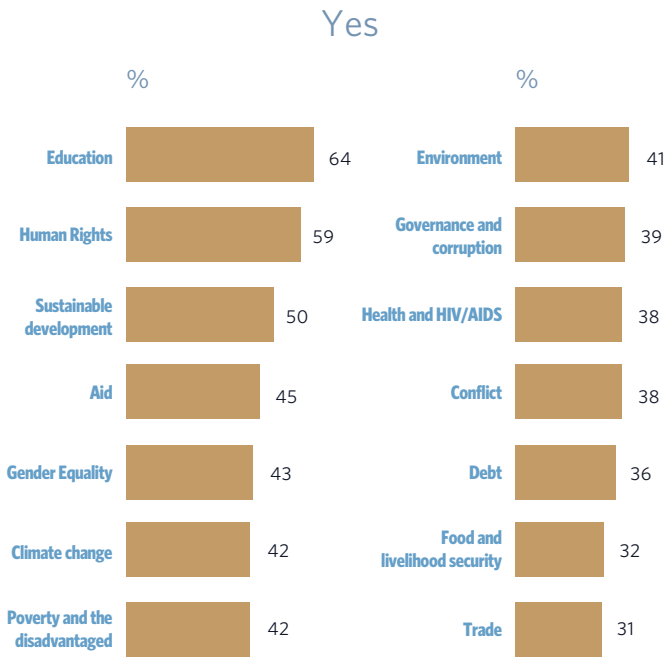
Those who volunteer, whether frequently or not, are much more interested in knowing more than those who never volunteer (74/72% vs 51%), and 80% of those who have taken a DE course are interested in knowing more compared to 62% of those who have not.

	Total	Volunteering			DE course	
		At least 1 x per month	Less frequently	Never	Yes	No
	%	%	%	%	%	%
Yes	65	74	72	51	80	62
No	35	26	28	49	20	38

The 65% of students who were interested in learning more were then asked to **identify what subjects they would be interested in learning about**. (Students could tick more than one option from a list of 14). The top three most popular were: Education – 64% Human rights – 59% and Sustainable development – 50%. However, all of the topics received ratings over 30% (see chart below).



(Base: 3rd level students - 1,000)



(Base: Students who want to know more at out development issues - 648)

Chart 18: Topics that students wish to learn about

Breakdown of data

At least 8% more females than males were interested in learning about education, human rights, poverty and gender equality, whereas at least 7% more men than women were interested in sustainable development, governance/corruption, conflict, trade, and debt. There are a number of other differences between students of differing ages, social class, region of study, and learning institution. These are highlighted in the table overleaf together with the differences between those who have volunteered/ taken a DE course or not.

	Total	Gender		Age			Social Class		Region Studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Ul	Uni	IoT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Education	64	55	71	69	59	63	65	61	65	56	63	66	66	60
Human Rights	59	53	65	61	61	57	62	55	60	56	64	54	63	54
Sustainable Development	50	54	47	43	49	57	55	41	57	43	44	48	52	48
Aid	45	43	47	48	46	43	45	46	44	45	46	48	46	44
Gender Equality	43	29	55	48	43	40	43	43	46	43	44	36	46	39
Poverty & Disadvantaged	42	38	46	46	43	39	43	42	41	44	48	37	44	41
Climate Change	42	46	38	37	37	49	42	41	42	33	41	47	45	37
Environment	41	43	39	36	35	50	43	38	41	35	42	45	40	42
Governance & Corruption	39	45	34	37	42	39	41	36	43	38	42	27	40	38
Conflict	38	46	32	35	44	37	39	37	38	36	44	30	40	36
Health & HIV/Aids	38	30	45	43	39	33	40	36	37	37	37	42	43	31
Debt	36	41	31	35	33	39	37	34	40	37	37	24	37	35
Food & Livelihood Security	32	30	33	34	30	31	31	33	36	26	31	27	32	31
Trade	31	36	27	27	33	32	33	28	36	21	29	30	32	29

Data table 17: Topics that students wish to learn about

	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
Education	64	66	68	53	71	61
Human Rights	59	52	64	58	56	60
Sustainable Development	50	50	51	49	56	49
Aid	45	45	48	42	51	44
Gender Equality	43	46	49	31	46	43
Poverty & Disadvantaged	42	44	46	35	41	43
Climate Change	42	36	45	40	39	42
Environment	41	46	44	33	47	39
Governance & Corruption	39	39	41	36	40	39
Conflict	38	36	40	37	42	37
Health & HIV/Aids	38	38	44	28	39	38
Debt	36	34	39	33	40	35
Food & Livelihood Security	32	36	34	25	40	30
Trade	31	34	31	28	39	28

Students interested in further study were also asked **what factors were important when choosing a course/ programme**. Respondents were given a list of 10 options and asked to choose the three most important and rank in order of importance.

The 'content/topic' of the course received the most number of 1st, 2nd and 3rd choice mentions with the highest number of 1st choice preferences at 30%. Second to 'content' was the cost involved, with 57% of students saying this was an important factor, and 22% saying it was most important. See chart below for more detail. [1][4]

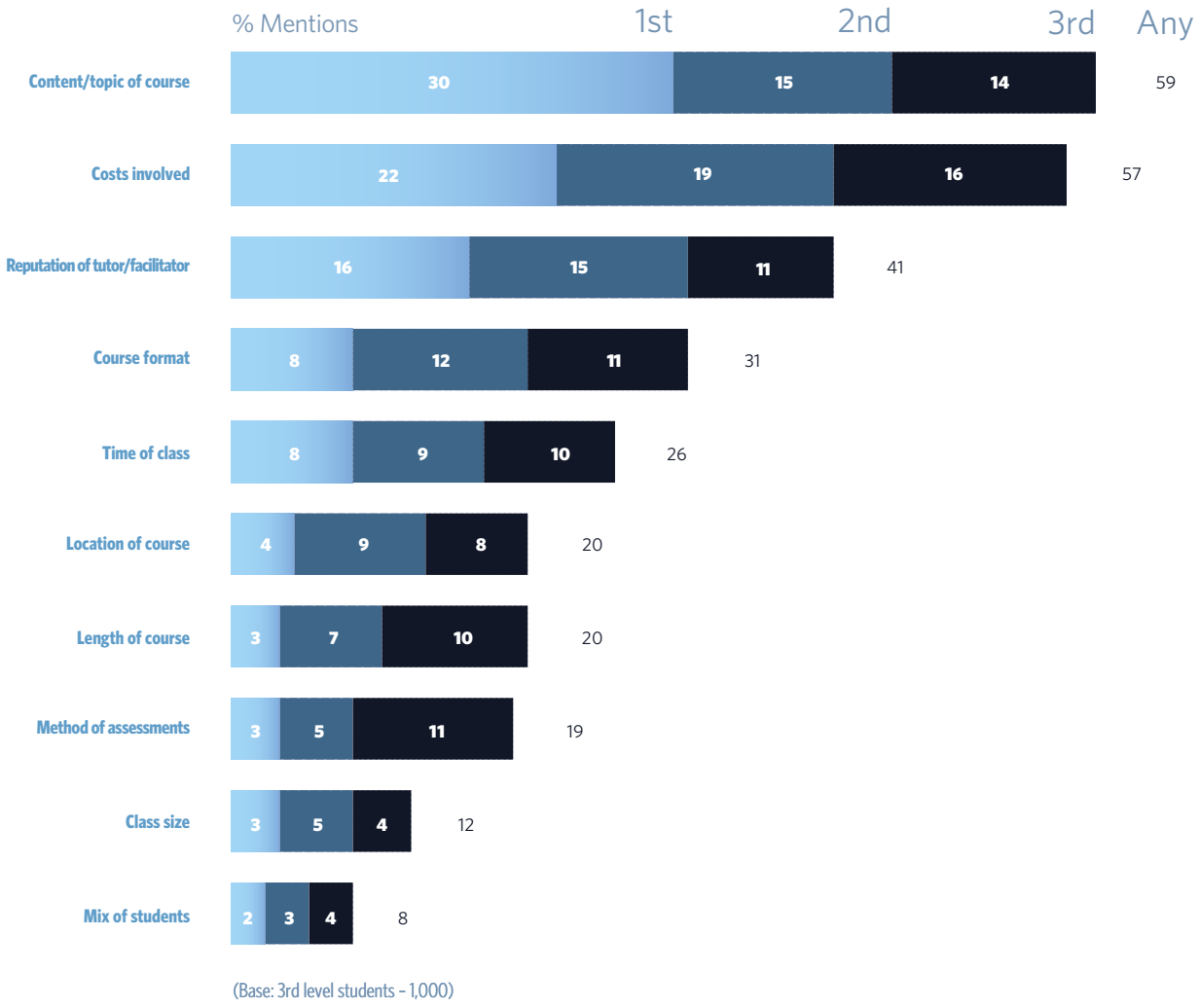


Chart 19: What factors are important when choosing a course/programme?

Breakdown of data

If we look in more detail at those factors that were seen as important by over a third of students, the 'topics covered' are important to more women than men (63% compared to 55%). 'Cost' was also important to a greater number of females than males (64% versus 50%) and an important factor for 60% of students over 23 compared to 49% of 17-20 year olds. 70% of students who have previously taken part in a course had 'content' as a top three choice compared to 56% of those who have never been on a course. See table 18 overleaf for further information.

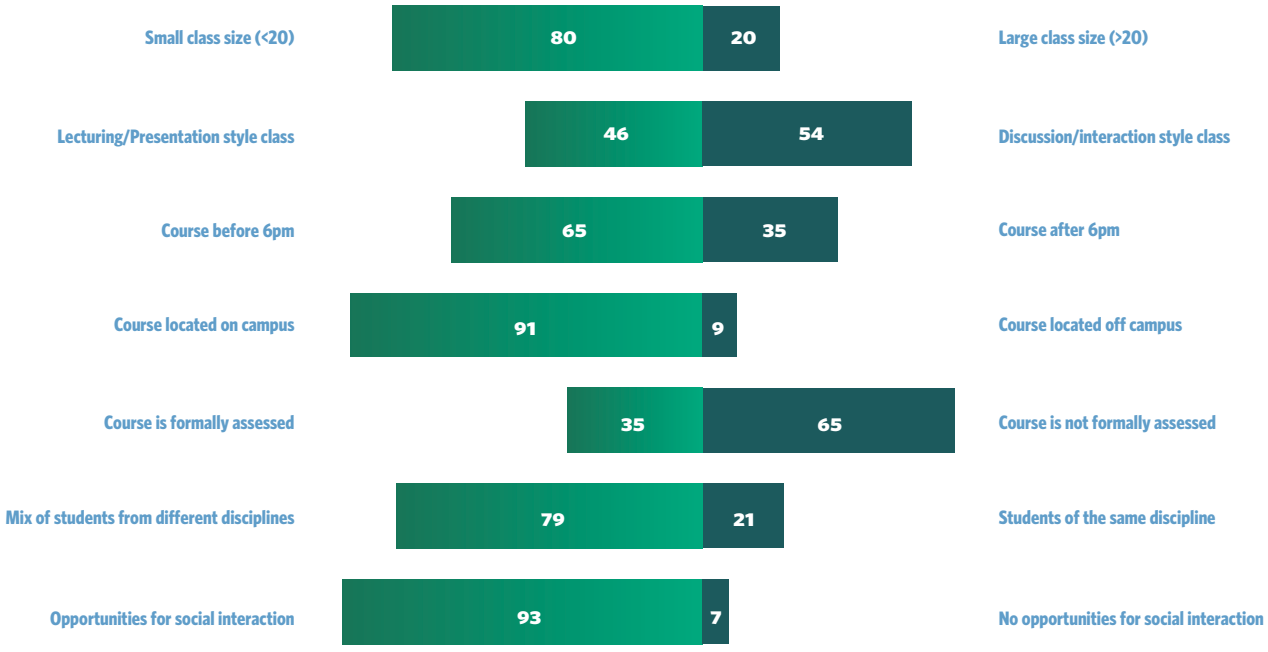
[1][4] Percentages are rounded to the nearest percentage and therefore the 'any' percentage is not always equal to the sum of the percentages of 1st mentions, 2nd mentions etc.

	Total	Gender		Age			Social Class		Region Studying				Institution	
		M	F	17-20	21-23	23+	ABC1	C2DE	Dub	RoL	Mun	Conn/Ul	Uni	IoT
	%	%	%	%	%	%			%	%	%	%		
Topics covered by course	59	**55**	**63**	58	58	60	60	57	60	**54**	**61**	56	61	56
Costs involved in course	57	50	64	49	62	60	55	60	55	58	57	61	57	56
Reputation of tutor	41	44	38	38	44	42	43	38	**46**	**37**	**35**	**44**	**45**	**37**

	Total	Volunteering			DE course	
		At least 1 x per month	Less	Never	Yes	No
	%	%	%	%	%	%
Topics covered by course	59	**53**	**60**	**61**	**70**	**56**
Costs involved in course	57	**52**	**59**	57	57	57
Reputation of tutor	41	38	40	44	43	41

Data table 18: Important factors when choosing a course (any mention)

Finally, those students interested to learn about development were asked to look at a number of course variables and asked about their preferences. The majority of students would prefer for a course to: have a small class size (80% versus 20%), be located on campus (91 versus 9%), be open to a mix of students from different disciplines (79% versus 21%) and provide opportunities for socialising with classmates (93% versus 7%). Approximately two thirds of students would prefer it if the course wasn't formally assessed.

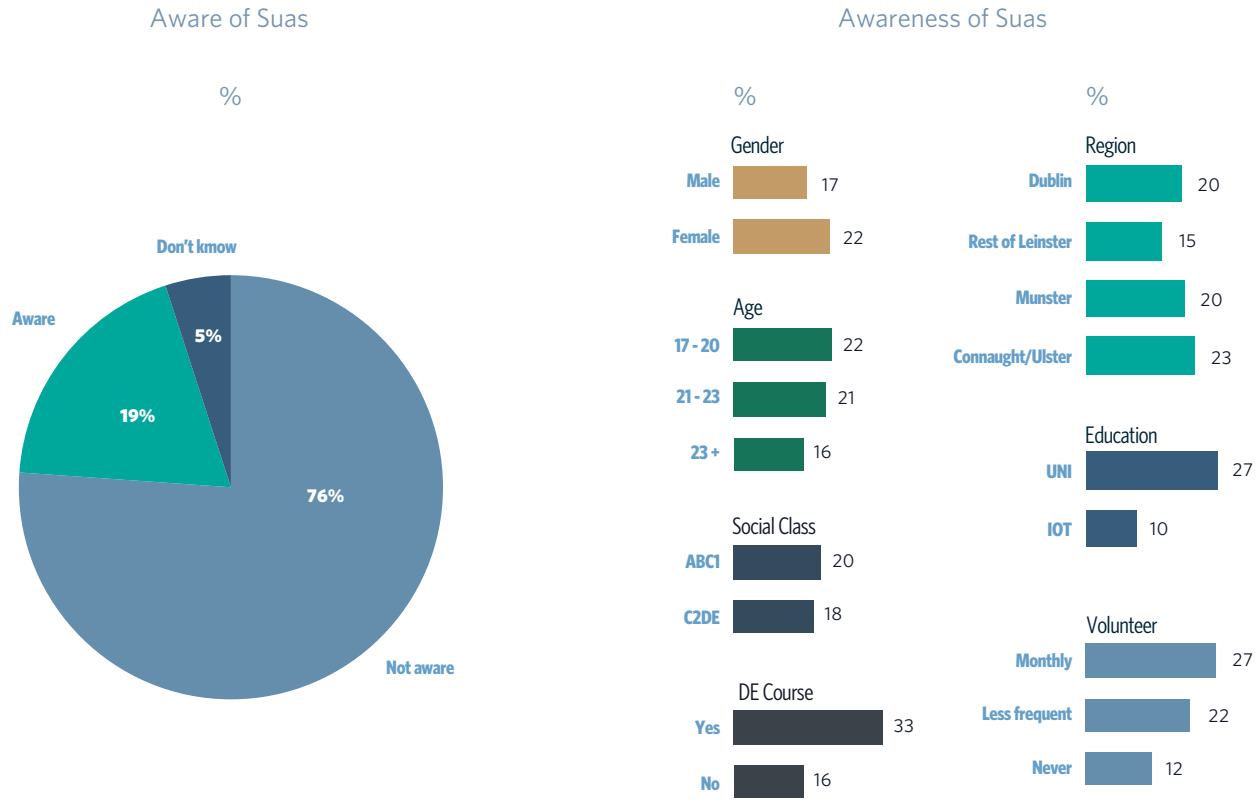


(Base: 3rd level students - 648)

Chart 20: Course preferences

5 Familiarity and engagement with development organisations [Qs 29 – 33]

Looking specifically at Suas, 19% of students are familiar with the organisation and its programmes. Suas is the least well known to those studying in 'Rest of Leinster' (15%), and while 27% of those in Universities have heard of Suas, the figure drops to 10% for those at Institutes of Technology. Those who volunteer frequently and have done a DE course are the most aware (27% and 33% respectively).

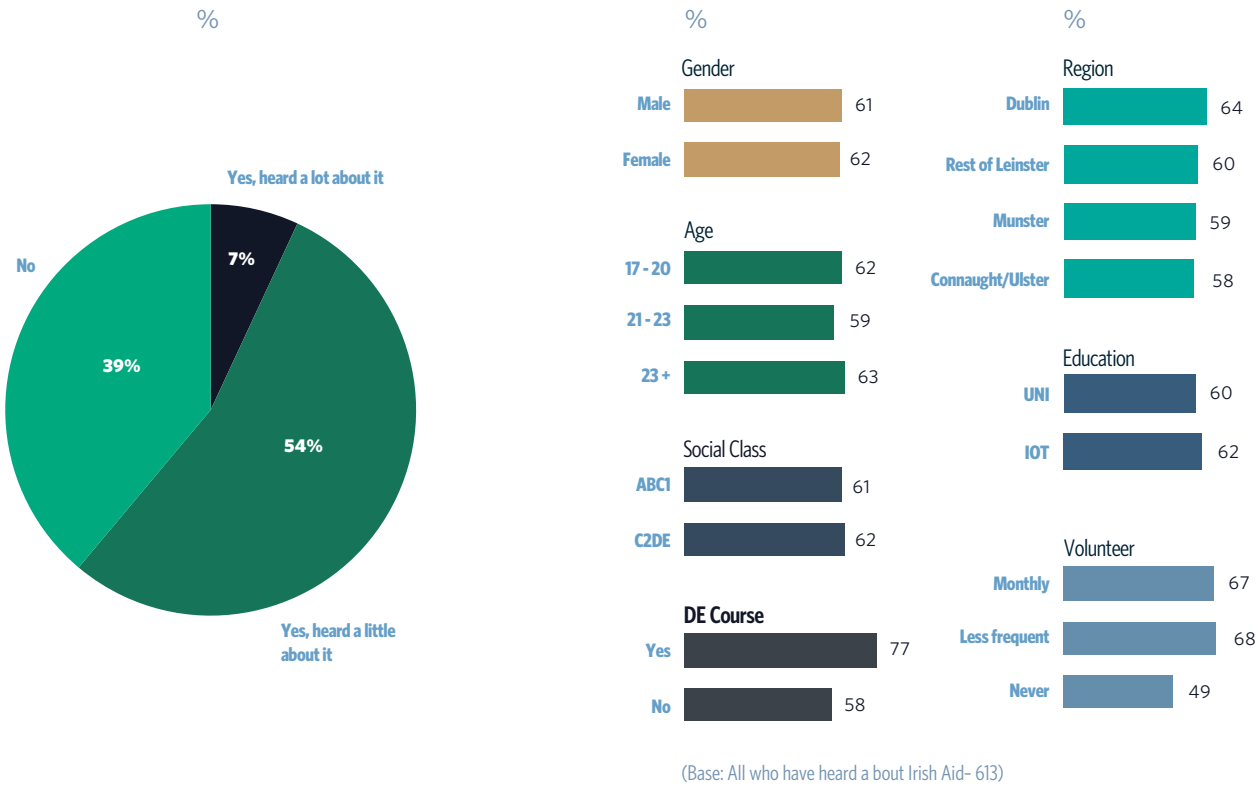


(Base: All who are aware of Suas– 195)

Chart 21: Awareness of Suas

Rates of awareness of other development/development education organisations were low amongst the students surveyed. When asked: **Can you identify other development/DE organisations in Ireland**, 75% of students could not do so. Trocaire; Goal; Concern; Irish Aid; and Dochas were all familiar to 1% of respondents (between 5 and 15 students respectively). Other organisations were each only mentioned by 1 or 2 students.

In the final question on the survey students were asked **if they had heard of Irish aid**, the Irish Government's official development programme. 61% of students had, with 7% having heard 'a lot about it'. There are very few differences amongst the student group as a whole (see below). However, there is greater awareness amongst those who volunteer (67/68%) compared to those who don't (49%), or those who have attended a DE course and those who have not (77% versus 58%).



(Base: All who have heard a bout Irish Aid- 613)

Chart 22: Awareness of Irish Aid

Initial Reflections

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Introductory remarks:

Suas sees the publication of this online report as a catalyst for a cross-sector conversation and debate around the most effective ways to engage third level students with the issues of global development and to highlight the range of ways in which they can respond and further engage. In writing this commentary we are highlighting certain findings that have particularly struck us and are likely to inform how we approach our development education work with third level students. This analysis is not intended to be exhaustive, and we invite, and indeed encourage, a wide-ranging discussion on the implications of these survey results over the coming year.

Reflections on the overall student response:

The survey results are encouraging in many ways.

The results suggest that third level students in the main are concerned about global development issues and believe in the importance of working to address these issues: almost 3 in 4 (73%) students are concerned about poverty and inequality in the world today and 85% think it is important to take action on global development issues.

In a relatively challenging economic context in Ireland, which has had negative knock-on effects for third level students (among other groups), the finding that only 13% of students 'agree' that developing countries should be left to tackle their own problems is significant. Moreover, a large majority of students 'agree' that 'it is important to tackle poverty in the developing world because we belong to the same community' (71%) and that 'sustainable development cannot happen without political, economic and structural change' (84%).

Extremely encouraging is the result that the majority of students perceive that they too have a role to play in addressing global development issues: 84% say '[they] want to bring about positive social change', and only 19% of the student group as a whole agreed with the statement that 'making societies better is the responsibility of governmental agencies and/or NGOs, not mine'.

Consistent with these findings, relatively large percentages of students have taken action on global development issues in the last 12 months (most popular actions: making one-off donations to charity - 64% of students, informing oneself about development issues - 59%, making a lifestyle decision - 53%). Students also expressed their intention to take further action, and two thirds expressed their desire to learn more about development issues.

The results above notwithstanding, the overall student response to the survey poses a challenge to Suas and all other organisations and individuals who seek to promote students' increased, critical engagement with global development issues.

Firstly, we see that students demonstrate relatively high levels of concern and belief that global development issues are addressed. Nevertheless, we can see important variation within a number of results. For instance, while 73% students are 'concerned' about poverty and inequality in the world today, only 25% are 'very concerned', with 48% 'fairly concerned', and 21% having 'no strong feelings'. Equally, while 85% of students think that it is 'important' for people in Ireland to take action on development issues, 47% say this is 'very important' and 38% say 'somewhat important'. This suggests that there is more work to be done by organisations and individuals in terms of exploring values and fostering attitudinal change among third level students.

Secondly, the findings indicate that students want to and intend to take action on development issues. However, it could be argued that students' intentions to take action alone are not sufficient to ensure action. This is in part borne out by the key finding that, consistent with previous research carried out among Third Level Students[1], their confidence in their ability

[1] Social Justice Education in Initial teacher Education: A cross-border perspective, Bryan, A., Clarke, M. & Drudy, S. (2009)

to bring about change is low. 45% of students 'agree' that they 'feel helpless in bringing about positive change' while only 35% 'agree' that they are 'confident in their ability to influence decisions affecting their local area', 34% to 'influence decisions affecting their society', and 20% to 'influence decisions affecting other parts of the world'. Therefore, while students intend to take action, students may not end up doing so due to a lack of confidence in their ability to have a positive impact on development issues. So arguably in order to increase the levels of participation, education providers should be showing students how they can make a positive impact on development issues and highlighting the different ways in which students' skills can be put to good use.

Thirdly, the most popular forms of action taken by students are individualistic in nature with donations proving the most popular. This result, combined with students' perceptions of the main reasons why developing countries are poor and the substantially different ratings that students give to actions that government and NGOs undertake, reflects the need to build students' critical understanding of global issues. For instance, 82% of students think 'sending out skilled people (such as teachers) to share expertise with people in developing countries' is the most 'effective' action that government and NGOs can undertake while only 54% think 'advocating for debt reductions' is 'effective'. While individual forms of action are important, Suas believes that students need to be supported to develop a deeper understanding of development issues and engaged in both individual and collective forms of action that together seek to address not only the symptoms of poverty and inequality but the structural causes too.

Fourthly, with regard to students learning, a key takeaway for Suas is that less than a fifth of the total student group had participated in a development education course and the main reason for not taking part was a lack of awareness about such courses. We also noted that a substantial majority of students (61%) prefer to receive information about development issues over the internet while only 41% say they are currently receiving information this way. Going forward we will seek to increase our promotional activities and our online opportunities for learning

Reflections on demographic variations:

In commissioning and designing this survey, we were keen to develop a detailed picture of the Irish third level student population to guide the design and delivery of education programmes insofar as possible. At the start of the final questionnaire we included a number of questions to enable us to identify any marked differences between students on the basis of gender, age, socio-economic group, region of study and institution type (that is, University or Institute of Technology).

Of all the demographics, the most notable differences across the survey as a whole were the differences between male and female students. Greater numbers of female students than male students say they are concerned about poverty and inequality in the world today (81% v 65%); more women than men think that it is important for people in Ireland to take action on development issues (90% v 81%), and greater numbers of women than men expressed an interest in learning about development issues (71% v 59%). In relation to the reasons why some countries are poor, 7-9% more men than women attributed poverty to global factors such as "debt repayments", "trade policies" and "better off countries taking advantage of other countries" whereas 9-12% more women than men attributed poverty to "lack of education", "diseases/lack of healthcare" and '"natural disasters". These different perspectives of male and female students are also reflected in the different ratings that they give to various actions, which the government, NGOs and individuals can take to address development issues.

We observed some differences between students on the basis of where in Ireland they were studying. To cite a few of these differences: more students in Munster than in the Connaught/Ulster region think that it is 'very important' to take action on global issues (52% v 41%); more students in Munster and Dublin than in the rest of Leinster and Connaught/Ulster rate giving financial aid as an effective way for the government and NGOs to take action on development issues (63% v 56%), and higher percentages of students in Dublin and Munster think the government should be doing more to address global poverty compared to the percentage of students in the rest of Leinster (52% and 51% v 41%).

There were not as many differences between students of different ages but this is possibly understandable given how close in age the whole group are. We did note a higher level of concern about global issues among the older age group (23+). Also a higher percentage of older students believe it is important to take action on global issues and expressed their desire to learn more. Nevertheless older students' confidence to influence decisions affecting other parts of the world is similar to that of the younger student groups.

There were a few differences between students depending on whether they were attending universities or institutes of technology, for example: a higher percentage of University students believed it was important to take action on global issues compared to Institute of Technology students, and a higher percentage of University students had informed themselves/others about development issues in recent months; more University students than Institute of Technology students also expressed a desire to learn more about global issues.

Further study and analysis is required to identify the relative significance and implications of all the demographic differences.

Reflections on the impact and role of development education and volunteering

Finally, we included two specific questions in the survey questionnaire to enable us to identify any marked differences between students on the basis of participation in development education courses/programmes and/or volunteering activities.

Significantly, this survey finds that volunteering and development education individually have a range of positive impacts amongst students. For instance, these activities increase levels of concern about poverty and inequality (see page 8), strengthen the belief in how important it is to take action on development issues (see page 10), increase students' confidence to influence decision-making at local, national and international level (see page 23). Students who have volunteered frequently or participated in courses also display a greater appreciation of the need for different types of action for change.

This suggests to me that there is not only a demand but also a rationale to increase the provision of development education and volunteering opportunities at Third Level.

Concluding remarks:

We would like to take this opportunity to sincerely thank Audrey Bryan and Paul Conway for providing their initial reflections on the survey results for inclusion in this report. We welcome a debate and discussion on this subject in the coming year and Suas will seek to provide a range of opportunities for others to contribute their perspectives on these survey results.

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This survey, and its results, raise many important pedagogical, political, ethical and methodological questions and issues. The findings affirm what development practitioners have long felt anecdotally i.e. that there is a large appetite for development education among third level students, with two thirds of respondents indicating that they want to know more about development issues, but less than a fifth actually having had the opportunity to undertake development-themed courses. Coincident with this high level of interest in development is a high level of commitment, theoretically speaking, to enhancing the struggle for social and global justice. However, lack of awareness about, and a lack of availability of, development-themed courses prevent many third level students from accessing development education opportunities and experiences. This has obvious provision implications for the sector, given the high levels of interest in, and concern about, global justice issues on the part of third level students, and their recognition of the importance of 'taking action' where 'global development issues' are concerned.

Politically speaking, development education is a performative endeavour; it seeks to enable learners not only to interpret the world, but also to change it. Yet the findings illuminate a significant disjuncture between the radical, socially transformative agenda of development education, and the particular forms of development-related activism with which citizens partake. The findings indicate that individualised, often 'feel good' forms of action, such as volunteering, purchasing fair trade products, organising fundraisers and donating money, are the kinds of actions that third level students are most likely to engage in. Indeed, they perceive these individualistic acts to be more effective than more collective or explicitly political forms of action, such as participating in demonstrations or lobbying governments. These findings may reflect a wider malaise about electoral politics and traditional modes of political participation. More problematically, they are reflective of the limited ways in which development activism is imagined within mainstream media, educational settings and development NGOs.

While voluntaristic, charitable and ethical consumerist actions may be useful in terms of meeting immediate needs or providing relief in times of crises, these symptomatic responses, in and of themselves, cannot transform the situation that produces the conditions of poverty and human suffering within the context of a global system which is structurally unjust. When political issues become individualised, our capacity to 'think institutionally' about the nature and exercise of political power, to challenge the actors and agencies who wield so much influence over people's lives, or to imagine alternatives to existing political-economic arrangements and institutions which promote unjust global relations and practices, is diminished (Dowie, 1996; Maniates, 2001). Pedagogically, this implies the need to promote reflexive engagement with the political dimensions of human suffering and to engage students with fundamental questions about power, in/justice, oppression, and the meanings of solidarity (Chouliaraki, 2013).

The need for third level students to engage far more directly with the systemic causes of global poverty is further evident in the findings about their understandings of why global poverty exists. These data tell us that third level students clearly do have some appreciation of the detrimental nature of the West's structural relationship with countries in the global South. However, that such factors as 'lack of education' (48%), 'corruption' (56%) and 'war and conflict' (59%) feature so prominently in participants' understandings of the causes of global poverty underscores the need for development education interventions that would ensure far deeper exposure to the underlying structural causes of inequality and to the nature of the relationship between richer and poorer states. Only 7% rated lifestyles of those in the West as one of the most important reasons as to why some countries in the world are poor, whereas a significant minority (45%) feel that their day-to-day actions do not affect people in the rest of the world. This implies a failure to recognise or to acknowledge one's own self-implication in the structures that produce global suffering and inequality. Yet, as Brand and Wissen (2012) observe, the everyday productive and consumptive practices of the middle and upper classes in the global North, and in China, India and Brazil in the global South, could be described as an imperial mode of living—practices which are often supported and protected by their own governments. Research demonstrates that it is those with the highest levels of education, relatively high incomes, and high environmental consciousness

who have the highest per capita resource use, while those with lower environmental consciousness and lower incomes, typically use fewer resources (ibid). When viewed through this prism, the present study highlights the importance of development education interventions which promote critical interrogation of the 'self' as much as the 'other' (Baillie Smith, 2011). In other words, learners should be encouraged to see themselves as active participants within a wider framework of responsibility, including an emphasis on how and in what ways they function as accomplices to, or beneficiaries of, the impoverishment and suffering of others (Esquith, 2010).

One of the most significant findings from the research, pedagogically and politically speaking, is that despite a large majority (84%) of participants expressing a strong desire to 'bring about positive change,' and a recognition of the importance of taking action in relation to global development, a very significant minority (45%) feel helpless in bringing about social change. Given participants' tendency to express their concern for distant others through individualised means, it is unsurprising that only slightly over a third feel that they can influence decisions locally or nationally and only a fifth feel confident in their ability to influence decisions affecting other parts of the world. Moreover, that such a significant minority (45%) feel that their day-to-day actions do not affect people in the rest of the world may also imply a lack of understanding about the importance of connecting with wider movements which seek to transform unjust structures and the ideologies that support them (Jefferess, 2012). Collectively, these findings highlight the importance of developing and expanding learners' 'political imaginations' i.e., their collective capacity to imagine and pursue a variety of actions, including individualised responses, community organization and whole-scale institutional change, and encouraging them to imagine alternative, more socially just realities (Dowie, 1996). As part of this pedagogical encounter, learners should be encouraged to contemplate what they can learn from social movements and actors who have been engaged in collectively resisting a range of local and global injustices. In other words, providing concrete examples of positive, effective, social movements and campaigns can be a useful starting point in enabling students to imagine the world 'otherwise.'

Finally, the research raises numerous important questions about the role that development—and indeed the research instruments we use to inform our development interventions—play in shaping how 'we' in the global North come to know and understand ourselves, and how 'we' perceive our relationship with the inhabitants of the global South (Biccum, 2010). The findings suggest that many third level students seem to understand development as being primarily about 'helping' less fortunate Others, an ideological framework which does little, if anything, to counter stereotypical assumptions about the dependency of those in the global South on 'us' in the global North. Barbara Heron (2007) persuasively argues that our 'desire for development' in the global North cannot be understood apart from a set of 'deeply racialised, interrelated constructs of thought' which have been circulating from the era of empire, through which the Northern sense of self is constituted and affirmed (p. 6-7). For me, the present research raises a number of concerns about the potential for research instruments themselves to reinforce problematic understandings of development, and to constrain people's imaginations about how they might engage in struggle for a more egalitarian world. In other words, from a methodological perspective, the research highlights the need to begin a critical conversation about how we can pose development-related research questions differently, and in new ways, to enable us to come to a deeper and more nuanced understanding of our investments in, and our desire for, development.

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Introduction

The stated motivation behind the 'National Survey of Third Level Students on Global Development', that is, "While third level students seek to engage with global issues, less than 1% of the 160,000 full-time third level students in Ireland participate in Irish Aid-funded development education (DE) programmes", presents both a challenge and an opportunity. One third level student's question to Dr Mary Robinson, following her January 2012 Global Challenges Lecture 'Climate Justice Post-Durban' [2] *at University College Cork (UCC), concisely communicated how third level students seek to engage by simply asking 'what can I do'? This student's 'what can I do' question was prefaced by a prefatory acknowledgement about the sheer scale of climate change facing our planet, and some scepticism about the scope to make an impact in the face of such challenges. But he did want to know what he and his peers could do. The Suas-led survey project provides an important benchmark for considering how to deepen the engagement of the 1,600 third level students already participating in Irish Aid-funded DE programmes, as well as setting a context for a promoting a broader and more extensive uptake of such programmes in higher education.*

Student stance: high interest, low to moderate efficacy

The scope of the Suas-led survey project provides a potentially rich set of data with which to consider how third level institutions might extend their global development engagement. The survey's focus on (i) developing countries and global poverty, (ii) attitudes toward developing issues and how well they are being addressed, (iii) the students' own role and confidence to take action, (iv) learning about development issues and (v) familiarity and engagement with development organisations, all provide potential entry points for staff and students in third level to consider how to address global issues. For example, almost half thought the standard of living in developing countries has gotten better in the last decade (47%), almost three quarters are either 'very concerned' (25%) or 'fairly concerned' (48%) about the 'levels of inequality and poverty in the world today', four fifths (81%) think that volunteering is the most effective action people can take to support developing countries, over half (53%) have made a lifestyle decision to support global equality (e.g. buy fair trade product), and two thirds of students volunteer (1 in 5 do so at least once per month). All of those findings suggest significant student readiness for building on global development issues in higher education. But other findings point to the low to moderate levels of efficacy about how their own actions can make a difference: almost half (45%) agreed that 'they feel helpless in bringing about positive change' and only one third agreed that they are confident about their ability to influence decisions affecting their local area (35%) or society (34%). Crucially, as noted above, while students felt volunteering was the most effective way to make a difference only one in eight (13%) had done so in Ireland and one in thirty three (3%) had done so abroad. In my view, the key finding of the survey project is the high level of student interest coupled with the low to moderate levels of expressed efficacy (i.e. the sense of being able to make a difference at local, societal and global levels) vis-à-vis addressing global poverty. This finding no doubt implicates our own experiences of democratic life in Ireland (e.g. tribunals, corruption, post Celtic Tiger insights…etc.), and reminds us as Dewey[3] *noted 'democracy has to be born anew in each generation' (1939, p. 16).*

[2] Podcast available at http://www.ucc.ie/cgd/

[3] Dewey, J (1916). *Democracy and Education.* New York: Free Press.

Volunteering

Author of the Call of Service: A Witness to Idealism *Robert Coles*[4] *in the introduction noted that the book's aim is "to explore the 'service' we offer to others and, not incidentally, to ourselves. I am hoping to document the subjectivity, the phenomenology of service: the many ways such activity is rendered; the many rationales, impulses, and values served in the implementation of a particular effort; the achievements that take place, along with the missteps and failures; the personal opportunities and hazards; and the consequences - how this kind of work fits into a life." (p. 3). One of the other key findings in the survey project is the extent to which volunteering is undertaken and viewed as an effective means of contributing to addressing local and global inequalities. There is, I think, an important underdeveloped dimension of third level institutions' role supporting volunteering within university curricula. How many university programmes offer, for example, modules that allow significant numbers of students opportunities to volunteer, for example through service learning, but also reflect and build upon these experiences in a systematic manner? Such opportunities need not be confined to conventional areas associated with human service professions, such as teaching, social work, medicine and nursing, but have an important role to play in engineering (e.g. Engineers without Borders), architecture, town planning, agriculture…etc. Of course, third level student societies have always and continue to play an important role in promoting volunteering but, without more focused and integrated engagement by universities, its educational potential remains underdeveloped. One criticism of volunteering or indeed development aid is that, so long as it is primarily inspired by a 'hand out' rather that 'hand up' stance then justice – be it local or global – is unlikely to be advanced. In building on the evident volunteering engagement among third level students, this can form the basis for exploring the relationship between charity and justice at local, regional and global levels.*

Charity-justice relationship

While not addressed directly in the Suas survey project, in exploring that relationship, a recent TIME magazine article (Fri 23rd March, 2012), titled A Tale of Two Donors: Cash-Strapped Ireland Outshines Germany in Humanitarian Aid[5]*, is noteworthy. It documents how Ireland outspent Germany in the area of humanitarian assistance (typically associated with charity). Based on the 2011 Humanitarian Response Index (HRI), which was compiled by the Spanish non-profit group DARA, the article summarized the findings as follows:*

> *…Ireland's official development assistance for 2010 was 0.53% of its gross national income, with 15.3% of that earmarked specifically for humanitarian purposes. That means that 0.078% of Ireland's gross national income went toward humanitarian response efforts. Germany, by comparison, spent just 0.017% of its gross national income on humanitarian efforts.*

A recent comparative study by the Centre for Global Development in Washington DC, USA, based on its' Commitment to Development Index[6]*, places Ireland slightly above average overall, top of the index in terms of donor impact on sub-Saharan Africa but Ireland is bottom of the index on the investment component*[7]*. With 5 as the average score, and a score range from 1-15 on the overall index and sub-scales, Ireland scored 8.6 on aid, 6.1 on trade, 3.1 investment, 4.1 on migration, 7.6 on environment, 5.2 on security, 4.0 on technology and 5.5 overall. As our understanding of the inter-related roles of aid, trade and debt in addressing global development changes, the integration of it broadly into development and development education activities in third level institutions is vital. For example, the CDI identifies Trade and Investment as areas in which Ireland can enhance its commitment to development. To what extent might this inform development education in higher education over the next decade? Considering the survey projects insights on the student stance, the important and possibly untapped role of volunteering along with the possibilities of engaging deeply with the charity-justice relationship, we might consider what it means to graduate from third level in 2020? To what extent ought the university put global development and citizenship as core institutional aims? In doing so, to what extent can higher education provide a context for shaping Ireland's commitment to development?*

[4] Robert Coles (1993). *Call of Service: A Witness to Idealism.* Boston: Houghton Mifflin.

[5] http://www.time.com/time/world/article/0,8599,2109903,00.html#ixzz1swzpfwgD

[6] http://www.cgdev.org/doc/CDI%202011/Commitment%20to%20Development%20Index%202011.pptx

[7] An interactive version of the index is available at: http://www.guardian.co.uk/global-development/interactive/2011/nov/01/commitment-development-index-data-interactive

The purpose of a university in the 21st century

Both Newman's treatise on the idea of the university and Humboldt's conception of the role of research in universities in the 19th century, profoundly shaped evolution of the third level institutions we know today. In the face of global challenges today, we might ask how ought universities to reframe, if at all, their vision of what it means to be an educated person? What knowledge, skills and attitudes will they seek to actively foster so as to at least increase the probability, that the challenges associated with energy, population growth, urbanization among others, will be addressed with sufficient energy and power to positively impact the world in which we live? As evidenced in the Suas-led survey project, there is real potential to build global development issues into university degree programmes and the work of student societies, in order to extend the willingness of third level students to engage. Is it reasonable to ask that all third level graduates, no matter what their degree, should have a sense of what it might mean to make a start on answering the question 'what can I do?' in the face of global challenges?

Ⓔ Appendix

National Survey of Third Level Students on Global Development

Questionnaire

March 2012

Suas is an education focused development non-governmental organisation with programmes in Ireland, India and Kenya. Suas has commissioned this survey of third level students to gain a better understanding of your knowledge, understanding and attitudes towards global development. This survey is anonymous and individual results will be confidential. The survey will take roughly 10-15 minutes to complete. The results will be shared on the Suas website (http://suas.ie/) in the next few months.
By clicking next you are giving your consent to participate in this research study and confirming that you have been informed of the purpose of the research. Thank you for partaking in this survey!

Classifications

Q.A Are you ***currently*** attending a third level college/institution in the Republic of Ireland?

Yes	**Continue**
No	**Thank and Close**

Q.B Are you

Male	01
Female	02

Q.C Where is your permanent place of residence (i.e. your regular home address, not your student accommodation)?

Carlow	01	Kilkenny	12	Offaly	23
Cavan	02	Laois	13	Roscommon	24
Clare	03	Leitrim	14	Sligo	25
Cork	04	Limerick	15	Tipperary	26
Donegal	05	Longford	16	Waterford	27
Dublin	06	Louth	17	Westmeath	28
Galway	07	Mayo	18	Wexford	29
Kerry	08	Meath	19	Wicklow	30
Kildare	09	Monaghan	20	Fermanagh	31
Derry	10	Antrim	21	Armagh	32
Down	11	Tyrone	22	Other (please specify)	97

Q.D Which University/Institute are you currently attending?

Athlone IT	01	IT Tallaght	11	Royal College of Surgeons	21
Cork IT	02	IT Tralee	12	St. Angela's College	22
Dublin City University	03	Letterkenny IT	13	Saint Patrick's College	23
Dublin Institute of Technology	04	Limerick IT	14	Trinity College Dublin	24
Dun Laoire Institute of Art, Design & Technology	05	Limerick IT (Tipperary)	15	Tipperary Institute	25
Dundalk IT	06	Mary Immaculate College Limerick	16	University College Cork	26
Galway/Mayo IT	07	Mater Dei	17	University College Dublin	27
IT Carlow	08	National College of Art and Design	18	University of Limerick	28
IT Blanchardstown	09	NUI Galway	19	Waterford IT	29
IT Sligo	10	NUI Maynooth	20	Other (Please specify)	97

Q.E On what basis are you studying?

Full time	1
Part time	2

Q.F Upon completion of your current course, what level of qualification will you receive?

Diploma/Certificate (NFQ Level 6)	1
Ordinary Undergraduate/ Bachelor Degree (NFQ Level 7)	2
Honours Undergraduate/ Bachelor Degree (NFQ Level 8)	3
Higher Diploma (NFQ Level 8)	4
Professional Diploma in Education (NFQ Level 8)	5
Postgraduate Diploma/Certificate (NFQ Level 9)	6
Taught/Research Masters (NFQ Level 9)	7
PhD/Doctoral Degree/Higher Doctorate (NFQ Level 10)	8

Q.G Which one of the following best describes the course you are currently studying?

Education/Teaching formal sector	1	Health (medicine, nursing, pharmacy etc.)	10
Education non-formal sector	2	Science	11
Business (e.g. commerce, finance)	3	Engineering/Architecture	12
Languages	4	Animal studies (Veterinary, zoology etc.)	13
History/Cultural studies	5	Food and Nutritional studies	14
Social Sciences/Psychology	6	Services (hotel, travel, hair and beauty etc.)	15
Computer Sciences	7	Social work/childcare	16
Media/production	8	Other (Please specify)	97
Law	9		

Q.H What age are you? ☐☐

Q.I Please indicate to which occupational group the Chief Income Earner in your household belongs, or which group fits best. By household we mean your regular home address, not student accommodation. The Chief Income Earner is the person in your household with the largest income; this could be your parent. If the Chief Income Earner is retired and has an occupational pension please answer for their most recent occupation. If the Chief Income Earner is not in paid employment but has been out of work for less than 6 months, please answer for their most recent occupation.

Higher managerial, professional	1
Intermediate managerial, professional	2
Supervisory or clerical, junior managerial	3
Skilled manual worker (e.g. Skilled Bricklayer, Carpenter, Plumber, Painter, Bus, Ambulance Driver, HGV driver, AA patrolman, publican)	4
Semi or unskilled manual work (e.g. Manual workers, all apprentices to be skilled trades, Caretaker, Park keeper, non-HGV driver, shop assistant)	5
Casual worker - not in permanent employment	6
Student	7
Housewife, Homemaker	8
Retired and living on state pension	9
Unemployed or not working due to long-term sickness	10
Full-time carer of other household member	11
Farmer 50+ Acres	12
Farmer 50- Acres	13

Body of Questionnaire

Q.1 Please type in the first word or phrase that comes to your mind when you hear the term ''Development''?

Q.2 Please type in the first word or phrase that comes to your mind when you hear the term ''Developing Countries''?

Q.3 How would you rate the standard of living in developing countries today compared to 10 years ago?

A lot worse than 10 years ago	1
A little worse than 10 years ago	2
More or less the same as 10 years ago	3
A little better than 10 years ago	4
A lot better than 10 years ago	5
Don't Know	98

Q.4 Please rank, in order of importance, the FIVE most important reasons why some countries in the world are poor. **Please rank only your top five choices** (1 = Most important reason)

Natural disasters like floods, earthquakes and droughts	
Better off countries take advantage of developing countries	
Overpopulation	
Colonial past	
War and Conflict in developing countries	
Corruption across many sectors in poor countries	
The low status of women in developing countries	
The prevalence of HIV/AIDS	
Lack of education and training	
Poor countries' own governments do not do enough to help their own poor	
Debt repayments to banks and other financial institutions in the West	
Disease and lack of healthcare	
Poor farming practices and harsh climatic conditions	
Shortage of land	
Shortage of natural resources	
International trade and economic policies	
The lifestyles of people in the West	
Climate Change	
Inefficient aid/wasted aid	
International decision-making structures	

Q.5 Which of the following best describes how you feel about the levels of poverty and inequality in the world today?

Not at all concerned	1
Not very concerned	2
No strong feelings one way or another	3
Fairly concerned	4
Very concerned	5

This survey will now go on to discuss the topic of 'Development issues' - by 'Development Issues' in this survey we mean issues that prevent people around the world from accessing their human rights. These issues include poverty, inequality, hunger, HIV/AIDS, conflict, climate change etc.

Q.6 How important, if at all, do you think it is for us here in Ireland to take action on global development issues?

Not at all important	1
Somewhat unimportant	2
Neither important nor unimportant	3
Soemwhat important	4
Very important	5
Don't Know	98

Q.7 The following is a list of statements. Please indicate your level of agreement with each statement on a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree.

	Strongly Disagree	**Disagree**	**Neither/ Nor**	**Agree**	**Strongly Agree**	**Don't Know**
My day to day actions don't really affect people's lives in other parts of the world.	1	2	3	4	5	98
Social inequalities, like those based on class,	1	2	3	4	5	98

Social inequalities, like those based on class, gender, ethnicity etc are inevitable.	1	2	3	4	5	98
Underdevelopment in the Third World is mainly the result of internal problems in low-income countries like corruption, famine, overpopulation etc.	1	2	3	4	5	98
A more equal world is possible.	1	2	3	4	5	98
The Third World should deal with its own problems and not look to the First World for help.	1	2	3	4	5	98
I am confident in my ability to influence decisions affecting my local area.	1	2	3	4	5	98
I am confident in my ability to influence decisions affecting my society.	1	2	3	4	5	98
I am confident in my ability to influence decisions affecting other parts of the world.	1	2	3	4	5	98
International Development institutions like the World Bank have made things better for people in the developing world.	1	2	3	4	5	98
The lifestyles and actions of people in the First World are partly responsible for problems in the developing world.	1	2	3	4	5	98
The government should work towards eliminating poverty in Ireland first, before providing assistance to the developing world.	1	2	3	4	5	98
The actions of individuals can have repercussions in one's own country as on the other end of the planet.	1	2	3	4	5	98
I feel helpless in bringing about positive social change.	1	2	3	4	5	98
It is difficult for me to find opportunities to take action for positive change.	1	2	3	4	5	98
Making societies better is the responsibility of governmental agencies and/or non-governmental organizations, not mine.	1	2	3	4	5	98
It is important to tackle poverty in the developing world because we belong to the same community.	1	2	3	4	5	98
Sustainable development cannot happen without political, economic and structural change.	1	2	3	4	5	98

Q.8 What is your opinion on the level of commitment of the Irish Government towards poverty reduction in developing countries?

Doing far too much	1
Doing a bit too much	2
Doing the right amount	3
Should do a bit more	4
Should do a lot more	5

Q.9 How do you feel the aid Ireland is providing to developing countries impacts on those countries? By Ireland we mean in a broad sense including the Irish government and Irish people/charities.

No impact at all	1
Some impact	2
A large impact	3
Don't Know	98

Q.10 Please rate how effective you feel each of the following actions are in relation to the ways in which the Irish government and Irish charities support developing countries?

	Very Ineffective	Somewhat Ineffective	Neither/ Nor	Somewhat Effective	Very Effective	Don't Know
Non-governmental organisation/Government Actions:						
Giving financial aid to developing countries for long term development	1	2	3	4	5	98
Providing emergency relief and humanitarian assistance (e.g. food/medical aid)	1	2	3	4	5	98
Sending out skilled people (such as teachers) to share expertise with people in developing countries	1	2	3	4	5	98
Paying a fair price for products coming from developing countries even if it increases prices here	1	2	3	4	5	98
Creating a better awareness and understanding among the Irish public of development and development issues	1	2	3	4	5	98
Working to reduce conflict and war	1	2	3	4	5	98
Advocating for debt reductions at international meetings	1	2	3	4	5	98
Advocating for fairer trade rules at international forums	1	2	3	4	5	98

Q.11 Please rate how effective you feel each of the following actions are in relation to the ways in which Irish people support developing countries?

	Very Ineffective	Somewhat Ineffective	Neither/ Nor	Somewhat Effective	Very Effective	Don't Know
Personal/Charitable Actions:						
Donating Money to charities	1	2	3	4	5	98
Irish people volunteering overseas in a developing country	1	2	3	4	5	98
Supporting a non–governmental organisation other than donating money	1	2	3	4	5	98
Giving support to groups/projects seeking to raise the status of women in developing countries	1	2	3	4	5	98
Giving support to groups seeking political change in developing countries	1	2	3	4	5	98
Buying a product with the fair trade mark over other products without it	1	2	3	4	5	98
Organising a fundraising activity for a church or campaigning group or NGO working on behalf of developing countries	1	2	3	4	5	98
Lobbying the Irish government (e.g. writing a letter, sending an email/postcard, signing a petition)	1	2	3	4	5	98
Taking part in a public meeting/demonstration on behalf of developing countries	1	2	3	4	5	98

Working/Volunteering in Ireland/overseas to promote development	1	2	3	4	5	98

Q.12 Please rate the following values in order of their importance to you.

	Not at all Important	**Somewhat Unimportant**	**Neither/Nor**	**Somewhat Important**	**Very Important**	**Don't Know**
Enjoying life, having fun in life	1	2	3	4	5	98
Doing something which contributes to improving the world we live in	1	2	3	4	5	98
Being publicly recognised	1	2	3	4	5	98
Having other people think highly of me and hold me in good esteem	1	2	3	4	5	98
Living in a peaceful harmonious society and environment	1	2	3	4	5	98
Having enough money to buy whatever I want	1	2	3	4	5	98
Being directly/indirectly involved in helping other people	1	2	3	4	5	98
Understanding gained through study and/or experience	1	2	3	4	5	98
Have the opportunity to create new things, ideas, products, works of art	1	2	3	4	5	98
Having a close circle of family and friends	1	2	3	4	5	98

Q.13 Have you ever done any of the following? (**Tick any that apply**)[1]

Q.14 Have you done any of the following in the past 12 months? (**Tick any that apply**)

ROTATE	**Q.13**	**Q.14**
Informed yourself about development issues and developing countries		
Informed others about development issues and developing countries		
Donated to charities or other appeals on behalf of developing countries once off (e.g. on street)		
Donated to charities or other appeals on behalf of developing countries regularly (e.g. through direct debit)		
Organised a fundraising activity for a church or campaigning group or NGO working on behalf of developing countries		
Became involved in a church or campaigning group or NGO working on behalf of developing countries (other than fundraising)		
Lobbied the Irish government (e.g. wrote a letter, sent an email/postcard, signed a petition)		
Took part in a public meeting/demonstration on behalf of developing countries		
Worked/Volunteered in a developing country to promote development		

[1] Note: Q.13 was removed from the final online questionnaire, but the question numbering remained the same.

Worked/Volunteered in Ireland to promote development		
Made a lifestyle choice (e.g. bought fair trade products, made your home and/or work place more environmentally friendly)		
None of the above		

Q.15 Which of the following actions are you most likely to take in the next 12 months?

	Not at all Likely	Somewhat Unlikely	Neither/Nor	Somewhat Likely	Very Likely	Don't Know
Inform yourself about development issues and developing countries	1	2	3	4	5	98
Inform others about development issues and developing countries	1	2	3	4	5	98
Donate to charities or other appeals on behalf of developing countries once off (e.g. on street)	1	2	3	4	5	98
Donate to charities or other appeals on behalf of developing countries regularly (e.g. through direct debit)	1	2	3	4	5	98
Organise a fundraising activity for a church or campaigning group or NGO working on behalf of developing countries	1	2	3	4	5	98
Become involved in a church or campaigning group or NGO working on behalf of developing countries (other than fundraising)	1	2	3	4	5	98
Lobby the Irish government (e.g. write a letter, send an email/postcard, sign a petition)	1	2	3	4	5	98
Take part in a public meeting/ demonstration on behalf of developing countries	1	2	3	4	5	98
Work/Volunteer in a developing country to promote development	1	2	3	4	5	98
Work/Volunteer in Ireland to promote Development	1	2	3	4	5	98
Make a lifestyle choice (e.g. bought fair trade products, made your home and/or work place more environmentally friendly)	1	2	3	4	5	98
None of the above	1	2	3	4	5	98

Q.16 How important are the following factors in motivating you to take action on development issues?

	Not at all Important	Somewhat Unimportant	Neither/Nor	Somewhat Important	Very Important	Don't Know
Passionate about cause	1	2	3	4	5	98
Fits into my lifestyle	1	2	3	4	5	98
Friends/Family are already involved	1	2	3	4	5	98

Believe action is worthwhile	1	2	3	4	5	98
Location is convenient	1	2	3	4	5	98
High profile of cause / organization	1	2	3	4	5	98
Can meet like-minded people	1	2	3	4	5	98
Has no negative associations	1	2	3	4	5	98
Benefits of my action will be visible to me	1	2	3	4	5	98
Fits with my knowledge / skills	1	2	3	4	5	98
Have a range of opportunities to take action	1	2	3	4	5	98

Q.17 How regularly, if at all, do you volunteer in Ireland?

More than once a week	1
Once a week	2
Two-three times per month	3
Once a month	4
A few times a year	5
Less often	6
I do not volunteer	7

Q.18 Have you ever taken part in a development education course/programme?

Development education explores development issues through participatory and interactive learning approaches with the air of changing attitudes and promoting positive changes in society locally and globally.

Yes	Continue
No	Skip to Q.22
Don't know	Skip to Q.24

ALL WHO ANSWER YES AT Q.18

Q.19 What was the name of this course/programme?

ALL WHO ANSWER YES AT Q.18

Q.20 For what reasons did you take part in this course/programme? (**Tick any that apply**)

ALL WHO ANSWER YES AT Q.18

Q.21 What was the **main** reason you took part in this course/programme? (**Tick one**)

	Q.20	**Q.21**
To develop my awareness and understanding of development issues	1	1
To put it on my CV/have it as work experience	2	2
To take action for positive change	3	3
To help the less well off	4	4
To learn about other countries	5	5
For personal development	6	6
For fun	7	7
Other (Please specify)	97	97
None of the above	Skip Q.21	98

ALL WHO ANSWER NO AT Q.18

Q.22 For what reasons did you **not** take part in a development education course/programme? (**Tick any that apply**)

ALL WHO ANSWER NO AT Q.18

Q.23 What was the **main** reason you did not take part in this course/programme? (**Tick one**)

	Q.22	Q23
Lack of interest in development education courses/programmes	1	1
Lack of access to development education courses/programmes	2	2
Lack of time to participate in development education courses/programmes	3	3
Lack of awareness about development education courses/programmes	4	4
Other (Please specify)	97	97
None of the above	98	98

Q.24 Through which of the following channels do you prefer to receive information on development issues and developing countries? (**Tick each one that applies**)

Q.25 Which channel provides you with the most information at the moment? (**Tick one**)

	Q.24	Q.25
Newspapers		
Magazines		
TV News		
Other TV programmes		
Formal academic studies		
Other educational programmes (extra-curricular courses etc)		
Family/Friends		
Internet		
Books		
Radio		
Letters/post		
Advertising billboards		
Cultural events and festivals		
Visits to developing countries		
Other (Please Specify)		
Don't Know	Skip Q.25	
Do not wish to receive information on development issues and developing countries	Skip Q.25	

Q.26 Would you like to know more about development issues and your potential role in addressing them?

Yes	Continue
No	Skip to Q.29

Q.27 Which of the following areas would you like to know more about? (**Tick any that apply**)

	Q27
Aid	1
Climate Change	2
Debt	3
Education	4
Environment	5
Food and Livelihood Security	6
Gender Equality	7
Governance and corruption	8
Health and HIV/AIDS	9
Human Rights	10
Conflict	11
Poverty and the Disadvantaged	12
Sustainable Development	13
Trade	14
Other (please specify)	97

Q.28a Which of the following do you prefer when it comes to looking at courses/programmes in general?

Small class size (<20)	1		2	Large class size (>20)
Lecturing/presentation style class	1		2	Discussion/interaction style class
Course before 6pm	1		2	Course after 6pm
Course located on campus	1		2	Course located off campus
Course is formally assessed e.g. examination	1		2	Course is not formally assessed
Mix of students from different discipline class	1		2	Students of the same discipline in the class
Opportunities for social interaction e.g. coffee break	1		2	No opportunities for social interaction

Q.28b When looking at a course/programme in general, which of the following factors are most important? Please choose the three most important factors for you and rank in order of importance. **Please rank your top three choices only** (1 is most important factor, 2 is second most important, 3 is third most important)

Reputation of tutor/facilitator	1
Class size	2
Course format (lecturing versus more practical/interaction based)	3
Time of class (e.g. am/pm)	4
Location of courses (on or off campus)	5
Type of student taking course	6
Method of assessments	7
Costs involved in course	8
Content/topics covered by course	9
Length of course	10

Q.29 Are you familiar with Suas Educational Development?

Yes	Continue
No	Skip to Q32
Don't know	Skip to Q32

Q.30 Have you ever been on a Suas Educational Development Programme?

Yes	1 Continue
No	2 Skip to Q.32

ASK ALL WHO HAVE BEEN ON SUAS PROGRAMME CODE 1 AT Q.30

Q.31 Which Suas Educational Development programme have you been on?

Suas Volunteer Programme	1
Suas Global Issues Course	2
Suas Mentoring Programme	3
Suas Bridge2College/Bridge 21 Programme	4
Suas Society Programme	5

Q.32 Can you identify other development / development education organisations in Ireland?

Q.33 Have you ever heard of Irish Aid, the Irish Government's Official Development Programme?

Yes, heard quite a lot about it	1
Yes, but just heard a little about it	2
No	3

THANK YOU FOR COMPLETING THIS SURVEY.

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About Suas Educational Development:

Suas is an Irish NGO that supports quality education in disadvantaged communities in Ireland and in Developing Countries. We work with partners to develop, deliver, monitor and evaluate quality education programmes. Our partnership model engages young Irish people as Volunteers at home (for example as literacy support providers) and abroad (as teaching assistants), and in the process enables the volunteers to gain a significantly greater perspective and understanding of global issues and of their own role in improving the lives of others at a local and global level. Linking in with our volunteering work, each year we deliver a multi-element non-formal education programme for Third level students, which seeks to increase students' awareness, critical understanding and constructive engagement with global issues and build a cohort of socially committed young leaders. Suas is driven by a vision of a world where all children and young people are given the opportunity to realize their full potential in life, and to create positive change in society.

About Amárach Research:

We are an independent market research agency, providing a full range of research services to Irish and international clients. Our team of 30 research & support staff have worked with most of Ireland's top 200 companies. Every year we survey over 100,000 people at home and abroad, as well as running hundreds of focus groups. Our experienced team of directors and executives manage online, face-to-face and cati surveys; as well as qualitative research including focus groups, in-depths and ethnographic studies. We also offer a unique field-only service to universities and international agencies.

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Educational Development

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