



The newsletter of the Development Education Research Centre

## Development Education

# UPDATE

Issue 7 October 2013

## Development Education and Global Learning

Terms such as 'global dimension', 'global citizenship', 'global learning', 'education for sustainable development' and 'development education' are referred to within the research and practices on how we learn and understand our engagement with wider world issues. A feature of the work of the Development Education Research Centre since it was established in 2006 has been to clarify what these terms mean and encourage greater rigour as to their usage. With the introduction of the DFID funded Global Learning Programme for England in 2013, the need for clarity around these terms has become more important.

The Centre is proposing that Development education should be positioned as a pedagogy of global social justice based on a sense of a global outlook, understanding of power and inequality in the

world, belief in social justice and a recognition of the importance of critical reflection and dialogue and the impact of this on personal and social transformation. Global learning could be seen as the application of this pedagogy to formal education environments which may take different forms with different ages and with different curriculum subjects.

In the coming months the Centre on behalf of the Global Learning Programme will be producing a series of publications to clarify this approach and what it means in practice for teachers and educators.

**Douglas Bourn**

Director of Development Education Research Centre

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## Update on Recent Activities of the Centre

### Debate on Global Learning



In June 2013, Douglas Bourn and Alex Standish debated the Future of Global Learning. The session was chaired by Professor David Lambert and over a hundred people attended. A video of the debate is available at:

[www.ioe.ac.uk/derc](http://www.ioe.ac.uk/derc)

### Website on International School Partnerships

International school partnerships have become an increasingly important feature of the educational landscape in the UK in recent years. The Centre has published a series of Research Reports on this area to help educationalists assess the value and impact of these partnerships. In addition Dr. Karen Edge at the Institute has undertaken a series of research and evaluation studies for the

British Council and NGOs on partnerships. Dr. Edge has now brought together the evidence from these studies into a toolkit for educationalists on how to evaluate and assess international school partnerships. This toolkit can be seen at:

<http://internationalschoolpartnerships.ioe.ac.uk/>

### Internationalisation within Institute of Education

The Institute of Education, alongside many other universities in the UK, been looking at its internationalisation strategy, how its courses, research and general support to students can reflect the globalised nature of the world within which we are now studying. As a result a website has been produced to showcase examples of practice both within IOE and other institutions in the UK and elsewhere in the world. A feature of this website is to pose the extent to which courses are 'inclusive' and take account of the needs, approaches and experiences of increasingly broad and internationally student cohorts. A website has been produced to support this work which team from the Centre have been involved with. The website address is: <http://intercurr.ioe.ac.uk/>

### Evaluation Team

The Research Centre is often asked to undertake or support NGOs with evaluating their projects. The Centre has a strong track record in this area having over the past three years

completed evaluations for Link Community Development, Relief International, Asian Foundation for Philanthropy and Plan International.

To respond to future requests, the Centre has recently developed a new team of academics across the Institute with experience in undertaking evaluation across a range of projects within education. If you or your organisation would be interested in using this consultancy evaluation service please contact Doug Bourn at [D.Bourn@ioe.ac.uk](mailto:D.Bourn@ioe.ac.uk)

### British Council Connecting Classrooms Programme

The Centre continues to be involved in supporting this programme through validating the trainers and deliverers of the Global Citizenship professional development courses for teachers around the world. Details about the programme can be found at: <http://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms>

# Global Learning Programme



The Global Learning Programme for England (GLP) is a groundbreaking new programme which will create a national network of like-minded schools, committed to equipping their students to make a positive contribution to a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.

The programme supports teachers to help their students learn about the challenges our world faces and think critically about how to deal with issues such as poverty, inequality and sustainability. It helps students make sense of the world in which they live and to understand their role within a global society.

The GLP has six core aims:

- To help young people understand their role in a globally-interdependent world and explore strategies by which they can make it more just and sustainable;
- To familiarise them with concepts of interdependence, development, globalisation and sustainability;
- To move them from a charity mentality to a social justice mentality;
- To stimulate critical thinking about global issues both at a whole school and at student level;
- To promote greater awareness of poverty and sustainability;
- To enable schools to explore alternative models of development and sustainability in the classroom.

The Global Learning Programme is funded by the Department for International Development. It is managed by a consortium of leading global learning and educational organisations: Pearson (lead), Geographical Association, Institute of Education, Oxfam UK, Royal Geographical Society, SSAT and Think Global. The programme runs from 2013 to 2017.

The Institute of Education leads on two work streams for the programme: Continuing Professional Development and Research and Evaluation.

The workstream focusing on professional development involves ensuring the quality of professional development in the area of development education and global learning across the programme. This involves a number of activities, including:

- Training the core team of National leaders and local advisors
- Training the expert centre coordinators
- Providing an individual CPD route for expert centre coordinators with SSAT called GLP Lead Practitioner accreditation.
- Providing support for third party providers of CPD within schools and developing an approval process for their CPD offers.

Clare Bentall leads on the professional development workstream and can be contacted at: [c.bentall@ioe.ac.uk](mailto:c.bentall@ioe.ac.uk). Emily Slater supports Clare in this workstream: [emilyscarpa24@hotmail.co.uk](mailto:emilyscarpa24@hotmail.co.uk)

The workstream on Research and Evaluation has four strands:

- Quantitative data will be collected from schools via a Whole School Audit which has developed and is part of the registration process onto the GLP.
- Teachers will be able to track pupils' learning via the Pupil Assessment Tool which is currently being developed and will be online early next year.
- The Innovation Fund supports teacher-led research and applications from teachers are welcomed.
- A series of qualitative research studies are being developed and will involve research with pupils, school leaders and teachers in a range of schools.

Fran Hunt leads on the research and evaluation workstream and can be contacted at: [f.hunt@ioe.ac.uk](mailto:f.hunt@ioe.ac.uk)

For further information and to find out how you might get involved in the GLP go to:

**Website:** [www.glp-e.org.uk](http://www.glp-e.org.uk)

**Email:** [glp@pearson.com](mailto:glp@pearson.com)

**Twitter:** @glp-e

## Research on Global Perspectives for Health Professionals



The Development Education Research Centre began a research collaboration with UCL Institute for Global Health and School of Pharmacy, the Royal Veterinary College and the London International Development Centre in 2009. The '[Students as Global Citizens](#)' project set out to explore methods for integrating global learning and perspectives into undergraduate criteria for medicine, pharmacy and veterinary medicine.

One of the key outputs of the project was a series of research

reports: [The Global Doctor](#), [Veterinary Students as Global Citizens](#), and [The Global Pharmacist](#). The last of the series will be launched at an invited symposium at the UCL School of Pharmacy on 3 December 2013. Douglas Bourn and Nicole Blum also published an academic article in the journal *Compare* which was based on this work and related work with other professions (see the list of New DERC Publications below).

A range of further academic publications exploring the lessons learned from the project are also planned for the future.

Although funding for the project finished in 2012, the partners have continued to collaborate both formally and informally. Most recently, this has included several joint proposals for further funding aimed at continuing our research and teaching activities. In August 2013, for instance, the team won a small grant from the UCL Targeted Education Development and Innovation Fund to conduct an evaluation of some of the new global health teaching and learning activities introduced into the medical curriculum (MBBS) this year. These were co-developed by colleagues at UCL and IOE as a direct result of the work of the Students as Global Citizens project. The evaluation will take place later this academic year. We are also continuing to pursue further funding from other sources.

## Asian Foundation for Philanthropy – Evaluation of Gyaan Yatra

Earlier this year, the Development Education Research Centre completed a final evaluation of the [Asian Foundation for Philanthropy](#)'s Gyaan Yatra project. The project was funded by the Department for International Development (DFID) through their Development Awareness Fund, and ran from April 2010 until March 2013. The overall aim of the project was to engage and build the capacity of a team of British Asian Development Ambassadors (DAs) and Fellows, 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, and international efforts to reduce poverty including the Millennium Development Goals (MDGs). The project also aimed to create strong networks and produce materials that could be used in the longer term to engage Indian diaspora communities in debates and discussions on international development.

The evaluation concluded that the project was an excellent example of how to engage members of diaspora communities in development education by (i) building on existing social and cultural perspectives, and (ii) focusing on a learning approach that encourages debate, dialogue and critical reflection. Another innovative feature of the project, and of AFP's work more generally, is the innovative use of communication tools to promote greater understanding of development issues. This included an online portal that acted as a focus for sharing ideas and debating key issues of interest, and a series of videos which were produced by some of the DAs and supporters and then shared via a community [YouTube channel](#).

For further information about the evaluation report contact: [n.blum@ioe.ac.uk](mailto:n.blum@ioe.ac.uk)

## Visiting Academics



**Professor Silvia Moraes**, *Federal University of Ceará, Brazil*

A professor at the Faculty of Education, Federal University of Ceará, Brazil (UFC), Silvia Elisabeth Moraes is at present an academic visitor at DERC where she is doing a research entitled Global citizenship as an inter/transdisciplinary theme in the undergraduate curriculum of Brazilian universities.

The study is divided in three stages:

- the emergence of the theme among student-teachers at UFC (2008-2012);
- the period at the IOE/DERC where GC is contextualized in the United Kingdom (2013-2014);

- and the discussion of a proposal to include GC in the curriculum of UFC (2014-2015).

In this study GC is considered a floating or empty signifier, for its meaning is filled in every particular discursive context it stands.

The main questions to be answered are:

- Which groups are filling the significant GC in Brazil and in the world? How and why they are filling it?
- How can the UFC fill that significant so that its students can contribute to a project for their country?
- How can science and the curriculum help in this task?

The project uses the hermeneutic-dialectic circle for data collecting and the inputs to this metaphorical circle have been literature analects, notes from seminars, workshops, and, in this stage in UK, interviews with scholars who are global citizens themselves and who create conditions for their students to become global citizens. These scholars fill the signifier GC by participating in committees, conferences, joint research projects, courses and curricular revisions. In order to grasp the other dimensions, the method bricolage is also being used: a variety of research tools that attempts to grasp the multiple and complex dimensions of lifeworld (Habermas), the background for Global Citizenship.

Silvia can be contacted at:

[silviamoraes@ufc.br](mailto:silviamoraes@ufc.br) / [s.moraes@ioe.ac.uk](mailto:s.moraes@ioe.ac.uk)



**Professor Yoko Ito**, *Chiba University, Japan*

Yoko has recently joined the Development Education Research Centre as a visiting academic from Chiba University in Japan.

Yoko majors in Home Economics Education and the subject is

a popular field in Japan, which is compulsory from primary school to senior high school for both male and female students. It covers a wide range of subjects, such as family resource management, human development, sustainable lifestyles, community bonding and welfare issues.

This includes ESD (Education for Sustainable Education) as well. I have also developed practical measures for pre-service and in-service teachers to promote ESD. Yoko is currently researching an interesting inter-disciplinary curriculum whose aim is to enhance students' sensitivity, creativity competency and holistic thinking with the collaboration of Home Economics, Music and Art education. In this inter-disciplinary curriculum, students can enjoy expressing their own feelings and thinking through the activities of taking photos, making impromptu music and planning innovations in their classroom.

If you are interested in the inter-disciplinary curriculum of ESD, please contact Yoko at [y.ito@ioe.ac.uk](mailto:y.ito@ioe.ac.uk)

## Doctoral Student News

Supporting students undertaking doctoral research is a major feature of the activities of the Centre for PhDs or for Doctorates in Education.

We are very pleased that in July 2013, **Maureen Ellis** is the first of our doctoral students to complete her PhD on the Critical Global Educator. Her five years of research resulted in an excellent thesis that was highly praised by her examiners. She passed with no amendments. Below is a note from Maureen about the themes in the thesis and how she would like to take it forward.

We are also pleased to welcome this term the following new doctoral students to the Centre:

**Romina De Angelis** – Education, sustainable development, and social learning in Arunachal Pradesh, India

**Dima Khazem** – Education for health: adapting the curriculum in Egypt and the UK to meet the challenges of climate change

**Monika Kraska** – Educating a global citizen: A study on how universities implement principles of global citizenship into their curricula

**Haruko Ishii** (EdD) – Getting meaning out of experience: An empirical study and development of a culturally diverse on-board youth exchange programme

Current PhD students are: Kate Brown, Will Essilfie, Son Gyoh, Stephanie Kimura, Alison Leonard, Cathryn MacCullum, Laura Oxley, James Trewby

Doctorate in Education students are: Yvette Allen, Martin Khiet Pham and David Montemurro

## Maureen Ellis: Critical Global Educator

Here Maureen writes about her thesis:

On 29th July I completed a PhD on the personal and professional development of the critical global educator. Below are some themes emerging from the five-and-a-half-year study, which involved over 500 academics, teacher educators, INGO administrators and teachers.

1. Current documents and guidelines are inadequate in justifying a central role for global education and in their cursory attention to the foundations of critical global education.
2. Critical Realist philosophy, Critical social theory, socio-, neuro- and cognitive linguistic research offer coherent foundations for a critical global educator.
3. Critical global education is systemic, dialectical, holistic, heteroglossic (many tongued), and transformational.
4. Functional definitions of literacy – barking at print – are challenged by theories on multiple intelligences. Literacy as contextualised reading of the world beyond the word makes relevant media crucial to political literacy.

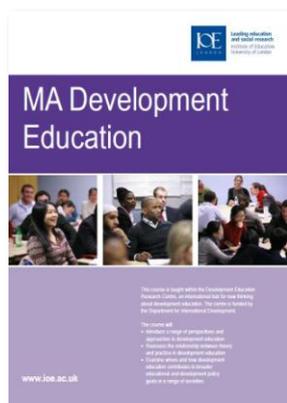
5. Critical Discourse Studies offer multi-modal theory, analysis and application - conceptual tools, strategies and practical techniques - which enable systematic treatment of normative global charters, mission statements, varied academic and informal texts.

6. Cultural Historic Activity Theory (CHAT) provides a sound Interview Schedule (15 questions) for negotiated- or self-evaluation of critical global educators/ organisations/ institutions.

I welcome opportunities to present selected aspects of my research, to discuss 8 recommendations arising from it, or to lead group work on the self-evaluation questionnaire. Following recent NGO contacts in India, I would be particularly happy to work with any HEI which currently sends teachers abroad on service learning assignments.

For further details about my work and doctorate contact me on: [t-ellis2@hotmail.com](mailto:t-ellis2@hotmail.com)

## Masters Programme in Development Education



The Master's programme is continuing to progress well, with a number of students submitting their dissertations/ reports in September to successfully complete the MA and an enthusiastic group of new students beginning their studies in the Autumn term. An increasing number of students from other IOE MA programmes are enrolling on our modules this year, a positive sign of growing interest in the field.

Every 6 years, all MA programmes at IOE are required to go through a Periodic Programme Review which is intended to ensure that all programmes achieve an appropriate academic standard. The MA in Development Education successfully completed the review process over the summer, and the MA team was pleased to be recognised by the review panel for providing high levels of student support and innovative online teaching approaches.

This academic year we will be running our two core modules – Principles and Practices of Development Education (Autumn; fully online) and Development Education in the Era of Globalisation (Spring; fully online) – as well as two optional modules – Training for Development Education (Autumn and Spring; mixed mode) and North-South Educational Partnerships (Summer; fully online). All of our modules can be taken either as stand-alone short courses or as part of a Master's programme. We welcome applications from education professionals with an interest in learning and professional development related to development education and global learning. For further information, please contact the Programme Leader, Douglas Bourn ([d.bourn@ioe.ac.uk](mailto:d.bourn@ioe.ac.uk)).

## Observations on Masters Course

Development Education (DE) was very foreign to me until I stumbled upon it on the IOE website. After reading about what the course seeks to teach and the module options, I became even more intrigued about how it can help me to do what I already do better. My desire to see young people succeed motivated me to start a social enterprise with an international component at the age of 20. I was challenged to become innovative in providing solutions to the issues that surrounds their generation; by empowering them with skills and resources to become self sufficient.

I am passionate about young people because am convinced that if we assist them now; we will save the generation after them as they will be the people to model. We will also save the future as they are the generation next. This enthusiasm about young people encouraged me to be more creative in expanding my skills bank by adding freelance academic tuition and free lance public speaking training. With these skills and ambitions, I pondered on how this course, particularly the modules it offered can bring sustainability to the roles I filled.

I found the first module – *Principles and Practices of DE* – slightly challenging; it immediately introduces you to DE and permits you to know about the challenges that the practice encounters. It dives you into the history and informs you of the proposed future of the practice. The *DE in the Era of Globalisation* module introduces you to how education has had to adapt to suit a globalised world. It takes you into detail about the oneness of the world and how

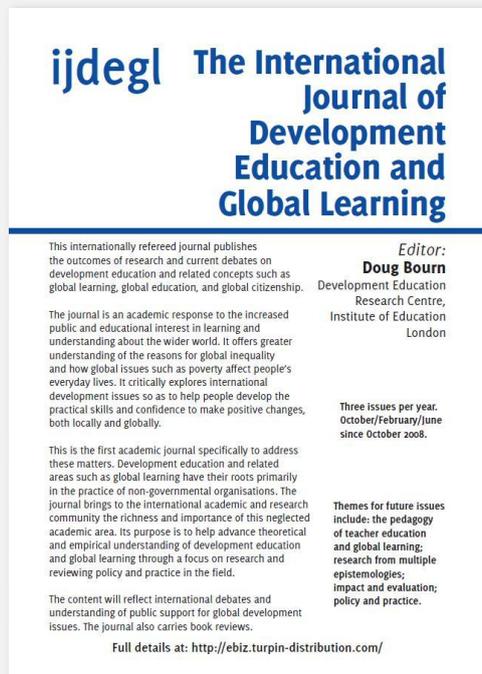
what happens in a locality or society transcends beyond its borders. It highlights on the strength and influence of informal learning whiles enlightening you about the potential downfalls of a rapidly changing world.

The *North-South Educational Partnership* module educates you on what makes a good and fair partnership and permits you to evaluate on why a partnership might lack equality and mutuality. It will strengthen you to develop strong working relationships with cooperate and local organisations; enforce on equal and fair school partnerships and liaise with employers and partners to ensure successful project delivery. It teaches you about how to monitor and evaluate existing partnership; how to create a pool of local and national partners with shared interests and what to consider when entering an educational partnership.

Development Education has exposed where I failed in my previous projects and decisions concerning my social enterprise. I feel more equipped now to deliver educational methods, strategies, approaches and outlooks by providing knowledge and skills for people to fight global injustices and secure a change. I am more analytical about causes of social issues and critical about drawing up solutions to ensure longevity and sustainability in what we do.

Anita Owusu: [samansapara\\_2003@hotmail.com](mailto:samansapara_2003@hotmail.com)

# International Journal of Development Education and Global Learning



The Centre is responsible for editing this journal which is now published by IOE Press that incorporates Trentham Books.

In 2013 the first issue published, 5.1 included the following articles:

- Mathematics Education Meets Development Education by Sigrid Schell-Straub, a former MA student within the DERC
- Service Learning as a Pedagogy of Interruption by Judy Bruce from Canterbury University, New Zealand
- World Knowledge and Global Citizenship by Stephen Reysen and colleagues from Texas A&M University and Transylvania University in USA.

Issue 5.2 to be published in November 2013 is a special issue that includes articles and a research report as a result of a special collaboration between the Journal and the Global Learning working group of the European Association of Development Research and Training Institutes (EADI) with three of the papers included being originally presented at a symposium organised by the group in Lisbon in 2012 on the theme of Global Learning meets Development. The article by a grouping of academics and researchers in Belgium on Learning about the effects of development education programmes is based on an action research project within the country between ten organisations. Planning, monitoring and evaluation have been constantly criticised by funders of development education as being a major weakness of much of the practice in this area. The issue also includes an article on the role of NGOs through a review of an action research project between an organisation and a university in Spain. This article on

'Approaching quality of global education practices through action research' looks particularly at the devising and monitoring of a quality criteria system for a network of educators under the theme of education for global citizenship. This issue of the Journal also includes a summary of a research report on the Development of a Global Citizenship Inventory for Adolescents' produced by a grouping within the Dutch organisation, NCDO. It details their framework for measuring behaviour in terms of global citizenship principles of equality, mutual dependency and shared responsibility in the world. In addition this special issue has a major article by Dr. Audrey Bryan from St. Patrick's College in Ireland, which looks at the relationship between philanthropic and humanitarian engagement in development and development education in Ireland, entitled 'The Impulse to help': (Post) Humanitarianism in an era of the 'New' Development Advocacy

Finally Issue 5.3 to be published at the end of the year includes three UK based articles based on research on the impact of global learning within courses in further education colleges and teacher education. The article from the team at Liverpool Hope University (Bamber, Bullivant and Stead) on measuring attitudes towards Global Learning among future educators addresses the issue about short term versus long-term changes in attitude and behaviour. The second article by Stephen Scoffham from Canterbury Christ Church University explores the challenges of developing a module on global learning with primary initial teacher education (ITE) students studying at a UK university. The third article from Clare Bentall and Hannah McGough based at the Institute of Education in London looks at incorporating global learning within further education colleges.

The Journal continues to grow in status and importance and articles are frequently quoted in academic and professional journals and books in areas covering global citizenship, international development and internationalisation in higher education.

The Journal would welcome contributions for submission in the next year around the following themes:

- Conceptualisations of development education and global learning and their application within different educational environments
- Approaches to research and evaluation
- Relationships between policy and practices

Further details about the Journal can be found at:

[http://www.trentham-books.co.uk/acatalog/International\\_Journal\\_on\\_Development\\_Education\\_and\\_Global\\_Learning.html](http://www.trentham-books.co.uk/acatalog/International_Journal_on_Development_Education_and_Global_Learning.html)

If you have specific ideas or an outline for an article it is advisable to first contact [d.bourn@ioe.ac.uk](mailto:d.bourn@ioe.ac.uk)

## Forthcoming Events

22<sup>nd</sup> October **'Arts Educators and Global Learning - who's answering whose question?'**

Speaker: **Will Essilfie**, Researcher at Institute of Education and freelance educator

An exploration of the role, nature and working practices of arts educators in Global Learning and Social Justice Education. This presentation will build on some of the preliminary findings and questions inspired by Will's PhD research. His research is exploring the contribution of arts educators to how young people see their lives in a global context and learn about global issues.

6<sup>th</sup> November **Transformative Learning through Development Education NGOs: A Comparative Study of Britain and Spain'**

Speaker: **Eleanor J. Brown**, Research Fellow, University of York

This seminar will look at perspectives and activities of Development Education Centres (DECs) in Britain and small Non-Governmental Development Organisations (NGDOs) in Spain within non-formal development education. It will address particularly at evidence of transformation in the learners.

Further details from [g.benton@ioe.ac.uk](mailto:g.benton@ioe.ac.uk)

## DERC Team Publications

Bentall, C., Bourn, D., McGough, H., Hodgson, A. & Spours, K. (2013) 'Global Learning for Global Colleges: creating opportunities for greater access to international learning for 16-25 year olds', *Journal of Further and Higher Education*.

Bentall, C. and McGough, H. (2013) 'Young people's personal engagement with global learning in Further Education', *International Journal of Development Education and Global Learning*.

Blum, N. & Bourn, D. (2013) 'Global perspectives for global professionals in the UK: engaging students within engineering and health', *Compare* 43(1), 37-55.

Feinstein, N., Læssøe, J., Blum, N., and Chambers, D. (2013) Review Symposium: Challenging International Policy Reviews of Education, Sustainable Development and Climate Change. *Environmental Education Research* 19(2): 198-242. See <http://www.tandfonline.com/toc/ceer20/19/2#.UkwBab5wZjo>

Bourn, D. (2012) Perspectives on Global Skills in Stefan M. Kwiatkowski (ed.) *Zawod i Praca, Studia Pedagogiczne, LXV*, Warsaw, Warsaw National Educational Institute.

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Emily Slater

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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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