Importance of Research and Building Evidence on Impact of Development Education

When the Development Education Research Centre was established in 2006 a priority was to establish development education as a well-respected area of research within education. Since then we believe we made some progress with this through a range of publications, research projects and events. However we feel that not sufficient addition is being given by both educational practitioners and academics to building bodies of evidence that demonstrate the impact of development education particularly to broader educational and learning goals.

With this in mind the Centre is planning over the coming months to convene a series of consultation discussions through both a planned seminar and an online forum to identify potential areas of priority that could form the basis for collaborative research. Current areas being considered include:

- What does a Globally Minded School look like?
- How do university students within a range of professionally based courses take forward their enthusiasm and interest in global issues into their profession?
- Does school linking contribute to increasingly pupils’ understanding of the wider world in the Global North and the Global South?
- What does Global Learning look like within further education colleges?

We will be announcing details about these discussions in April. If you would like to contribute to the discussions by outlining some first thoughts and ideas, please contact d.bourn@ioe.ac.uk

Douglas Bourn
Director, Development Education Research Centre
Development and Development Education Conference

On January 23rd this year the Centre held a very successful one-day conference on Development and Development Education. It was attended by 125 people including teachers, teacher educators, NGO workers, academics and policy-makers. A feature of the day through plenary presentations from Matt Baillie Smith and Bala Thakrar was to review where development education practices related to critical perspectives on development. This theme was addressed also within the final session on impact with contributions from DFIDA, European Commission and IOE academic staff.

The conference included 4 academic seminars covering differing aspects of the debates on development and development education with a series of 6 afternoon workshops that look at specific themes in some depth.

The main presentations from the conference will be available on www.ioe.ac.uk/derc from the end of April.

Feedback from the conference

Here are what some of the attendees expected to gain from the day:

'I've recently started work in education dept of development agency (after 11 years in secondary teaching) so wanted to learn more about Dev Ed and surrounding issues and met them to a large extent.'

'I am a medical student with a degree in International Health & Development. Very interested in DE and feel that this is grossly lacking from UK curricula and medical school. Wanted to learn about the field and latest developments and debates and it met them.'

'I am a primary Headteacher very committed to global learning (I was in pilot group of NANT/VSO school leaders placements and spent a very successful and interesting 3 months in a school in Rwanda, following which I set up global partnership that is still flourishing 5 years later). I am doing Masters dissertation (Middlesex) on whether GD in curriculum can help raise standards CSATS and attitudes, knowledge, skills etc. I hoped to gain greater insight into issues regarding GD and Dev Ed. (Also considering further VSO on retirement) and it exceeded expectations.'

Other comments on the day:

'I thought this was an incredibly thought provoking, engaging and interesting conference, with a great mix of speakers and presenters.'

'Some really interesting discussions in the seminars and introductory talk helped to set the scene of where DE has come from and raised some questions about where it will go from here.'

Response to the question ‘To what extent were your expectations fulfilled?’

- Not at all, 0%
- In part, 15%
- To a large extent, 40%
- Exceeded expectations, 23%
- Yes, 22%
Development and Development Education Conference

Ratings for the morning sessions

- Andy Egan and Firoze Manji ‘Development Education and Development: Propaganda for Empire or Critical Literacy for Liberation?’
- Roisin McEvoy (University of Ulster) ‘Development education methodologies for Development Studies: exploring the tensions and possibilities’
- Fran Martin (University of Exeter) ‘Global Partnerships and Study Visits’
- Cathryn Al Kanaan (Institute of Education) ‘Social Learning for Global Social Justice’

1 is poor and 5 is excellent

Ratings for the afternoon sessions

- Matt Baillie-Smith
- Bala Thakar
- Roisin McEvoys
- Fran Martin
- Al Kanaan

Volunteering and Engagement, Global Perspectives, International Partnerships, Young People and Int. Dev., Global Learning at Post 16, Dev. in the School Classroom.
Forthcoming Research Reports

Development education and global learning have often been perceived within schools as about promoting distinctive values such as social justice or concepts like global citizenship but not necessarily related directly to subjects and subject knowledge. In light of the UK government’s education priorities around return to the importance of subjects within the curriculum, where does this leave global learning? Douglas Bourn brings together a range of research from students at the Research Centre to look at what is the relationship between global learning and construction of knowledge and contribution to the subject based curriculum. This report will be launched at the end of April 2012.

Global Learning and Primary Schools Research

The Development Education Research Centre is carrying out research into global learning in schools in England - in particular we are focusing on the impact of global learning on pupils' learning. It's a focus that came out of a consultation exercise with teachers, head teachers, Development Education Centres, NGOs and academics. The research will also map global learning initiatives in schools and identify factors which support global learning and global learning impacts.

The research is important because little quantitative data has been collected on global learning in schools. Most research on the impact of global learning is small-scale and anecdotal. We want to map a realistic picture of global learning in England which will inform schools, training providers and policy makers about its benefits and drawbacks.

A major part of data collection for the research is an online questionnaire survey targeted at people working in schools – teachers, head teachers, deputies, etc. So far we have almost 200 responses from primary schools with some interesting results emerging. We are also carrying out small scale qualitative work with primary school children and interviews which unpack some of the questionnaire responses in more detail. Secondary data on impact from other sources, including DECs, will also be included.

Analysis of data will take place over the next months and a DERC research report will be produced by July. Questionnaire data from secondary schools will be developed into a separate DERC research report. It is hoped results of the research will feed into policy discussions around the role of global learning in schools.

For further information contact Fran Hunt at f.hunt@ioe.ac.uk

Research for Link Community Development

The DERC has recently completed a mid-term evaluation for Link Community on their European Commission Partners in Development project. The outcomes of this evaluation alongside earlier work undertaken by the Centre on the impact of linking on rural schools in Uganda will be shortly be published in one publication. Key themes to emerge from both studies is the contribution a partnership can play for the Southern school in terms of improving the quality of their teaching and learning, self-esteem and greater community involvement. For schools in the Global North, the links have contributed to building awareness and understanding of development themes. However unless there are resources and engagement by the teachers in professional development opportunities, there is evidence that all too easily pupils perceptions of their peers in Africa could remain stereotypical and patronising.
**Development Awareness Projects**

**Students as global citizens**

This DFID-funded project has recently entered its final ‘dissemination stage’. Coordinated by the Centre in partnership with the Institute for Global Health at University College London, Royal Veterinary College, School of Pharmacy, and London International Development Centre, work is underway to share knowledge and ideas to have arisen from the project’s research over three years, now largely completed. Key findings to date have included: current and potential location of development issues in the medical, pharmacy and veterinary curricula; advantages and disadvantages of integrating global learning within core curricula, as opposed to optional module(s); the diversity of student perspectives on teaching about global and development issues – with some students connecting enthusiastically with its “relevance and importance” for their studies and profession, and others seeing it as a “distraction from the core”; the importance of compiling and developing effective teaching methodologies for global learning (specifically in the context of large student year groups), as well as a need for these to include concrete examples of the global dimension not only in distant locations but also in local health contexts. A ‘Global Vet’ and ‘Global Pharmacist’ publication are in the planning stages, as well as materials to assist medical undergraduates identify global health options and linkages within offered courses. The Centre is also looking to produce an article bringing together key learning from across the medical, pharmacy and veterinary disciplines involved in the project.

In February 2012, project staff co-organised the conference ‘Transformative Education Conference for Global Health: Preparing Professionals for an Interdependent World’ at which around 100 health academics met in London to explore global dimensions of education for health professionals, and Dr Doug Bourn, Director of DERC, gave a presentation drawing upon the project’s experience; the Centre’s Development Education conference in January 2012 also included a workshop looking at Global Perspectives for Global Professions. As the project nears its official end, partners are exploring options for how best to sustain progress; there is a keen interest to continue some form of cross-institutional collaboration, with students and academics both feeding-back that a particularly rewarding aspect has been the opportunity to learn from and work alongside other inter-connected disciplines.

For further information on the global and development dimensions of the veterinary profession, please refer to: www.rvc.ac.uk/Global/Development, and for the medical profession: www.ucl.ac.uk/global-health

For further information about the Students as Global Citizens project, please contact Emily Slater, e.slater@ioe.ac.uk, or, from July 2012 onwards, Nicole Blum, n.blum@ioe.ac.uk

**Global dimension in initial teacher education**

The project is now in its final year and is continuing to work with various PGCE subjects at the Institute of Education to embed the global dimension in their training as well as celebrate and disseminate the project achievements over the last couple of years. The Religious Education course has introduced a new discreet training session for student teachers on the global dimension and has shared lessons from the project with their advisory board and school mentors. The Music PGCE course has introduced a task for the student teachers’ and their mentors during their second school placement. The student teachers must prepare a globally-themed music lesson and share their lesson plans with each other through an online discussion space. These are both great ways of preparing teachers for an increasingly global 21st Century. This year we have also been talking to tutors and student teachers on the Citizenship, History and English and Drama PGCE courses to better understand their current practice, understandings of the global dimension and opportunities to embed global learning in their courses.

We presented learning from the project at the DERC conference in January 2012. We look forward to further dissemination from this large research project at education conferences this year and through publications including a practitioner’s handbook, academic articles and an edited book.

Contacts: F.Hunt@ioe.ac.uk and H.McGough@ioe.ac.uk
It has been a busy final year for the Global Learning for Global Colleges project. This year we have supported two colleges, new to the project, as they develop ways of engaging their students with global learning. One college has developed a series of tutorial sessions to boost the global understanding of their language students. The other is taking a group of student volunteers through a work-skills programme to develop their skills in volunteering and fundraising for a college partnership with Cameroon. We have continued to work with four other colleges who have continued to develop global aspects of their curriculum, extra-curricular events and international partnerships. These cover an extremely wide range of qualifications from Foundation Art to A-Level Physics. In addition we have conducted interviews with college students who travelled to the Gambia in the February half term and students who have completed an Extended Project Qualification on a global theme. These have provided unique insights into the motivation and experience of students involved in the project.

We presented learning from the project at the DERC conference in January 2012 and are currently writing the first academic article from the project for publication in an academic journal. Further publications and dissemination events will be finalised over the Summer and Autumn terms.

Contacts: C.Bentall@ioe.ac.uk and H.McGough@ioe.ac.uk
Masters Programme in Development Education

The Institute of Education is currently taking applications for the masters programme in development education that will commence in October 2012. The course, which is run by staff from the Research Centre, has been in existence now for four years and is primarily an online course which means students can partake in the programme from all over the world.

The course aims to introduce the student to:
- A range of perspectives and approaches to development education
- Develop, through critical reflection, the skills needed to reassess the relationship between theory and practice in development education
- Examine where and how development education contributes to broader educational and development policy goals in a range of societies.

In addition most students undertake the two optional modules recommended for the course:
- Training in Development Education
- North-South Educational Partnerships

The course is based on 4 modules and a dissertation or 5 modules and a report (a shorter dissertation). All students undertake the two core modules:
- Principles and Practices in Development Education
- Development Education in the Era of Globalisation

The current course has students from a wide range of professional backgrounds including teachers, workers within major corporations, NGO practitioners, freelance trainers, local government workers and employees of major international bodies. The views of some of the students on the course to date are mentioned below.

Quotes from current students

‘It is a course for you if you feel unsure about teaching about global issues and wish to engage with concepts such as global poverty and sustainability’

‘Before I started the course I had a view of development education from an NGO and perhaps more activist perspective. The course has led me to see development education in a more holistic way and to see it above all as an approach towards learning’

‘I have enjoyed the online aspects of the course - much more so than I had expected. It has enabled me with English not being my first language, to reflect on my views and to contribute to the discussions more effectively’

‘Having students from all over the world on the course has enabled me to see the importance and value of multiple perspectives’

‘As a secondary school geography teacher the course has enabled me to make concrete the global learning within geography and the wider curriculum’

‘It is incredible to be involved in a learning experience where we are discussing global issues and are able to learn from the experiences of people working and living all over the world. We are able to listen to people’s personal experiences as learners, as well as experiences as education practitioners from a truly global perspective reinforced by an incredible range of academic resources which are at our fingertips. At the moment we are exploring Development Education Policies and Practices in Diverse Countries, it has definitely been a highlight of the course so far, being able to read such a broad range of academic case studies specifically exploring global citizenship in different countries across the world and then discuss them from people own personal experiences of their country of origin and or country where they are living now.’

‘It has been really valuable to be able to undertake joint as well as individual tasks with other MA students. The collaborative nature of the course makes the learning experience really positive with students sharing their experiences, resources and provoking discussion and critical reflection of the work we are exploring. I also really enjoyed the opportunity to access the Learning to Read Through Others Eyes online course exploring development and education issues which opened up these discussions to more students across the world.’

For further details about the course contact: d.bourn@ioe.ac.uk or go to: http://www.ioe.ac.uk/study/PMM9DED9IM.html
Consultancy Projects

Asian Foundation for Philanthropy

The Research Centre is currently advisor and evaluator to the Asian Foundation for Philanthropy’s DFID funded project - Gyaan Yaatra - Knowledge Journey.

Asian Foundation for Philanthropy (AFfP) is a UK based charity that was established in 2004 with the aim of linking British Asians with innovative social change initiatives in India. The aim of the Project is to engage and build the capacity of a team of British Asian Development Ambassadors (DAs) so that they are equipped with an in-depth knowledge and understanding of challenges and prospects for development and poverty reduction, global consequences of poverty.

The main features of the Project are:
- The training of these Development Ambassadors
- Online portal site on development issues with opportunities for sharing ideas and debating key issues.
- Support to the DAs to run events and raise awareness and understanding within their community on global and development issue.

Key to the success and impact of the project are the support, training and delivery programmed of the Development Ambassadors. The project aims to have recruited 30 DAs during the life of the project who will then organise at least three events each for their wider community. It is also envisaged that the Project will have a wider impact on the Diaspora Indian community in terms of raising awareness and understanding of the MDGs and their relevance and important to current situation in India.

To date 26 have been recruited to the programme through 2 cycles of recruitment and the overwhelming majority staying involved. The training provided has covered both knowledge about development issues and skills to engage their wider community. This training has had a positive impact upon the DAs. They all feel they have increased depth of understanding, have gained skills how to communicate with others and a number of organised successful and well-received events.

However the number of events the DAs has organised to date has been much less than was envisaged. This is in part due to confidence from a number of them in terms of sharing their learning with others but also due to practicalities within their own lives. The DAs are all volunteers and many of them lead very busy lives.

For the DERC, this evaluation and work with the Asian Foundation has raised important questions that it is keen to discuss further in the future. They are:
- specific features of engaging diaspora communities in learning and engagement in international development issues;
- role of volunteering-type initiatives like this as a mechanism for engaging broader civil society debate in development
For details about the Gyaan Yatra project go to: http://gyaanyatra.affp.org.uk

Swedish Committee on Afghanistan

The DERC facilitated a seminar for the Swedish Committee on Afghanistan in London on evaluation and development education related to their European Commission funded project on MDG awareness project for school children and teachers. The seminar brought together 28 participants from a wide range of sectors involved in DE, actors from authority level such as Ministry of Education/ Development Cooperation and various education institutions as well as Teachers and Trainers from all four countries involved in the MDG awareness project. The project connects more than 120 schools in Europe and Afghanistan.

A key theme that emerged during the day was the specificity of working with schools in Afghanistan. It is a very poor country and its educational infrastructure is weak. For schools in the Global North, there are challenges about perceptions many pupils may have of people in Afghanistan. There is also the added issue that several European countries have military troops on the ground in the country.

For further information about this project go to: http://www.afghanconnection.org/index.php/project-updates

Global Dimension to Engineering Education

The Centre continues to be closely involved in the Engineers Against Poverty DFID funded project on Global Dimension to Engineering Education. This has included advising on resources, professional development and speaking at a joint EAP/Engineers Without Borders conference held at University College, London on 26th March.

Further details about the project can be found at: http://www.engsc.ac.uk/global-dimension
Internationalisation at IOE

The DERC in collaboration with other staff from the Institute, most notably Dr Lesley Gourlay have been working on a major new initiative to promote themes around internationalization and global perspectives across the institution. The Institute is committed to promoting an approach to its teaching and learning that recognises and values viewpoints and perspectives from around the world. To be a 'global' institution, the initiative is encouraging all to staff consider how its curricula enable all of its students (home and international) to be able to relate their learning to their own experiences, needs and contexts. In a globalised world, educationalists need to have the knowledge and skills to respond the learning needs from a diverse range of social and cultural backgrounds and to be able to address differing value bases. Internationalisation can incorporate many different themes and areas but at the Institute the following areas are being suggested as the basis for discussion by programme and research teams, departments and faculties.

- How do you reflect different cultural constructions of knowledge in your courses and programmes?
- In what ways do the learning outcomes from your programme include global perspectives?
- In what ways do you ensure that the language and vocabulary you use is accessible to all students?
- How do you make sure your assessment processes recognise the full range of your students' backgrounds and experiences?
- How do you make sure that all your students feel equally valued and supported?
- What teaching approaches do you use to engage all students?
- To what extent is your team culturally diverse and our opportunities available for all staff to bring in their own personal experiences and perspectives into the curriculum and programme?
- Do you make full use of or engage in dialogue with partners you may have elsewhere in the world? If you do engage in international partnerships, how do you ensure they include a mutual learning component?
- In your courses and programmes, how do you ensure that the case studies and examples including examples from elsewhere in the world and reflect different perspectives and voices?

For further details about this initiative contact d.bourn@ioe.ac.uk or l.gourlay@ioe.ac.uk

Global Citizenship as a Graduate Attribute

The DERC have been a partner in a ESRC seminar series on the theme of Global Citizenship as a Graduate Attribute. The final event of this seminar series is a major conference on Theorising Global Citizenship as a Graduate Attribute that will take place on Friday 25 May. For further details about this event and the papers from the seminar series go to www.wlv.ac.uk/globalcitizen

OSIER Website

In December 2011, the research centre hosted the launch of the OSIER project (Open Sustainability in Education Resource) website. This site is concerned with the open sharing of resources for the teaching of sustainable development and global citizenship. With its academic partners, OSIER has built an online repository containing a large body of teaching and support resources to help with the sustainability and citizenship curricula in all four nations of the UK. The repository is open for all users, both to access materials and for submission of new resources. All materials are fully accessible and re-usable, and made available under a Creative Commons licence.

For further details about the project and the resource go to www.osier.ac.uk

Partnership between Research Centre and Universidad Pablo Olavide, Seville Spain

The Research Centre has recently agreed a new partnership with Pablo Olavide University in Spain. This university is one of the leading higher education institutions engaged in teaching and research on development education in Spain. It runs a very similar Masters programme to that run by the Centre on development education. Staff from the Centre have already been involved in teaching on their course. Future collaboration includes plans for joint seminars and joint publications and sharing of modules from the masters programmes.
I have recently joined the institute from Chiba University in Japan and am quite intrigued by the spirit and dynamics of the institute. I have already met some of you but I would like to introduce myself as a new visiting research associate.

My specific research theme is students’ learning process of cooperative problem solving in contemporary tasks such as poverty, gender issues, human rights and issues from globalization.

Right now, I am doing research on an ESD program for pre-teacher education. In this fiscal year, Japanese schools just started ESD under the new national guidelines. There are currently very few specific classes for teacher training in Japanese universities and training courses for teachers in school are underdeveloped.

Limited research has been reported about models for enhancing pre-service teachers’ skills in ESD so I have proposed a trial program named “PIP (Projection Images by Photography)-method program”. This Model including the PIP for self-reflection was developed on the basis of the action research model. I’ve got many interesting results from this trial ESD model and I would like to share details in a seminar which will be held on 28th March.

If you are interested in pedagogies of ESD for students and pre-teachers, please contact me at S.Nakayama@ioe.ac.uk

I would like to send my regards to all of you.

Setsuko NAKAYAMA
The International Journal of Development Education and Global Learning edited by staff based at the Research Centre continues to grow from strength to strength. Its tenth issue has the following articles:

- A Mile Wide and an Inch Deep: Surveys of Public Attitudes towards Development Aid - David Hudson and Jennifer van Heerde Hudson from UCL, London
- An Ethics of Recognition in Global and Teacher Education – Steven Camicia, Utah State University
- Developing a Global Citizenship Education Programme for Three to Six Year Olds, Rowan Oberman, Fionnula Waldron, St.Patrick’s College Drumcondra, Ireland and Sheila Dillon, Trocaire.

Details about subscriptions for the Journal and individual issues can be obtained from www.trentham-books.co.uk/journals

Forthcoming Events

March 28th  Setsuko Nakayama, ‘Education for Sustainable Development and Teacher Education: Japan Case Study’
May 9th  Audrey Bryan, St.Patrick’s College, Drumcondra, Ireland

‘The Placebo Effect: Development Education and the Discursive Construction of the ‘Good’ Citizen in Neo-liberal Times’

Audrey will link some of the findings from the ‘Learning to read the world report’ to her more recent work on youth activism, and the implications of how ‘taking action’ is defined within dominant models of citizenship.

May 14th  Seminar on Future Research Priorities for Development Education in UK
July 9th  Workshop for Teachers on Global Teacher Award, Clarke Hall, IOE

Further details from g.benton@ioe.ac.uk

The Research Centre was established at the Institute of Education, University of London in 2006 with funding from the Department for International Development. Its purpose is to act as the knowledge hub for research and learning about development education.

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