In January 2015 the Institute of Education will be merging with University College London. This merger will provide opportunities for the Development Education Research Centre to build on its current links with the university in areas such as global citizenship and global perspectives within higher education.

The Centre has over the past few years worked closely with colleagues in UCL who have led on their innovative work on global citizenship across their university. We are optimistic that the new relationship will enable the Centre to have an even closer relationship particularly as it may well lead to opportunities for joint research, conferences and publications.

The Centre has a long-standing relationship with UCL’s Institute for Global Health and through this link, produced the publication, The Global Doctor. Also now housed within UCL is the School of Pharmacy, with which the Centre also produced The Global Pharmacist.

Douglas Bourn
Director of Development Education Research Centre
Global Learning Programme

The Research Centre is part of the Consortium responsible for delivering the Global Learning Programme in England.

This Programme aims to create a national network of like-minded schools, committed to equipping their pupils 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 Centre is responsible for overseeing the strategies on professional development and research and evaluation.

Within the team, Dr. Clare Bentall is responsible for professional development and has been working with a range of NGOs and other training providers on developing a co-ordinated programme of support to schools. The Centre ran a 24 hour workshop with these providers in September. We are also in consultation with Subject Associations on developing subject specific professional development provision within the programme.

Another aspect of the professional development work is the GLP Lead Practitioner Accreditation which was developed with SSAT. Two groups of teachers have already been through the process and accredited.

There has also been much work on the research and evaluation strand of the GLP, run by Fran Hunt. The Pupil Assessment Tool – an online tool for measuring pupils’ learning in relation to global learning is near completion and will be launched to schools in the coming weeks. Analysis of the Whole School Audit is underway and a report should be available soon, too.

We have two recent publications:
- The Theory and Practice of Global Learning (2014) Doug Bourn
- School Linking and Global Learning (2014) Doug Bourn

A number of reports will be published in the near future, including papers on adopting a whole school approach to global learning (Frances Hunt and Richard King) and young people’s understandings of global poverty (currently out for review).

The Innovation Fund is attracting a number of teachers and global learning practitioners and the first paper on teachers’ global mindedness by Martina Heuberger should be available in the coming weeks.

All publications will be available on the GLP website: www.glp-e.org.uk

DFID and Climate Change Research

Over the last few months, Nicole Blum has been conducting research on education and climate change for the Department for International Development. The resulting paper, a Topic Guide on ‘Education, Climate and Environment’, explores the two-way relationship between these key areas, including:

- the risks and opportunities posed by environmental and climatic factors on educational supply and demand at all levels (primary, secondary, tertiary) and modes (formal and informal);
- the role education and educational infrastructure can play in building the resilience of communities (particularly poor and vulnerable population groups) to climate and environmental change, and the potential opportunities provided by low carbon technology and environmentally-sensitive construction and design in that process.

The Guide will be used to support the work of DFID Advisors working in education, environment and climate change, and infrastructure around the world. It is also envisioned that it will be of use to humanitarian advisors working in communities post-disaster in order to ‘build back better’ and to those working on issues related to health and climate change. Case studies have been integrated throughout the text to show how key ideas and approaches are already being put into practice in education systems around the world.

The paper will be available for download from the Evidence on Demand website in late October.
Masters Programme in Development Education

The Masters Programme in Development Education run by staff from the Centre continues to grow from strength to strength. We currently have over 40 students on the programme, most of whom are undertaking the course part-time alongside their professional work in education. New students this academic year are from Korea, Argentina, France, United States, Australia and Malaysia and include teachers, further education professionals and NGO workers based in the UK or in countries such as Bulgaria, Mongolia, Thailand and Egypt. We have a truly global learning community!

The programme is based around 2 core modules, 2 optional modules and dissertation. The core courses are:

- Principles and Practices of Development Education
- Development Education in the Era of Globalisation

Both of these core modules are only run as online/distance learning courses.

The Centre also offers 2 optional modules. One on Training for Development Education and one on North-South Educational Partnerships.

There are still places available for students who would like to start the course in January 2015

For further information about the programme, please contact the Programme Leader, Doug Bourn (d.bourn@ioe.ac.uk)

Training for Development Education

The Training for Development Education module is the only one of its kind offered in a UK University. It combines understanding and devising the development of training programmes for educators of others (teachers, youth workers, NGO staff, freelance trainers etc) within the context of DE. It brings together Master’s level exploration of theory with the opportunity to deliver and reflect on training. Students who have taken this module have gone on to influence how organisations approach training in this area.

Observations on Masters Course

Discovering Post Colonial Theory has shocked me out of this false state of enlightenment. Inadvertently I have been a conduit for my own culture’s beliefs and values. Isn’t it ironic that although Global Citizenship is a beacon for international school communities, it is explored and celebrated through the medium of English by teachers, like me, with strong Western pedagogical biases?

Although I have striven to educate my pupils, myself and my family on the realities of Africa outside an expat ‘bubble’, my view has been through Western eyes and has only reaffirmed deeply held prejudices, either romantic or cynical.

Thinking about Post-Colonial theory has helped me see how I ‘see’ the world. But it has also shown me how difficult it really is to understand other people and their lives.’

Lin Kay
Doctoral Student News

Three of the Centre’s doctoral students have recently been successful in passing their vivas for their Doctorates in Philosophy.

They are Cathryn MacCallum, Alison Leonard and James Trewby.

Congratulations to them.

Our doctoral student group continues to grow. Amongst our newest grouping of students is Heidi Harrison, who currently works for Send A Cow. The focus of her research is ‘Global learning as a counter to social disadvantage’.

Visiting Academic Researcher

Francisca Costa, University of Porto

Francisca Costa is a Portuguese Erasmus student from University of Porto. Her first degree was in Education Sciences and, at the moment, she is undertaking a Master’s in History, International Relations and Cooperation. During her period of studies, she was involved in some volunteer projects with children, worked as a collaborator in some international and national events in the education field (including ECER 2014) and also in educational management at two different City Halls. She has also worked as an intern in another research centre in Portugal, working with national projects. Furthermore she was involved as leader in some civic and political projects in Portugal.

She is working as a visiting academic researcher at Development Education Research Centre in order to study how global learning and civic and political engagement can be promoted nationally, taking into consideration the guidelines of international organisations, in an international comparative study. Her main interests are Political Analysis in the Education field, Formal Educational Systems, Education for Development and International Relations related to Education across the Globe, especially through links between international organisations and national bodies.

She is currently involved in some Development Education Projects in Portugal and she is also a Young Ambassador of Social Justice in a European project called ‘Challenging the Crisis – promoting global justice and citizens’ involvement in uncertain times’.

If you want to know more about her research, please contact f.costa@ioe.ac.uk
Consultancy Projects

Makutano Junction: Multi-Media Approach to Effective Development Education

The Research Centre has recently taken on responsibility within IOE for the UK and research and evaluation aspects of European Union funded project Makutano Junction.

It is a: 2-year project financed by the European Union, EuropeAid Programme which ends in 2015. It focuses on raising students' and teachers' awareness of development issues in the partner countries (Poland, Bulgaria, Estonia and UK) through multi-media learning activities based around a highly popular, award-winning Kenyan TV educational drama series – Makutano Junction (MJ). The project involves working with secondary school teachers and teacher trainers in Poland, Estonia and Bulgaria and with primary school teachers in the UK, to promote the need for, and best practice in global education encouraging students to examine and change attitudes and behaviour towards issues facing those in developing countries.

Further details about the project can be found at: http://www.makutanjunction.org/en/

Schools for Future Youth

The Centre is a partner in a new EC Erasmus plus project led by Oxfam UK entitled Schools for Future Youth. It is a cross-field partnership to improve youth participation in European school education running from 2014-2017 and working in four countries: UK, Italy, Cyprus and Poland. The Project will use Youth Participation through Global Citizenship to support improved curriculum and pedagogical approaches by teachers, and increased civic engagement and transversal skills development by young people.

In addition to Oxfam UK, the project partners are Oxfam Italy, PAH (Poland) and CARDET in Cyprus. The Centre is responsible for the research and evaluation components of the project.

Connecting Classrooms

Staff from the Centre continue to be involved in the British Council led Connecting Classrooms programme. Our specific role and responsibilities are focused on the training and validation of trainers for the global citizenship aspects of the programme. Further details about the programme and our role and support for it can be found here.

International Journal of Development Education and Global Learning

The Centre with support from IOE Press is responsible for publishing this Journal which is now well known internationally as the leading academic journal that debates themes such as global learning, global citizenship, global perspectives within education and understanding of development issues.

The Journal is published three times a year and is published by IOE Press. Go to www.ioepress.co.uk for further information.

The latest issue of the Journal, 6.2, includes three articles from academics who have visited the Centre during the past year or so:

Yoko Ito and Setsuko Nakayama from Chiba University in Japan who have written about Education for Sustainable Development to Nurture Sensibility and Creativity.

Silvia Elizabeth Morales from Federal University of Ceara in Brazil who has written about Global Citizenship as a Floating Signifier.

Eva Svitacova and Anna Mravcova from University of Agriculture in Nitra, Slovakia who have written about Implementation of Global Development Education Into the Curriculum.

We welcome articles for future issues particularly on themes related to global citizenship, impact of learning about development within formal education and analyses of implementation of international and national policies.

Contact d.bourn@ioe.ac.uk if you would like to submit an article, ideally with an initial outline or abstract.
DERC Publications

Latest Publications


Other DERC Research Reports


All twelve DERC research reports can be viewed or downloaded at the IOE website
Forthcoming Events

2nd December  ‘Living Global Citizenship and International Partnerships’


Mark Potts is an educational consultant having spent 30 years teaching in UK secondary schools, including 8 years as a deputy head.

Jack Whitehead is an Honorary Professor in Education at the University of Cumbria and scholar in residence at Westminster College, Utah, USA.

Outline of Seminar
The speakers will explain the origins of the idea of Living Global Citizenship in a sustained international partnership between two schools and in living educational theory. They will explain why they think Living Global Citizenship has epistemological significance for the generation of educational knowledge and why it is significant for those involved in international development work to engage in self-studies of their own influence in enquiries of the kind, ‘How do I improve what I am doing?’ in ways that avoid colonisation.

January 2015  ‘Islam and Development Education’

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

DERC Facebook Page

You can keep up to date with DERC publications and events via our Facebook page and mailing list. To stay in touch via facebook please like our page here: www.facebook.com/DevelopmentEducationResearchCentre

To join our mailing list please contact g.benton@ioe.ac.uk

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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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