

DEVELOPMENT EDUCATION UPDATE

Issue 2

March 2010

Welcome to the second newsletter from the Development Education Research Centre!

NEW OPPORTUNITIES AND CHALLENGES FOR DEVELOPMENT EDUCATION

Major changes are currently taking place in the funding and support for development education in England. The Department for International Development (DFID) and Department for Children, Schools and Families (DCSF) has recently agreed a joint strategy that has ministerial approval with the focus on embedding global learning within schools. Linked to this, DFID are planning to outsource to an appropriate consortium of organisations the delivery of this programme.

The Research Centre has played an active part in the discussions on this strategy and has been supportive of the general direction of the plans that have been outlined to date.

It has also been working closely with the DEA, the UK network for global learning, on these areas. We have recently endorsed their Global Learning Charter

For the Centre and the development education community in general these are exciting new times. A key challenge for the Centre therefore over the coming period is to ensure its activities, particularly in the research field, have some linkages with this new strategy.

Key to our plans is the need to ensure that the work we are currently undertaking and are planning enriches this new strategy with evidence of the impact of the global dimension within schools. Themes emerging from our current research demonstrates the following:

- need for greater clarity as to relative values of cross curricula and whole school approaches and connections to subject knowledge;
- over emphasis within a lot of programmes led by national development agencies on seeing activities by young people within schools as about supporting campaigns with little attention being given to promotion of critical thinking skills;
- the global dimension is a huge theme and to expect sudden and major changes within schools is unrealistic. Too much is expected of too many teachers too soon. More attention needs to be given to an ongoing programme of professional development and ideally identifying champions within schools who have specialist expertise which they could pass on to their colleagues.

Providing advice, support and consultancy to a range of non-governmental organisations continues to be an important part of the work of the Centre. Most recently the Centre has started a new consultancy with AWAD, an African women's organisation with their new DFID funded project on Cultural Explainers.

The Research Centre is currently planning to organise a major one day conference on these themes in the autumn aimed at academics and practitioners. Further information will be sent out about this conference in April.

Douglas Bourn,
Director
Development Education Research Centre

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DEVELOPMENT AWARENESS PROJECTS

STUDENTS AS GLOBAL CITIZENS

The project is progressing well, with each of the partner institutions moving forward with plans for the first year. The Royal Veterinary College is developing new curriculum and teaching plans for each year of the BVetMed degree, including opportunities for students to debate and discuss key global and animal health issues. Dr. Beverly Panto, who graduated from RVC in 2009, recently spent 5 weeks collecting video and audio interviews with veterinary colleagues in Kenya and Tanzania. These materials will be used in teaching sessions for second and third year students this spring.

With partners at the Institute for Global Health at University College London the project is developing a survey to assess first year medical students' awareness and understandings of global health concerns. The survey will provide an important baseline for future comparison and especially help to assess the impacts of current global health teaching in the programme.

Plans are also underway for a staff workshop at the School of Pharmacy, University of London. The workshop will be used to initiate discussion about the key topics and approaches which are needed to address global and development issues within the MPharm degree. It is intended that these discussions will feed into current work that the School is already undertaking to revise the programme's curriculum.

For further information on the project, please contact Nicole Blum, email: n.blum@ioe.ac.uk

GLOBAL LEARNING FOR GLOBAL COLLEGES

The Global Learning for Global Colleges project started this academic year, working with five FE / 6th Form colleges in London, Leicester, Bristol and Horsham. The project aims to demonstrate how understanding about global and international development issues is an important component of the curriculum and learning experience for all 16-25 year olds.

Four colleges have already provided information on what they are currently doing on Global Learning, both within the curriculum and also in extra-curricular activities, including partnerships overseas. We have made 4 visits to meet and brief staff interested in participating. One staff development workshop on Global Learning has already been held, with similar workshops planned for the other colleges later in the year.

College staff have also been asked to do an audit of the curriculum using a questionnaire addressing the different levels of Global Learning from awareness raising about global issues to changes in learning and teaching to focus on critical thinking about values and action.

The project will concentrate on working with the staff for the first year and then later look in more detail at what students learn. A project workshop will be held at the IOE in June in order to share ideas, compare notes and plan the next stages of the project.

For further information please contact Dr. Clare Bentall, email: c.bentall@ioe.ac.uk

GLOBAL DIMENSION TO INITIAL TEACHER EDUCATION

The Global Dimension to Initial Teacher Education project has initially been working closely with PGCE tutors in Business and Economics, Science, Geography and Modern Foreign Languages. These tutors have audited existing provision in their subject area and have highlighted the strengths and challenges of embedding the Global Dimension into their courses and specific subject area. The project will focus on analysing and evaluating the learning of trainees and tutors as they progress through the academic year gaining a full understanding of the breadth of the Global Dimension encountered in the PGCEs and in the trainees' placement schools.

Over 3 years, this project aims to encourage movement from one-off sessions on the global dimension to a more embedded feature of ITE. It will also support those to date not overtly engaged in the global dimension to embed learning about development and global issues as an integral component of all ITE courses at the Institute of Education. We will begin to work with other subject areas in the Summer term 2010 and develop the Global Dimension in ITE courses through a series of staff development workshops and seminars on the Global Dimension.

The project has been led by Dr. John Morgan, Reader in Geography at IOE and is supported by Hannah Li Ting Chung.

For more information please contact Hannah on H.LiTingChung@ioe.ac.uk

REPORT ON DGSP VALIDATION EVENT

The Research Centre has been working closely with the Global Schools Partnerships programme funded by DFID in terms of helping to train the trainers of their professional development programme for teachers.

The main focus of this has been

delivering a very successful two day programme last November for 60 trainers and facilitators, 30 of whom were from the UK and 30 of whom were from the South. All of the participants had to deliver a mini-training session that was then assessed by experienced

development education trainers. It is envisaged that a considerable number of these participants will now participate in the North-South Educational Partnerships module of the MA in Development Education.

MA IN DEVELOPMENT EDUCATION

The MA in Development Education is now in its second year, and is already receiving very positive feedback from students (see box). The programme is aimed at individuals who are responsible for managing and delivering development education or related programmes within NGOs, professional bodies and government departments. It is also suitable for professionals in teaching, youth work, and community, adult or higher education who apply development education principles within their work.

Participants are introduced to a range of perspectives and approaches to development education; explore and reassess the relationship between theory and practice in development education; and examine where and how development education contributes to broader educational and development policy goals in a range of societies.

The programme includes two required modules on development education: 'Principles and Practices of Development Education' and 'Development Education in the Era of Globalisation'. Both modules are offered in the autumn and spring terms. Participants can then choose to complete either two additional optional modules and a dissertation, or three additional optional modules and a shorter research report.

'The input of the tutors was always valuable and to know they were so accessible was encouraging. They always challenged us.'

[Development Education in the Era of Globalisation participant]

'I feel the structure of the course is excellent. I really have been on a journey and I know so much more...'

[Principles and Practices of Development Education participant]

'I liked the fortnightly structure; for those of us who are working as well as studying I think this helped to keep the module manageable in terms of organising time for study.'

[Principles and Practices of Development Education, Spring 2009]

Optional modules can be chosen from within the programme or from other masters courses at the Institute of Education. Optional modules in the MA in Development Education include 'Training for Development Education' (which runs for two terms in the spring and summer) and 'North-South Educational Partnerships' (offered in both the autumn and summer terms).

The MA can be completed either full-time over 1 academic year or part-time over 2 academic years, and students may start the programme in either the autumn (October) or spring (January) term. It is also possible to take any of the individual modules listed above as stand-alone short courses. Credits for completed short courses can be transferred to the MA programme, if participants decide to continue their studies at a later date.

For more information on the programme, and opportunities to join, please contact the course leader: Dr. Douglas Bourn
(tel) 020 3073 8309
(email) d.bourn@ioe.ac.uk

To apply, please contact: Recruitment and Admissions
(tel) 020 7612 6100
(email) admissions@ioe.ac.uk
(website) www.ioe.ac.uk/made

STAFFING NEWS

FRAN HUNT

Fran Hunt joins DERC as Research Officer on the global dimensions in initial teacher education project. For the past four years Fran has been working as Research Fellow for the DFID-funded Consortium for Research on Educational Access, Transitions and Equity (CREATE) and has been based at the University of Sussex. Her DPhil thesis was on citizenship in South African schools. Fran's research interests include citizenship, rights and democracy in education, student voice, inclusion and exclusion, teacher/student relations and schooling processes. Fran is also Reviews Editor for the international and comparative education journal, Compare.

HANNAH LI TING CHUNG

Hannah took up the post of Research Assistant working on the Global Dimension to ITE and Global Learning for Global Colleges projects at the beginning of December. Hannah has worked in NGOs delivering community projects and environmental education with young people. She has also trained as a Citizenship and Humanities teacher and continues to work in a secondary school in Bristol, supporting the Global Dimension and with the National Trust supporting their national youth programmes and engagement with vocational training providers including the Prince's Trust and FE colleges.

MARYLINE VIROT

Maryline Virot has been working as a research assistant at the Development Education Research Centre since January 2010. She is a masters student at the Institute of Education and come from Paris V University in France. In order to contribute to the DERC's work she began her research about development education in France (national politics and projects, school curriculum, NGO's actions...). She also makes a comparative work (France/UK) about the partnership between Unicef and schools in each country to teach the global dimension to children.

DOCTORAL RESEARCH

KATE BROWN

Young People, Global Learning and Global Citizenship

Kate's background is in Citizenship teaching and her interest in the academic field of development education developed from wanting to better understand what her students' took from Global Citizenship lessons. As a result, her research focus is on young people's learning about the wider world and their place in it. Six months ago Kate was appointed Schools Programme Manager at DEA, through which role she is learning a huge amount about the development education policy and practice context in England. Daily reflection on theory and practice in the field has prompted her to reflect on and broaden her thinking. She is currently exploring different avenues for her research, with possibilities of focusing on young people's learning about development and interdependence informally (e.g. through TV, internet and peers) or through specific development education interventions.

MAUREEN ELLIS

The personal and professional development of the critical global educator

This research seeks to explore the facilitators and obstacles in the development of those practitioners implementing the 'critical thinking' element in the global dimension in education, as outlined in DfES, Oxfam, and QCA guidelines and case-studies.

The research uses Timelines; the socio-psychological framework of Cultural, Historical Activity Theory (CHAT); and Rocha's Ladder of Empowerment; to collect data, in an attempt to contribute to the need for evaluation in the field.

LAURA JOHNSON

Towards a Model for Global Citizenship Education

Laura Johnson is a former civil servant and secondary school citizenship teacher. Through her doctoral research she aims to construct an analytical framework for global citizenship education and, using action research, to test this framework on two simulation-based

case study programmes which aim to promote global citizenship for secondary school students (11-18): an international Model United Nations programme and the mainly UK-based Commonwealth Youth Summits project.

ALISON LEONARD

School Linking: A Southern Perspective

This research has reached the mid-stage in terms of primary data collection; the final overseas visit to schools in Tanzania and Zanzibar should be carried out in April. Alison's intended time-line is to write up her Ugandan case as a peer-reviewed journal article, prior to seeking an upgrade from MPhil to Ph.D. Alison is teaching on the new module on North South Educational Partnerships for the MA Development Education course which supports her research and stimulates analysis and hopefully students' discussion groups.

JAMES TREWBY

Journeys to Engagement

This research is an attempt to begin with those who are engaged in the UK Global Justice Movement and ask them to report on the journeys which brought them to this point. James spent last term reading literature around social movements and contentious politics which helped him to develop a tentative framework. He is now exploring different approaches to narrative research.

CATHRYN AL KANAAN

Is Global Learning the Missing Element in Rural Sustainable Livelihood Approaches to Poverty

This research through an analysis of contrasting rural communities in Wales and Zanzibar will look at processes of learning in relation to power relations. It will look specifically at food sovereignty (the right to access food that is nutritious, sustainably produced and traded). The following research questions will be addressed;

- Can Global Learning strengthen capabilities and participation and engagement in decision-making processes
- Will this social learning process contribute to changing power relations

between participants and further actors?

- What are the implications of the observed social processes for Sustainable Rural livelihoods and supporting policies?
- Can Social Learning processes be empirically related to changes in rural governance systems?
- To what extent can global learning contribute to changing the rules, norms and power relations involved in cooperation between local and external actors subsequent to participating in the social learning.

SON GYOH

Reflexive Approaches to Development Education: A Discourse Analysis on Emerging Patterns of Knowledge Reproduction in Advocacy in the UK and Ireland

This research examines the widening gap between DE as a learner centred process and Advocacy as a reflexive knowledge process deriving from solidarity. Specifically, the study analyses how the attempt to draw clear delineations between development education (DE) and advocacy is resulting to a paradigm shift in textual meanings and underlying values. It explores how this process may have diminished the link between knowledge, solidarity and action as parts of a singular goal of challenging global inequality.

The research aims to undertake a critical discourse analysis of how the evidence of consistent public support for charity aid across EU DAC countries and the comparatively low understanding of global development issues may be reflective of changing cognitive lexicons. It attempts to develop a theoretical link between DE and Advocacy as 'knowledge centred' processes of interactive learning and dialogue within the context of current models of Internet presence of NGO advocacy. The objective of the research is to develop the concept of *knowledge based advocacy* unique to global learning and the need for reflexivity in learning and knowledge 'reproduction' processes that afford greater opportunities for reflection and action beyond tacit support for charity aid.

For more information please contact
Guy Benton (g.benton@ioe.ac.uk)

CONSULTANCY AND RESEARCH

GLOBAL PERSPECTIVES IN FURTHER EDUCATION

The Centre continues to be involved in undertaking research for Learning and Skills Improvement Service (LSIS) on Globalisation, Further Education and Training. The main focus of this research has to be review through a series of case studies, ways in which colleges and other training providers were responding to the challenges of globalisation in terms of the form and content of the learning taking place within their institutions.

Key themes to emerge from this research have been that whilst a number of colleges and other training providers are responding to the challenges of globalisation within their courses and wider provision, much of this is done because of enthusiasm of individual members of staff, outcomes of partnership programmes with training and educational bodies in the third world or from local social, economic or cultural influences. A major gap emerging is the lack of recognition by curriculum and awarding bodies of the need to re-think courses and qualifications to take account of globalisation and the importance of global skills.

The outcomes of this research will be published in July 2010.

The Centre is also working with the Association of Colleges on a professional development programme linked to their International Charter.

See http://www.aoc.co.uk/en/Policy_and_Advisory_Work/aoc_international/globalising_the_college.cfm for further details.

AFRICAN CULTURAL EXPLAINERS

The Research Centre has recently agreed to work with African Women's Arts for Development with their DFID funded project on raising the understanding and capacity of teachers to deliver the awareness of African perspectives within formal education. The Centre's role is to organise and deliver the training of African educators who will be working within schools and museums.



The aim of the project is to help prepare young people to understand globalisation and the interdependent world they will inherit. Through African eyes teachers will gain greater confidence and understanding of development awareness, and a readiness to involve African/Southern Explainers as partners in delivery of global work in schools, museums and libraries.

AWAD as a leading African/southern arts and development education organisation believes that the contributions of experienced knowledgeable African-southern people living in the UK will reach audiences that will help increase understanding of global issues.



For further information about the project, contact Mama Toro, email: awaduk@btinternet.com

OTHER CONSULTANCY AND RESEARCH PROJECTS

The Centre is continuing to be involved in supporting Engineers Against Poverty with their DFID funded project on the Global Dimension to Engineering Education. It is also supporting People and Planet with their development awareness programme in further and higher education and Relief International with the Citizenship Foundation in their Act Global project.

Since May 2009 the Centre has been undertaking a research project for VSO on how returned volunteers are taking forward their enthusiasm and passion in development upon their return to the UK. This research is taking the form of interviewing these returned volunteers every 3 to 4 months on what they are doing with their lives and what engagement they might be having with development awareness.

MONITORING CURRENT RESEARCH

A key role for the Centre is to monitor research taking place on development education and related research on global learning, global perspectives, global citizenship and education for sustainable development. The plan is for the Centre to publish, probably twice a year, a briefing publication which will summarise recently

published research, current projects and a list of recently published related academic articles. At a time when there is increasing pressure from policy makers and funders to measure the impact of programmes, we hope this publication will be an invaluable resource for academics and practitioners around the world.

This publication is being edited by Fran Hunt and if you have, or know of, relevant material for this publication which is probably going to be called Development Education Digest, contact her on f.hunt@ioe.ac.uk or derc@ioe.ac.uk We are anticipating that the first issue will be published in May 2010.

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DERC STAFF PUBLICATIONS

INTERNATIONAL JOURNAL OF DEVELOPMENT EDUCATION AND GLOBAL LEARNING



Issue number 4 of the Journal which is edited by Douglas Bourn from the Centre was published in December 2009. The issue contains three main articles : Development Paradigms and development education in context of Maori education by Joanna Kidman; Review of Funding and Support for Development education in Norway by Arnfinn Nygaard and Global Learning in the Third Age by Annette Scheunpflug, Gregor Lang-Wojtasik and Claudia Bergmuller.

To subscribe to the journal go to www.trentham-books.co.uk or email: tb@trentham-books.co.uk

ENVIRONMENTAL EDUCATION RESEARCH vol.15, no. 6:

- **Nicole Blum** - *Teaching science or cultivating values? Conservation NGOs and environmental education in Costa Rica*
- **Douglas Bourn** with Chris Shiel from Bournemouth University - *Global Perspectives; Aligning Agendas*

OTHER ARTICLES AND BOOK CHAPTERS

Douglas Bourn has been involved in writing a number of articles and book chapters on global perspectives in higher education which are due to be published soon.

These include:

- Development Education, Education for Sustainable Development, Global Citizenship and Transformative Learning with Alun Morgan in *Higher Education and Global Inequalities*, edited by Elaine Unterhalter and Vincent Carpentier and published by Palgrave
- From Internationalisation to Global Perspectives in *Higher Education Research and Development*

Nicole Blum has recently co-authored a paper with Colin Bangay (DFID) for the *International Journal of Educational Development* entitled 'Education responses to climate change and quality: two parts of the same agenda?'. The paper is now available online and will be published in the journal in early 2010.

EVENTS

DERC/ CCCI SEMINAR

Tuesday 23rd March, 1.30-4.30pm

'Lifelong Learning and Education for Sustainable Development and Global Citizenship' with Dr. John Blewitt, Aston University and Dr. Jane Ward, NIACE at the LIDC, 36 Gordon Square.

GLOBAL DIMENSION WORKSHOP FOR TEACHERS

Tuesday 13th April, all day

As part of a new Institute initiative, the Spring School, the Research Centre is running a one day workshop on the Global Dimension on Tuesday April 13th. The workshop is aimed at both primary and secondary school teachers and will look at a range of methodologies and approaches, including a critique of recently published resources. For further details about this workshop and others being run from 12th to 16th April, go to www.ioe.ac.uk/springschool or email: springschool@ioe.ac.uk