

Institute of Education



**RESEARCH, EVIDENCE AND POLICY LEARNING
FOR
GLOBAL EDUCATION**

**CONFERENCE
ON**

WEDNESDAY 10th AND THURSDAY 11th MAY 2017



This conference has been made possible with funding support from the European Commission.

The contents of the conference are the responsibilities of the organisers of the conference and can in no way be seen as reflecting the views of the European Commission.

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AIMS OF THE CONFERENCE

This conference is organised by the Development Education Research Centre within UCL-IOE and Global Education Network Europe (GENE) will be held on 10th and 11th of May 2017 at the Institute of Education, University College London.

It is also being supported by the Erasmus+ Project Schools for Future Youth.

The overall aim of the conference is to demonstrate the contribution of evidence based research to policy development on global education. The specific objectives are to:

- Share research from models of practice that demonstrate innovative approaches to global education.
- Promote current research on global education and how it can be of value to policy makers.
- Identify key themes and issues that policy-makers see as key to the development of global education. The two day conference will take the form of keynote inputs for each theme followed by papers based on research. The conference will see the official launch of the Academic Network for Global Education and Learning. The conference is aimed at academics and researchers engaged with global education across Europe and beyond and policy-makers responsible for funding or supporting global education programmes.

Details about the venue can be found at: <http://www.ucl.ac.uk/ioe/contact-us>

BACKGROUND

Global Education has grown in influence across Europe and elsewhere in the world in the twenty-first century. The themes that underpin its practice and research such as global perspectives, concern for human rights, belief in global social justice and inter-cultural understanding are today more important than they have ever been with the rise of xenophobia, reactions to the impact of globalisation and use of dis-information.

The UN Sustainable Development Goals launched in 2015 state in target 4.7:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Policy-makers around the world who are supportive of promoting these goals seek and need evidence to demonstrate the impact of learning about these themes on both individuals and communities.

The Development Education Research Centre that is organizing and hosting this Conference at the Institute of Education in London is recognized as the world’s leading research centre on learning about global and international development issues. It was established in 2006 with funding from UK government and is responsible for the editing the leading English Language academic journal in this field, the *international Journal of Development Education and Global Learning*.

The conference is being organized with and part funded by Global Education Network Europe (GENE). This European network of Ministries and Agencies is responsible for support, funding and policy-making in the field of Global Education. Started in 2001 with 6 national structures from 6 countries, GENE has today grown to include over 40 Ministries, Agencies and other national bodies, from over 25 countries.

The conference will have three major keynotes, representative from the Global Citizenship Education Programme in UNESCO, Professor Annette Scheunpflug from Bamberg University in Germany and Dr. April Biccum from National University of Australia in Canberra.

A feature of the Conference will be the official launch of a network of academics and researchers to support GENE in its work.

Much of the practice of Global Education has been built upon the excellent work of civil society organisations and a feature of the first day of this conference will be to showcase two projects that demonstrate the linkages between research, practice and policy development, one for secondary schools, Schools for Future Youth and the other primary schools, Global Schools.

Dr. Douglas Bourn

Co-Director, Development Education Research Centre, UCL-Institute of Education.

(d.bourn@ucl.ac.uk)

PROGRAMME

Time Activity - Wednesday 10th May 2017

9.00 a.m. – 9.45 a.m. Registration at Institute of Education,
20 Bedford Way, London Foyer - Level 3
Refreshments Drama Studio - Level 1

Session 1 - Value of Research

Drama Studio - Level 1

9.45 a.m. - 12.30 p.m.

9.45 a.m. Welcome and Introductions by:
Co-Director
Development Education Research Centre
Dr. Douglas Bourn

9.50 a.m. Introductory Group Based Activity.

10.10 a.m. Introductory Remarks from Chair of Global Education
Network Europe – Liam Wegimont

10.25 a.m. Keynote Address from Lydia Ruprecht, Head of Global
Citizenship Education Programme at UNESCO
The Value of Evidence Based Research for Global
Citizenship Education

The presentation will look at UNESCO's past, ongoing
and future engagements to promote Global Citizenship
Education around the world and the role research can
play in this endeavour.

Followed by discussion in groups
Plus discussion

11.10 a.m. Coffee Break

Time

Activity - Wednesday 10th May 2017

11.30 a.m.

Keynote from Professor Annette Scheunpflug, Bamberg University
Evidence and efficacy – a compulsion for Global Education?

The keynote will reflect on the compulsion of showing evidence and efficacy in the recent educational policy and discourse and connect it to Global Education. Trends in monitoring and evaluation will be discussed and perspectives for Global Education research will be outlined.

12.10 p.m.

Keynote from Dr. April Biccum, National University of Australia, Canberra
Global Education in Europe comparative perspective: epistemology, methodology and politics

This presentation will situate research of Global Citizenship Education (GCE) in Political Science and International Relations. GCE has a peculiar relationship to knowledge, research methods and epistemology since it is both an object of rigorous academic research and a practice which aims to shift the epistemological capabilities of recipients. This presentation will highlight what's at stake for the rigour of research intended to strengthen the success of GCE.

12.45 p.m. – 1.45 p.m.

Lunch Clarke Hall – Level 3

Session 2 - Research from Policy and Practice

3 parallel strands

2.00 p.m. – 4.00 p.m.

2.00 p.m. – 4.00 p.m.

Strand 1

Schools for Future Youth Project

Drama Studio – Level 1

Schools for Future Youth is funded by the European Commission through Erasmus+ to build the skills and capacity of teachers and young people to use global citizenship to improve learning both in and out of the classroom.

The Project includes support to schools to set up a Youth Ambassador Group, encouraging voluntary participation from young people to learn, think critically about, and take action on global issues through informal spaces in school. The Project engages teachers and young people, and influences policy makers and school systems through:

- The production of innovative resources for teachers globally to use youth participation and global citizenship effectively through their core teaching.
- The production of innovative resources for young people globally to use youth participation and global citizenship to promote social actions through their formal and informal education.
- Influencing school systems across Europe to increase opportunities for teachers and young people to carry out youth participation and global citizenship.

This session will take the following format:

- Introduction to the Aims of the Project from Nicci Morgan, Oxfam UK
- Global Citizenship and Youth Participation by Dr. Douglas Bourn, UCL-IOE
- Impact of the Project on Teachers and Learners

Time

Activity - Wednesday 10th May 2017

by Dr. Frances Hunt, UCL-IOE

- Panel discussion with representatives and teachers involved in the Project from: CARDET in Cyprus, Polish Humanitarian Action (PAH) in Poland, Oxfam Italia and Oxfam UK and teachers involved with the Project and representative from Ministry of Education Cyprus.
- The discussions will include the main issues to emerge from the Project in terms of teachers' engagement, pupils learning and impact and relevance to policy-makers. The role of the NGOs in the project will also be discussed.

Time

Activity - Wednesday 10th May 2017

2.00 p.m. – 4.00 p.m.

Strand 2

Global Schools Project

Room 804 – Level 8

Global Schools (GS) is a 3-year European project realised in 10 EU countries by 17 partners, led by Autonomous Province of Trento (PAT). Co-funded within the DEAR Programme of the European Commission, GS brings together research, policy and teaching practice and aims first of all at integrating Global Citizenship Education as a cross-cutting theme and approach in primary school curricula among the partner countries.

GS encompasses a research project which includes a comparative analysis of educational policies in 10 European countries (Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Spain, Portugal, UK) to ascertain whether, to what extent and how GCE is integrated in the curriculum. The second, on-going part of the research is a multiple-site case study, using ethnographic approach, investigating in-service teacher training practices to explore who, where and how to provide teachers with the required skills, knowledge and competences to effectively embed GCE in the curriculum and teaching practices.

In this session the results of the first part will be presented and discussed and some preliminary outcomes of the second on teacher education practices in 4 European countries will be presented and discussed.

In particular, the comparative analysis focuses on three main topics:

- 1) identification of key actors and definition of their role,
- 2) conceptual and terminology analysis,
- 3) levels and modes of implementation of GCE in primary school.

/cont...

The qualitative research on teacher education is based

Time

Activity - Wednesday 10th May 2017

on analysis of practices of in-service teacher education in 4 European countries (Italy, Ireland, Austria, Czech Republic) exploring pedagogical ideas, educational approaches, theoretical patterns in which practices are rooted as well as to highlight which policies these practices implement or to which they relate.

The session will be facilitated by Professor Massimiliano Tarozzi, University of Bologna and UCL-IOE

Speakers will be:

Carla Inguaggiato, Training Centre for International Cooperation research officer Global Schools, Global Citizenship Education in Europe. Comparative policy analysis in 10 EU countries.

La Salette Coelho, Chair of GS International Advisory Board, Polytechnic Institute of Viana do Castelo - Higher School of Education, Conceptual and terminological comparative analysis

Benjamin Mallon, Post-Doctoral Researcher - Institute of Education, Dublin City University. GCE teacher Education: The case of Ireland.

Time

Activity - Wednesday 10th May 2017

2.00 p.m. – 4.00 p.m.

Strand 3

From Policy to Practice

Clarke Hall – Level 3

The session will be facilitated by Jess McQuail, Chief Executive of Think Global

A feature of global education practice across Europe is the central role that civil society organisations and local organisations have played. Policy initiatives have tended to have a close relationship to the needs and agendas of these organisations. In addition within the field of global education, the distinctive contribution of community based and grassroots organisations suggests some distinctive forms of educational practice.

These themes will be explored through a series of presentations based on research and evaluations of practice across Europe and also East Asia.

There will be 4 presentations in this session, each presentation being 20 minutes in length followed by ten minutes for questions.

They will be in this order:

- What if evaluation takes place seated around the table whilst enjoying a drink? -A longitudinal in-depth case study within an English Development Education Centre , Dr. Joana Zozimo from Lancaster University
- Lessons Learned from the Process of Elaboration of the Valencian Development Education Strategy, Alejandra Boni, Associate Professor at the Universitat Politecnica at Valencia, Spain
- From Policy Change to Impact a Global Education of Development Education and Awareness – A Case Study of the Management of the Norwegian Oil Fund, Arnfinn Nygaard from RORG in Norway,
- The Critical Global Educator, Dr. Maureen Ellis from the Open University.

4.00 p.m. – 4.20 p.m.

Tea Break

Drama Studio - Level 1

4.20 p.m. – 5.00 p.m.

Launch of Academic Network

Facilitated by Massimiliano Tarozzi and Douglas Bourn

Drama Studio - Level 1

Time

Activity - Thursday 11th May 2017

9.00 a.m. to 12.30 p.m.

Strand 2

International Education and Global Citizenship

Room 604 – Level 6

The session will be facilitated by Tania Ramalho, State University of New York, Oswego

Review of Connecting Classrooms
by Stephen Hull, British Council

International Mindedness in diverse contexts: reaching out and reaching in
by Elisabeth Barratt Hacking, University of Bath

Imaginery of Global Citizenship in Greek Schools
by Maria Bastaki, University of Birmingham

A comparative case study: how have the high school teachers equipped students with global skills and ethical values in private and public schools in Vietnam?
by Martin Khiet Pham, UCL-IOE

10.45 a.m. - 11.00 p.m.

Coffee Break

Developing 21st Century Skills in Schools in Pakistan: A case study
by Aamna Pasha, Ajay Pinjani, Ali Bijani, Naveed Yousuf, Aga Khan University Examination Board, Pakistan.

Development Education or Global Learning? Evidences from Spanish Schools
by Adelina Calvo, University of Cantabria, Spain.

Formation polycultural competence through intercultural sensitivity by Volha Melnik, Academy of the Postdiploma Education, Minsk, Belarus

Time

Activity - Thursday 11th May 2017

9.00 a.m. to 12.30 p.m.

Strand 3

One on Higher Education

Room 739 – Level 7

The session will be facilitated by Elina Lehtomäki, University of Oulu, Finland, till coffee break.

Non-formal global learning in higher education - student-led learning outcomes

by Eleanor Brown, University of York

Evidence, Interpretation and Ethos:

(Re)Thinking Internationalisations of Higher Education:

Lessons from the Ethics in Higher Education (In Times of Crisis) (EIHE) Cross-National Research Project

by Karen Pashby, Manchester Metropolitan University and Su-Ming Khoo, National University of Ireland, Galway

Development Education (DE) Synergies*:

Learnings and challenges of collaborative processes

by La Salette Coelho, Centre for African Studies of the University of Oporto and Polytechnic Institute of Viana do Castelo

**DE Synergies' project was thought to create institutional dialogue and cooperation dynamics between CSOs and HEIs, to promote a collaborative learning process, that strengthens the synergies and complementarities surrounding the investigation and the action in the DE field*

10.45 a.m. - 11.00 p.m.

Coffee Break

The session will be facilitated by Dr Nicole Blum, UCL-IOE

The Critical Pedagogy Practices in University in China's Mid-sized City

by Kuang Wej, University of Nanchang, China

Implementing Principles of Global Citizenship Education into Universities Curricula

by Emiliano Bosio, Soka University, Japan

Connecting Communities: exploring the Global learning journeys of university students and community partners in Cork and Lesotho, using ethnographical approaches to service learning, online intercultural exchange, radio and digital technologies.

by Gertrude Cotter from University of Cork, Ireland

STANDS AT THE CONFERENCE

(on Wednesday 10th May 2017 only)

DEVELOPMENT EDUCATION RESEARCH CENTRE

GLOBAL EDUCATION NETWORK EUROPE

UCL-IOE PRESS

UNESCO

ACADEMIC JOURNALS

International Journal of Development Education and Global Learning

IJDEGL is an internationally peer reviewed journal that publishes the outcomes of research and current debates on development education and related concepts such as global learning, global education, and global citizenship. It has two issues a year, published in English, and from 2017 will be available open access. It welcomes contributions from researchers, practitioners, academics and students from around the world. It was established in 2008 and has since then become recognized as one of the world's leading academic journals in the field of global and development education.

Editor: Dr Clare Bentall

Clare Bentall is a lecturer in Education and Associate Director of the Development Education Research Centre at UCL Institute of Education, London.

Further details at: <https://www.ucl-ioe-press.com/journals/international-journal-of-development-education-and-global-learning/>

Policy and Practice

Policy & Practice: A Development Education Review has been the Centre for Global Education in Ireland's flagship publication since its launch in 2005. It has moved from a hard copy format to digital online publication with Issue 9 in Autumn 2009. It is published biannually, and aims to provide a space for practitioners to critically reflect on their practice and discuss the main challenges faced by practitioners such as funding, evaluation and monitoring practice. The journal features in-depth contributions on aspects of global education practice such as research, methodologies, monitoring and evaluation, the production of resources, enhancing organisational capacity, strategic interventions in education, and sectoral practice. The journal aims to share research findings, update academics and practitioners on policy developments, celebrate and promote existing good practice in global education, inform the work of practitioners in development education and related adjectival education organisations and to promote global education within the statutory education sector in Ireland.

Further details at: <http://www.developmentreview.com>

Sinergias Journal

*Synergies - Educational Dialogues for Social Change is a specialized scientific journal with peer-review conceived within the scope of the project **Synergies ED: strengthen the link between research and action in Development Education in Portugal**. Its purpose is to establish itself as an international platform of discussion and reflection about concepts, methods and practices in Development Education (DE), being a mean of knowledge dissemination and production in this area.*

Synergies journal has a permanent Scientific Board composed of national and international researchers of recognized merit in the area and other actors with relevant work in their practices, seeking to connect the areas of research and action, academia and civil society. The Editorial Board, in turn, is made up of the team of the project *DE Synergies* and other invited actors according to the theme to be worked on in the issue. So far, there was no public call for articles submission, since it was decided, in the first four issues of the journal, to identify and invite some researchers and/or activists with recognized work on the themes of the journal and/or key articles already published previously in other scientific journals.

This journal has peer-review as a way to validate the desired quality standards and to guarantee its credibility. Each issue has a thematic focus and its base structure is flexible. The previous numbers were composed by: a) thematic dossier; b) background interview; c) presentation of a fundamental document for the DE; d) critical reviews of recent works; e) summary of Master's dissertations and/or PhD theses in the DE area. It also includes a thematic editorial that starts each edition.

The journal has a biannual publication period and, although originating from a project of national scope, it is projected at an international level, admitting articles written in Portuguese, English, Spanish and French - being also admitted articles written in other languages, accompanied with translation in one of the publication languages.

The journal is available on the website <http://www.sinergiased.org/index.php/revista>

ZEP – Journal for International Educational Research and Development Education
(Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik)

The ZEP is a quarterly appearing, peer reviewed journal. It is published with online open access (around 27.500 article downloads a year) and as print media (around 180 subscriptions, mainly libraries). The journal targets facilitators and researchers working in the field of development education, global learning and education for sustainability as well as educational development cooperation in the formal and non-formal education sector. The journal was established in 1978 in order to provide theoretical insights with practical experience.

The journal archive is available online at <https://www.uni-bamberg.de/allgpaed/zep>.

ABSTRACTS AND BIOGRAPHIES

Keynote Speakers



Lydia Ruprecht is Team Leader for Global Citizenship Education at UNESCO within the Section of Education for Sustainable Development and Global Citizenship. With over twenty years of international experience promoting gender equality and international understanding through and within the public service sector, working in areas such as education, HIV & AIDS and culture, she is currently coordinating the Global Citizenship Education Team. Key areas of work include: advocating for effective implementation of Global Citizenship Education as a means to mitigate violent extremism in formal and non-formal educational settings.

Ms Ruprecht holds a D.E.A. in political sociology and a Maîtrise in sciences politiques from Université Panthéon Sorbonne (Paris I) and a Bsc in Political Science from The Université de Montréal.



Annette Scheunpflug holds a chair of Foundations in Education at the Otto-Friedrich- University of Bamberg in Germany. She works in the field of Global Education and Education for sustainability, Educational Anthropology as well as educational quality and the relation between religion and education.



April R. Biccum is a lecturer in Postcolonial International Relations with a broad research focus on political communication, political conceptualisation and their interface with political mobilisation approached from an interpretivist methodological locus. Recent research appears in *Third World Quarterly*, *Interventions: Journal of Postcolonial Studies* and *Australian Journal of International Affairs*.



Liam Wegimont is the Chairperson of GENE, and the Principal of Mount Temple Comprehensive School in Dublin.

Co-facilitator of the Maastricht Congress and co-founder of GENE and of the European Global Education Peer Review; he has lectured, facilitated, networked and published widely on global education theory, practice, policy and research.



Massimiliano Tarozzi

Author of *Global Citizenship Education and the Crises of Multiculturalism* (with Carlos Alberto Torres, 2016). From 2013, based at University of Bologna where leads the international Research Centre on Global Citizenship Education. Since May 1st 2017, also Co-Director of Development Education Research Centre at UCL-IOE. Research Group Coordinator of European project *Global schools*, inquiring comparative educational policies and teacher education for GCE.

Editor of a top-ranking Italian scientific journal in education, and member of several scientific boards of international scholarly journals.



Douglas Bourn

Author of *The Theory and Practice of Development Education* (2015), Co-Director of Development Education Research Centre, formerly editor of *International Journal of Development Education and Global Learning*, 2008-2016.

Wednesday 10th May 2017

Session 2 - Research from Policy and Practice

Strand 3 - From Policy to Practice

Joana Zozimo from Lancaster University

Title: What If Evaluation Takes Place Seated Around the Table Whilst Enjoying a Drink? A Longitudinal in-Depth Case Study within an English Development Education Centre

Abstract: There is something rather prescriptive in the literature of evaluation practice about how non-profit organisations should practise evaluation, by whom, and to what effect. This paper presents evidence-based research from a longitudinal in-depth case study that explored evaluation practice, in an English non-profit development education organisation. This one-year ethnographic study investigated what practitioners, coordinators and funders do on a daily basis and how they attribute meaning to evaluation practice. This research added to theoretical explanations of how social practice theory contributes to the refinement of the understanding of evaluation practice, in a development education setting.

Short Biography: My interest in alternative ways to practise evaluation is not recent and was deep-rooted in my background as a monitoring and evaluation program officer, mainly with non-profits in African countries, particularly in Mozambique, Angola and Algeria. In Lancaster University, my academic work has strong implications for practitioners about how they practise evaluation in their everyday life, especially in small non-profits.

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Alejandra Boni, Associate Professor at the Universitat Politècnica de València, Spain

Title of Paper: Lesson learnt from the process of elaboration of the Valencian Development Education Strategy.

Abstract: This seminar will reflect on a policy process to define the Development Education Strategy (DES) for the Valencian Region, in Spain. During eight months, to define DES, we conducted a participatory process with the following aims: 1) to legitimize the process and the output; 2) to include different perspectives and 3) to foster a sense of belonging for the future implementation of DES.

In this seminar, we will reflect on the process and the outcome of this experience, paying special attention to three aspects: firstly, the kind of involvement and engagement we were able to attain from the different participants. Teachers, practitioners of local NGOs and regional and local technical staff were very active, while university lecturers and practitioners from different fields were difficult to engage. In addition, some power imbalances appeared during the process, which were able to overcome through the participatory mechanism we designed: the Steering Committee.

Secondly, we will focus on the relevance of a global agenda, the SDGs, both in the process and output. We can present a positive evidence of this influence not only in the development aid policy but also in other regional and local policies. However, the excessive and rushed interest of the Regional Government in showing results brought some contradictory

consequences strongly criticized by NGOs. Finally, we reflect on the role of the external expert, myself, who lead the participatory process. A tension between being respectful with participation but at the same time having a personal view of development education, emerged through all the process.

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Arnfinn Nygaard from RORG in Norway

Title: From Policy Change to Impact a Global Education of Development Education and Awareness – A Case Study of the Management of the Norwegian Oil Fund

Abstract: In the 1990'ies the overall aim of government funding of DEAR/GE in the informal sector in Norway changed from strengthening public support for aid to strengthening public understanding and support for a broader and more coherent policy for global sustainable development. A study last year documented long term results and impact of this policy change on one key issue: the management of the Norwegian oil fund. It concluded that GE/DEAR over 20 years contributed significantly to ethical management of the largest sovereign wealth fund in the world, considered to be world leading on business and human rights.

Keywords: Policy - Practice – Impact

Short Biography: Mr. Nygaard has worked with the RORG-network, the NGO-network coordinating and promoting GE/DEAR in Norway, since 1992 - as coordinator, director and senior advisor. He has been a board member of GENE since 2009.

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Maureen Ellis from the Open University

Title: The Critical Global Educator

Abstract: For integrity and conviction, evidence which informs policy must move seamlessly from individual search to public research, across non-formal, informal and formal learning, from physics to metaphysics and bibles to bibliographies, incorporating personal transmission, professional transaction and political transformation.

This session advocates methodology beyond methods, Critical Realist justifications and critical theories relating individual politeness, political correctness and micro-policy, to institutional and global politics. It offers eight emergent policy recommendations, and two instruments for transdisciplinary production of evidence. Based on Cultural Historic Activity Theory, the first framework for self- and negotiated evaluation, was shaped by conceptual and empirical research with over 500 teachers, teacher educators, international NGO administrators and academics.

The second exemplifies Halliday's Systemic Functional Linguistic (SFL), guidelines which educators from kindergarten to university successfully apply to identify and address global issues of social (in)justice, human rights, conflict resolution, diversity and sustainability. Embedding disciplinary 'texts' within the political economy and cultural politics of contexts, critical global educators deploy SFL to analyse diverse narratives for relevance, authenticity, and value. Currently being applied across media and domains, in art, theatre, film, photojournalism, and architecture, SFL enables transdisciplinary scrutiny of the amplitude of

global multimodal 'texts': images, logos, screenshots, youtube clips, advertisements, speeches, legal charter, manifesto, policies, and protest marches!

Thursday 11th May 2017

Session 3 - Evidence Based Research

Strand 1 - Global Learning in Schools

Frances Hunt, UCL-IOE

Title of Paper: Impact of the Global Learning Programme in England

Abstract: This presentation will examine headline findings from the Global Learning Programme (GLP) in England. The GLP is five-year an initiative aimed at supporting the teaching and learning of global learning in schools in England at Key Stage 2 and Key Stage 3 (ages 7 to 14). It specifically works with teachers to enhance their confidence and ability to provide whole school support to global learning across their institutions.

Data from the GLP provides the most comprehensive evidence base to date on the practices and impacts global learning in schools in England. This presentation draws on data from over 5,000 schools signed up for the GLP and includes both qualitative and quantitative insights, gathered from a range of mechanisms.

Analysis of research data from the GLP is ongoing, but as the programme nears the end of five years, findings are emerging about the successes of the GLP and its impacts on schools, teachers and pupils.

Biography: Frances Hunt is Senior Research Officer in the DERC, UCL Institute of Education. She is Research and Evaluation lead for the Global Learning Programme England and Monitoring and Evaluation Lead for the Schools for Future Youth project. Previously Fran worked on global learning in teacher education, access to education and students as citizens in South Africa. She carries out both qualitative and quantitative research and evaluation.

Linda Barker,

Title of Paper: Can global learning raise standards within pupils' writing in the primary phase?

Abstract: Development Education Research Centre Research Paper No.16, Hilary L. Alcock and Linda Ramirez Barker 2016

This study was primarily undertaken by teachers for teachers, and focuses on the potential contribution of global learning and development education (DE) methodologies to a core aspect of curriculum provision, namely writing. The aim of the study is to explore whether using global learning and DE methodologies can have an impact on pupils' achievement within writing at the primary phase. We also aim to show how a school can build its own understanding, knowledge and skill base in global learning and DE methodologies in order to embed this work within the curriculum in a sustainable way.

Biography: Linda has worked in the specialist area of international and global learning for over 15 years in a variety of settings including The University of Nottingham School of Education, as the Director of a Development Education Centre and as a Local Advisor to the Global Learning Programme – England. Her work has local, national and international dimensions. Linda is a Freelance Global Educator offering Training, Project Management, Resources writing, Evaluation and Consultancy. Over the years Linda has supported many Head Teachers to bring about school improvement using the global dimension as a catalyst for change. She has delivered a wealth of professional development courses in a variety of settings: conferences, seminars, workshops, training days, staff meetings and twilight sessions to Heads, teachers, student teachers and other development educationalists.

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Dr. Angela Cook, AMC Education

Title of Paper: Use of classroom-based action research in India to generate and evaluate innovative approaches to global education

Abstract: A professional development programme for teachers, called Global Teacher Accreditation (GTA), was funded by British Council India to promote the development of action research in the classroom to improve student learning. The key focus was on raising global awareness. The programme evolved to meet the changing educational landscape in India and to incorporate increasingly robust evaluation of impact in order to meet the programme's rigorous value for money requirements. Early iterations of GTA were conceived and delivered under the DFID funded Global School Partnerships programme 2004-2012. GTA was then tailor made for British Council India and was delivered from 2011-15 to over 300 teachers.

My paper initially will explore the Indian context of global education, as seen through the GTA programme, before reviewing a sample of outcomes from the Indian teachers' action research in the classroom. I will seek to evaluate the teachers' work-based evidence of developing students' global awareness and identify some innovative approaches to developing global learning in the classroom that were successful and some that failed to meet their anticipated outcomes. Using GTA data I will show how practice, which supports global learning, can be used to drive policy decisions in schools.

Carmen Duce, International Cooperation for Development Watch, University of Valladolid
Title: Rural DEAR Agenda

Authors: Carmen Duce, Esther Doménech, María Carracedo, Luis J. Miguel, Luis Pérez.
International Cooperation for Development Watch. University of Valladolid

Abstract: EU citizens think that the fight against poverty is a priority and Development Aid should be increased; however, they do not know what Aid is used for¹.

Rural DEAR Agenda EYD 2015, a project funded by European Commission, aims to contribute to progress in the fight against poverty and inequality in the world through the participatory design of an **Agenda for Development Education and Awareness Raising in European rural areas**. It is being implemented in 2015-2017 in the rural areas of Bulgaria, Cyprus, Spain, Greece, Italy, Malta and Poland.

The objective is to improve the planning of Development Education and Awareness Raising (DEAR) in rural areas to promote effectively solidarity and understanding of the causes of inequality and poverty.

Results:

Diagnosis of Education for Development in rural areas: public-opinion survey, analysis of how local media deals with issues as poverty, research about rising awareness in schools and civil society organizations (CSOs) in rural areas. Presentation of the Diagnosis: February 2017.

Set up of **pilot experiences** in DEAR implemented by schools and CSOs in the participating areas. Ongoing.

Final result: Guide-Manual **Rural DEAR Agenda**. December 2017.

- **Leader entity:** Diputación Provincial de Valladolid (Spain)
- **Research coordinator:** International Cooperation for Development Watch. Universidad de Valladolid (Spain)
- **Contact:** www.ruraldearagenda.eu

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Dima Khazem, UCL-IOE

Title: Health Impacts of Climate Change in Egypt: A curriculum for human flourishing

Abstract: Climate change has serious impacts on people's health and wellbeing and is the biggest global health threat of the 21st century (Costello et al, 2009). However, tackling climate change could also be the greatest health opportunity of the 21st century (Watts et al., 2015). This study assesses how the Egyptian school curriculum informs pupils about the effects of climate change on health. Findings indicate stark absences in climate change education in Egyptian schools. Research evidence is used to call on policymakers for including eco-health as a curriculum aim.

Biography: Dima Khazem is a Teaching Fellow, Module Leader and MA Tutor at the UCL Institute of Education, London where she is also undertaking her doctoral research. Her PhD thesis is on the Health Impacts of Climate Change in the School Curriculum with a focus on Egypt.

Andrea Bullivant, Liverpool World Centre / Liverpool Hope University

Title: Between Critical Engagement and Grounded Realities: Negotiating Understandings and Practice in Global Citizenship Education between Teacher Education and Schools

This presentation addresses the question of how Global Citizenship Education (GCE) is understood and negotiated amongst more dominant education agendas by students, tutors and teachers involved in a course in teacher education. Interviews with all three groups identify themes of Responsibility, Relationality and (Re)Conciliation which are used to explore ways of supporting critical engagement with the tensions between dominant education discourse, GCE and the instrumental and normative dimensions at play in both, balanced with the need to be grounded in current realities for schools. Conference participants will also be invited to consider the extent to which themes identified relate to their own contexts.

Biography: Andrea Bullivant works for Liverpool World Centre (LWC), a Development Education Centre which seeks to education about and challenge global and social injustice. She is also an Associate Lecturer in teacher education at Liverpool Hope University and currently leads TEESNet (Teacher Education for Equity and Sustainability Network) along with colleagues at Hope.

Strand 2 - International Education and Global Citizenship

Stephen Hull, British Council

Title: Review of Connecting Classrooms

Abstract: Connecting Classrooms (2015-18) represents a £34m investment from DfID and the British Council to help young people in over 30 other countries to develop the knowledge, skills and values for life and work. The theory of change is premised on making changes to teacher practice and the programme organises professional learning for teachers including courses, online learning, and international 'professional partnerships'.

The presentation will explain how the British Council used research to develop the programme's focus, which is on six 'core skills' young people need to develop while at school. Secondly, it will demonstrate the use of evidence to design the teacher professional learning activities.

Biography: Stephen is Senior Project Manager of Connecting Classrooms in the UK. He is also a trustee of a special school MAT. He read languages at the University of Manchester, and has a Postgraduate Diploma in Education. Before London, he worked overseas at the British Council in Bogotá and taught at a college in Chile.

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Elisabeth Barratt Hacking, University of Bath, Department of Education

Title: International Mindedness in diverse contexts: reaching out and reaching in

Abstract: The paper explores key research findings from a study of how International Mindedness (IM) is conceptualised and practiced in International Baccalaureate schools (national and international schools). This involved case studies of nine schools from across the world identified as being strongly engaged with IM, drawing on the voices of leaders, teachers, students and parents/ carers.

Conceptions of IM converged on three philosophies.

1. IM is relational; it is about reaching out to others from diverse cultures
2. IM is intra-personal; it is about reaching in to better understand ourselves with respect to different others
3. IM is a process or a journey.

The paper will discuss some of the challenges for developing IM in different contexts and consider the implications for global education.

Biography:

Elisabeth is Director of Studies for the MA Education and MA International Education and Globalisation and have over 20 years of experience as a Lecturer in Education undertaking research, consultancy and teaching.

Maria Bastaki, University of Birmingham, School of Education

Title: Global Citizenship and the Concept of Imaginery in Schools in Greece

Abstract: A Model United Nations is a brief role play simulation, during which students assume the roles of UN representatives.

This qualitative longitudinal study followed a team of senior high students from a private school in Athens, Greece, during their preparation and participation in three MUN conferences. The research explored and exposed the participants' perspectives on global citizenship in terms of knowledge, values, attitudes and skills these students saw themselves as developing.

The participants conceptualised global citizenship as an imaginary construct, and regarded MUN as a medium for visualising and rehearsing global citizenship, through the mediation of knowledge, practice and imagination.

Biography: Maria Bastaki has just finished her PhD studies at the School of Education, University of Birmingham. Her thesis explores Model United Nations adolescent participants' perspectives on global citizenship. A qualified EFL teacher and teacher trainer in Athens, Greece for over 30 years, she has been involved in MUN, EYP, E-twinning and Comenius programmes. Her research interests include global citizenship education, democratic education and experiential learning.

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Martin Khiet Pham, UCL-IOE

Title: A comparative case study: How have the high school teachers equipped students with global skills and ethical values in private and public schools in Vietnam?

Abstract: The world is undeniably undergoing rapid changes, economically, politically and socially. The need is felt everywhere for more adequate methods for education of the young generations. Globalisation through better communication between nations and initiatives from UNESCO is fortunately bringing educationalists together and promote global citizenship education. In South East Asia, where moulding societies according to Confucian philosophy, global citizenship education is presenting new challenges. Following in the steps of more economically developed countries, Vietnam has been opening to new ideas initiated a reform based on global citizenship education.

This present piece of research regarding how far high school teachers have equipped students with global skills and ethical values in both public and private schools, illustrates the difference of education performance between public and private schools. It also reveals their frustration at the contradiction between the factors: policies, curriculum and pedagogies, while the researcher detects the hindrance of teachers' attitudes and freedom.

Biography:

Khiet is a doctoral student at UCL-Institute of Education and comes from Vietnam. He has also completed a Masters programme in Development Education at IOE.

Aamna Pasha, Aga Khan University Examination Board, Pakistan

Title of Paper: Challenges of developing 21st Century Skills in Schools in Pakistan

Authors: Aamna Pasha, Ajay Pinjani, Ali Bijani, Naveed Yousuf

Abstract: Aga Khan University Examination Boards (AKU-EB) Middle School Programme is a project based learning approach for students of the middle school. The programme aims to develop key 21st century skills through engagement with interdisciplinary projects developed around real world situations and problems. The paper looks at the challenges of implementing such a programme across Pakistan for over 14,000 students over a course of 2 years. Challenges include a lack of understanding of what competencies are; the value of developing core skills and the assessment of these; in addition, the struggle of teachers in moving from being instructors to facilitators, in order, to allow the development of skills.

Biography: Aamna Pasha is the Associate Director, Teacher Development at the Aga Khan University Examination Board where she is responsible for developing and implementing a new and comprehensive approach to teacher development. Aamna completed her Master of Arts in Development Education from the Institute of Education, University College London (UCL). She has extensive experience in teacher training in Pakistan and an interest in global skills.

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Adelina Calvo, University of Cantabria, Spain

Title of Paper: Development Education or Global Learning? Evidences from Spanish Schools

Abstract: The objective of my speech is to describe the current state of Development Education (DE) in Spanish schools. This approach will enable me to carry out two types of analyses. Firstly there will be an “external” analysis focused on describing the advances and difficulties that arise in Spain in relation to the presence of DE in schools. There will also be an “internal” analysis which looks at DE practices in Spanish schools with the aim of answering the following questions: Which DE generations do these practices belong to? Are they focused on a “charitable mentality” or one more closely associated with Global/Universal Citizenship Education?

Biography: With a doctorate in Pedagogy she currently works as a lecturer in the Department of Education of the University of Cantabria (Spain). Among her research interests are recognized: development education, the analysis of the processes of social Inclusion and Exclusion, Student Voice or School Improvement from a qualitative paradigm.

Volha Melnik, Academy of the Postdiploma Education, Minsk, Belarus

Title of Paper: Formation polycultural competence through intercultural sensitivity

Abstract: In an era of growing cultural diversity, teachers need to take up the idea of including in their orientation and ongoing training programs issues related to intercultural sensitivity and cultural diversity. If we agree that we need and want to help immigrant, migrant and other non national cultural groups avoid the 'game of assimilation', teachers all those who work with these groups need to understand the role culture plays directly and indirectly in their dealings with others. Polycultural competence development through intercultural sensitivity is one means of achieving this objective.

Biography: The Head of the postdegree department State educational institution, Academy of the postdiploma education, Minsk, Belarus

Sphere of scientific interests: Cross-cultural psychology, and ragogik, psychology issues of identity. More than 40 publications, materials in collections

Strand 3 - One on Higher Education

Eleanor Brown, University of York

Title of Paper: Non-formal global learning in higher education - student-led learning outcomes

Abstract: Universities discuss the importance of producing global citizens, but with few opportunities much of this development is played out in non-formal settings. This paper reports on a study of a non-formal learning community. The aim was to discover what the students valued about their participation, the ways in which they developed the capabilities that they had reason to value, and how their agency to achieve these outcomes grew throughout their participation. The focus of the community was international development and human rights, and students reported gaining confidence to act and imagination to negotiate for alternatives and solutions to problems.

Biography: Eleanor is a lecturer in education and social justice at the University of York. She researches development and global citizenship education, critical pedagogies and participative approaches to learning and perceptions of development. She completed her PhD on non-formal development education at the University of Nottingham in 2013.

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Karen Pashby, Manchester Metropolitan University & Su-Ming Khoo, National University of Ireland, Galway

Title of Paper: Evidence, Interpretation and Ethos: (Re) Thinking Internationalisations of Higher Education: Lessons from the Ethics in Higher Education (In Times of Crisis) (EIHE) Cross-National Research Project ¹

Abstract: From 2012-2016 the EIHE project convened researchers from 23 universities in 10 countries to map understandings and experiences of higher education internationalisation at national, institutional, and individual levels. The project aimed to collect data and devise frameworks for understanding and challenging current HE internationalisation(s). The project generated a wealth of data about perceptions, policies and contexts which has yet to be completely analysed, understood and compared. A key output of the project was the co-creation of analytical heuristics for interpreting the data. This paper presents a social cartographic heuristic, used to analyse strategy documents for 19 universities in 6 countries and discusses some key findings on perceptions of internationalisation and global citizenship gathered from student surveys. We situate both data and analyses in the shared commitments of the research collaboration – intelligibility, dissent and solidarity.

We argue that analytical heuristics and collective research ethos are as important as data, as without them, data remain unintelligible. The heuristic rendered three dominant discursive configurations and their interfaces intelligible. To us researchers, embedded within the everyday confusions and constraints of internationalising higher education, the heuristic enabled us to name our confusions, set research agendas, mobilise ethical concerns and dissent, and explore potentially alternative possibilities.

¹ This project was funded by the Academy of Finland

La Salette Coelho, Centre for African Studies of the University of Oporto and Polytechnic Institute of Viana do Castelo

Title of Paper: Development Education (DE) Synergies. Learnings and challenges of collaborative processes

Abstract: In the current context of a growing globalisation and a constantly changing society, Development Education (DE) plays an important role in many educational environments and is currently a field of practice and research. This importance, and the lessons learned from the practices and the research, were expected to be reflected in public policies. However, some gaps are still verifiable to achieve meaningful research from real practise: Civil Society Organisations (CSOs) often have no time nor resources to systematise their learnings and Higher Education Institutions (HEIs) are often accused of being too theoretical and distant. Moreover, some literature highlights that, despite the scientific knowledge be very trusted, it is not so often considered by policy makers.

DE Synergies' project was thought to address these gaps, creating institutional dialogue and cooperation dynamics between CSOs and HEIs, to promote a collaborative learning process, that strengths the synergies and complementarities surrounding the investigation and the action in the DE field, to improve legitimacy within policy makers.

This paper, aims to analyse the relationship process built among CSOs and HEIs, identifying, through content analyses of documentation and interviews: the initial motivations and expectations of the participants in the project; the factors that have promoted or hindered processes of joint work and knowledge co-creation and the key learnings on the possibility of an effective collaboration.

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Kuang Wei, Department of Education, University of Nanchang, China

Title of Paper: Critical Pedagogy Practices in University in China's Mid-sized Inland City

Abstract: As background for development of the fourth year students who are studying to be teachers, this paper explores how to develop their self-leadership from the perspective of teachers in China. It narrates how an action study research project was arranged during a course named "research methods about education", and how this ignited students' self-leadership. By reporting on the teacher's practices and results about the action study research, this paper will inspire the readers to reflect on critical pedagogy and study and research practices.

Emiliano Bosio, Soka University, Japan

Title: Implementing Principles of Global Citizenship Education Into University Curricula

Abstract: The growing global interdependence that typifies our time calls for a generation of “fully- human” leaders who can engage in effective global problem solving (Andreotti, 2006) and participate concurrently in local, national, and global civic life (Ikeda, 2005).

Put simply, preparing students to be “valuecreators” and pro-actively participate in today and tomorrow’s world demands that universities cultivate their global competence (Anderson Simons, 2013). In this context, there is growing interest in Global Citizenship Education (GCE), signaling a shift in the role and purpose of education to that of forging more peaceful, tolerant and inclusive societies (Arakawa, 2013). Based on a mix-method research approach, this paper will first examine the discourse of international organizations, such as UNESCO’s Education Programme (2014-17), The United Nations (2013) and Oxfam (2006), in order to better understand efforts to promote GCE and its implications for teaching and learning.

Examples of curriculum approaches on global awareness-related subjects will then be introduced to identify how they address GCE, particularly the extent to which they are interdisciplinary, and encourage both a sense of global outlook and social responsibility (Appiah, 2008). A third level of analysis will comprise exploring how university teachers and students perceive and implement the particular concept.

Biography: Emiliano Bosio, Ph.D. Candidate in the Department of Curriculum, Pedagogy and Assessment (CPA) at University College London, UK. His work is centered around developing and integrating innovative approaches to Global Citizenship Education (GCE) into university curricula across Japan, the UK and the US. Born in Europe, Italy Mr. Bosio was educated at the University of Milan, Italy where he obtained a B.A. in Letter and Philosophy and then attended Soka University, Japan gaining a Master's Degree in International Language Education. Mr. Bosio's research embraces education policies for global citizenship, Intercultural - Communication/Adaptation, Second-Language Acquisition, Value Creating Education and transformative education.

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Gertrude Cotter from University of Cork, Ireland

Title: Exploring Development Education with University Students and people with Intellectual & Neurological Disabilities, using community-based-learning, digital-story-telling and radio.

Abstract: This paper is based on a critical ethnographical research project carried out with university students in collaboration with people with intellectual/neurological disabilities. It asks “what can educators learn about student and community-partners’ engagement in Global/Local Social Justice issues, through community-based-learning, technology-enhanced learning and radio”? Residents from care services attended six workshops on Global Citizenship Education with UCC students. Two students were also on work-placements alongside the researcher for six months. Participants developed radio shows, digital-stories and an archive based on a move out of institutional care into the community. They made links with projects in other countries and with asylum-seekers.

Biography: Gertrude Cotter is a PhD student at the School of Education, University College Cork and facilitates a Development Education Project for student teachers. She is holder of the Irish Research Council Scholarship for Teaching and Learning at Higher Education. She is the former CEO of the Irish Immigrant Support Centre.

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