

Development Education Digest

Issue Two: January 2011

Welcome to the second edition of the Development Education Digest. The Digest is a biannual publication produced by the Development Education Research Centre (DERC), based in the Institute of Education, University of London (IOE), with funding from the Department for International Development (DFID).

Development education materials are often difficult to identify and locate, so the Digest hopes to ease some of this. It is a collection of research and policy summaries highlighting recent research and policy initiatives in the field of development education from sources throughout the world. It also collates publications and provides links where possible to full documents. The Development Education Digest hopes to raise the profile of development education internationally and to provide a focal point for researchers, policy makers and practitioners in the field.

For further information, comments and details of how to provide content for future editions of the Development Education Digest, please contact Fran Hunt at DERC: f.hunt@ioe.ac.uk

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Development Education Research Centre

GLOBAL DIMENSIONS IN FORMAL EDUCATION

This section highlights current and / or recent research on the global dimension in formal education. Specifically the research focuses on schools. It explores a range of topics including:

Global dimension in secondary schools 2010-11

Doug Bourn and Frances Hunt, IOE

The Development Education Research Centre of the Institute of Education has been commissioned by DFID to identify how schools are interpreting the Global Dimension. The research is looking at how schools are engaging with the global dimension and identifies evidence of impact from this engagement.

The research team is carrying out telephone interviews with secondary schools in England. We are asking what the term global dimension means to schools, how schools are interpreting the term in the curriculum and wider ethos of their institution and any impacts their work might have had. The research also draws on existing literature in the field and includes data from NGO engagement with schools.

The research was introduced at the December conference on Global Dimension in Education at the Institute of Education, London. It will be finalized early 2011.

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Multilayered voices and discursive practices: To what extent does the ESOL classroom potentially promote cultural harmony amongst at 16-19 year old refugee and asylum seekers in the UK?

2010

Maria Beamont, IOE

This MA research explores the potential impact refugee and asylum seeker young people (16-19 years) have in the ESOL (English for Speakers of Other Languages) classroom in the area of critical thinking. It also suggests that by empowering this group of young people to think critically and independently in the ESOL classroom they are enabled to embrace difference. The research questions were a result of professional encounters with a group of young people.

The research was located in an NGO and a comprehensive school in the East of England. Nine refugee and asylum seeker students and two English teachers were interviewed using a series of semi-structured questions. Three classroom situations were observed.

The key issues of identity and difference, global relationships, culture and arts and language which resulted from the research findings were explored. The potential critical thinking and cross cultural encounters have in promoting cultural harmony were examined.

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How effective are reflexive activities for building more equal and ethical relationships in local school partnerships between children from UK primary schools serving multicultural and predominantly white communities?

2010

Robert Unwin, IOE

Little of the literature on school linking really looks into evaluating the areas addressed by postcolonial theory, such as the ability to be reflexive (literally throwing back the light on oneself), 'learning to unlearn' and 'learning to listen' and becoming more aware of one's own norms, values and ways of being. The School Linking Network's training manual does advocate activities for use with classes prior to linking that address the questions 'Who am I?', 'Who are we?', 'Where do we live?' and 'How do we live together?' to explore aspects of identity. However, postcolonialism also encourages a fifth question 'Where are we coming from?' with the invitation to 'undertake a 'historical critique of [one's] own position'. This MA research demonstrates that over the life of a short project, local school linking which includes philosophical enquiries with stimuli to provoke reflexivity around controversial issues such as racism and slavery, can be highly effective at building cross-cultural trust and understanding between children from different schools with different backgrounds. It also discusses possible reasons why one of the school classes in the study experienced a statistically significant improvement in their motivation to challenge prejudice based on difference. Finally it makes practical recommendations, based on extensive material from children and teachers, for making such local links even more effective.

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An evaluation of the UNICEF Rights Respecting Schools Award (RRSA)

UNICEF/DCSF, 2007-2010

Carol Robinson, University of Brighton and
Judy Sebba, University of Sussex

UNICEF UK's Rights Respecting School Award (RRSA) started in 2004 and more than 1,600 primary and secondary schools are now registered for the award in England, Wales, Scotland and Northern Ireland. It helps schools to use the United Nations Convention on the Rights of the Child (CRC) as their values framework. The three year evaluation of the RRSA, conducted by Carol Robinson and Judy Sebba, is now complete and the final report has been published.

The aim of the evaluation was to assess the impact of the RRSA on the well-being and achievement of children and young people in the participating schools. Findings demonstrate that in all 31 schools involved in the evaluation, aspects of respecting the environment, sustainability, community cohesion and global citizenship were being addressed. This included addressing issues of recycling, self-sufficiency, climate change and Fairtrade; contributing to the local community through voluntary work; and active partnerships with schools in other countries.

Across almost all of the schools, pupils made a positive contribution on local and global issues as a result of their increased awareness of the universality of children's rights and the extent to which these are denied. Pupils became actively involved in campaigns that they understood in terms of upholding and/or defending the rights of others and living sustainably. Pupils' respect for the rights of others globally was addressed mainly through the international context rather than the national one.

Findings also demonstrated that the majority of schools were establishing links with schools in low-income countries, often in Africa or Asia, as a means of learning about global rights. Staff and pupils gave examples of money being raised for international disasters and for poverty stricken areas in other countries. Schools involved in the evaluation were visited in the weeks following the Haitian earthquake and students in all the schools mentioned how they were working to 'help' the people of Haiti. However, staff in some schools raised concerns that work around global citizenship could become tokenistic or patronising as there was a sense that pupils felt sorry for people in poorer

countries, and they often did not relate incidents to their discussions around rights and responsibilities. Furthermore, pupils in all but a few schools showed little understanding of what happens to the money they collect through fundraising and where and how it reaches (or does not) those who need it.

Some schools reported instances of pupils, in particular young pupils, experiencing feelings of sadness and responsibility for global injustices and climate change issues that are beyond their capacity to change. Thus, in some cases, schools consciously approached discussions around the CRC in a way that would ensure that children were not overwhelmed by such feelings. When presenting global issue to very young pupils (Reception and Key Stage 1) this challenge can be magnified.

The final report of the RRSA evaluation is available at: http://www.unicef.org.uk/Documents/Education-Documents/RRSA_Evaluation_Report.pdf

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The reflective practitioner model as a means of evaluating development education practice: Post-primary teacher's self-reflections on 'doing' development education

2010

Meliosa Bracken and Audrey Bryan

This article explores the usefulness of reflective practice as a self-evaluative learning tool for development educators involved in formal education settings. Drawing on data derived from the reflective practice portfolios of students enrolled in an initial teacher education programme as well as from in-depth interviews with in-career teachers, insights are offered into some of the pedagogical struggles, uncertainties and dilemmas faced by teachers of development or global issues in post-primary schools in the Republic of Ireland. The findings are drawn from a much larger forthcoming study supported by Irish Aid which critically explores how the so-called 'developing world' gets constructed as 'knowable' to young people in an Irish context. The article is available online at: http://www.developmenteducationreview.com/issue_11-focus2

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North-South School Partnerships

Educating Global Citizens, the Contribution of School Partnerships: A Case Study of two British Schools

2009

Irene Naiga, University of Sussex

This MA study examines the contribution of school partnerships in shaping global citizens. It does so through a case study of two British schools involved in a Department for International Development Global School Partnerships Programme (DGSP). The programme supports bi-lateral school partnerships between schools in the UK and countries in Africa, Asia and the Caribbean. The programme provides advice and support, and funding to schools that use their partnerships as a means of incorporating a global dimension in the school curriculum (DGSP, 2007). This research involved a case study of two British schools involved in learning partnerships with schools in Uganda and Kenya. The research examines the impact of school partnerships with a particular interest in how they are equipping students with knowledge, skills and values to become global citizens. Two carefully selected schools with distinct characteristics and engaged in different approaches to school partnerships, with one focusing on charity and the other on global dimension are studied, with a view to understanding how the different approaches shape students' understanding of their role as global citizens.

The study argues that while school partnerships are *seen* to be wholly good, in reality some run a risk of reinforcing stereotypes if proper support is not provided and if teachers are not encouraged to learn and engage in deep reflection about some of the issues they are confronted with. Unless teachers engage in the reflective process, they risk passing on some of their pre-assumptions and prejudices to their students.

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Global Dimensions in Teacher Education

Survey of Teacher Education Provision for Sustainable Development and Global Citizenship in the UK

2010-11

Frances Hunt and Hannah Li Ting Chung, DERC, IOE and Maggie Rogers, UK TE Network for ESDGC

In 2009-10, the UK Teacher Education (TE) Network for Education for Sustainable Development and Global Citizenship (ESDGC) developed and implemented an email survey to explore how teacher educators approach ESDGC in their course provision. The survey aimed to establish the pattern of Teacher Education provision for sustainable development/global citizenship across the UK so as to work with colleagues to support and develop provision in a more consistent form. It was sent to all Heads of Education in all English higher education institutions and to named contacts in Scotland, Northern Ireland and Wales. It was also sent to all SCITTs. Researchers at the Development Education Research Centre (DERC) have worked with the TE Network to analyse the data and produce a report.

Data is being analysed in terms of perceptions of ESDGC in survey responses, mapping the provision of ESDGC in ITE and barriers and enablers to ESDGC provision in ITE. The UK Teacher Education ESDGC Network hopes to use the results of the survey to better develop networking activities that could help providers meet some of the challenges raised. Overall issues raised in the report may help policy makers and ITE providers get a better sense of the types of ESDGC provision being offered to teacher trainees and how provision may be enhanced. The report should be finalized early 2011.

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International volunteer teachers in rural Indigenous Ecuador

2010

Julia Rao, OISE, University of Toronto

This MA research presents an ethnographic study of three international volunteer teachers (IVTs) experiences and pedagogy during their volunteer placements in rural Indigenous communities in Ecuador. It positions this exploration in the

complexities and dilemmas of International aid education (IAE) projects and cross-cultural volunteer teaching. The study uses literature on anti-colonial theories, Indigenous knowledges and culturally relevant teaching (CRT) as a conceptual framework to understanding IVTs perceptions of and approaches towards cross-cultural teaching and its relationship with Indigenous students' lived experiences. Onsite observations and interviews with IVTs and discussions with local teachers and the volunteer program director are used in a cross-comparative analysis, which examines how their teaching was sensitive to and reflective of these Indigenous peoples' ways of knowing and learning. The findings show that the three IVTs varied greatly in their understanding and enactment of CRT. It concludes by exploring the implications of IAE and sets out recommendations for creating more culturally relevant education for Indigenous students.

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Measuring attitudes towards global learning DFID, 2007-2010

Liverpool Hope University

Liverpool Hope University (LHU) has been working on a project to embed active global citizenship within the curriculum with a particular focus on the global dimension in teacher education courses. One element of the project was the development of a tool for measuring changes in attitudes to global learning amongst trainee teachers and teacher trainers. Working with the project evaluators, academics from the University of Chester, and experts in the field of global education, the project team developed an attitude inventory using the Thurstone Scaling Methodology.

The inventory is straight forward to use comprising 14 statements that research participants check if they are in agreement. A simple formula is then used to place each participant on a seven point scale in relation to the statements they ticked. This information provides a useful baseline assessment of attitudes towards global learning. For example, the inventory has been completed by over 150 students on the Primary BAQTS studying a compulsory Year 3 module, Wider Perspectives in Education. The students completed the inventory just before they began this module that incorporates a global learning project in schools or the local community. The trainee teachers completed the inventory for a second time at the end of their global learning module following their community based project. The findings in this case suggest that the

placement experience has had a positive impact on the students' attitudes to global learning.

The attitude survey is now being used by a number of NGO's and HEI's to evaluate their work. This includes Lancashire Global Education Centre, Manchester Metropolitan University and South Yorkshire Development Education Centre. The inventory is available for organisations to use, at a small cost. An electronic interface has also been developed to calculate attitude scores.

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Education for Sustainable Development

Education for Sustainable Development in the UK in 2010

UNESCO, 2010

William Scott and ESD Coordinating Group

The research found that in 2008 and 2009 there were signs of substantial progress in embedding policies and practices in support of ESD in the UK across a wide range of sectors. It raises a range of really interesting challenges and tensions within ESD, for example:

- A lack of connection between learning experiences in formal education, community involvement and not for profit capacity building.
- Tension between activities that emphasise campaigning, activism and behaviour change, and those that explore the subtleties, complexities and uncertainties inherent in sustainability.
- Variations in the meaning of ESD across UK administrations and education sectors. In particular there is a tension between climate change as a narrow driver of ESD and the greater breadth of the field.

In identifying these tensions the report challenges educators to consider how they can respond, find ways to work across sectors, overcome the challenges of multiple understandings of ESD, and keep the focus of ESD on learning.

The report is also a useful reference document, signposting stakeholders, networks and partnership initiatives, ESD research and ESD learning opportunities.

Download:

http://www.eauc.org.uk/file_uploads/report_esd_in_the_uk_2010_uknc_unesco.pdf

ENGAGEMENT IN INTERNATIONAL DEVELOPMENT

This section looks at current or recent research on (young) people's engagement with international development outside formal school settings.

Global Generation – How young people in the UK connect with the wider world

DFID, 2010

Samuel Cross, Alice Fenyoe, Michael Wagstaff and Anne Gammon for the International Broadcasting Trust (IBT)

This research looks at how young people become engaged with the developing world, what sustains that development and the role the media plays in engagement. The report looks at the role of the media in the context of young people's lives, and also examines other influences such as school, family, friends and local community. The research establishes clearly the influence of television and school.

The research found that:

- Many young people in the UK are interested in international events and how people in other parts of the world live their lives.
- Many young people are informed about the developing world, but there is a strong sense of disengagement.
- The main issues of concern were climate change (for males) and child labour (for females).
- Television remains a key way of reaching young audiences and the internet helps to sustain their interest.
- The media sometimes has a negative impact on young people's interest and engagement in two different ways: domestic news coverage is regarded as presenting young people in a negative light whilst international coverage focuses on famine and disaster.
- Schools work hard to inform and engage, but compete with negative imagery that dominates portrayals of the developing world.
- Most young people have experienced a 'connection' with the developing world at some point, and school is often where these connections are made.

- More than one in eight young people surveyed said they were doing something or have done something about issues affecting the developing world.
- Young activists become interested in campaigning and volunteering as a result of a range of influences: school, family, friends, media and influential individuals such as teachers.
- Levels and types of activism reflect an individual's identity and, although involvement is at heart altruistic, it is underpinned by a sense of personal reward.
- For many young activists, becoming engaged with global issues is part of a journey.
- More than half of young people surveyed said they would like to do more but obstacles, e.g. lack of time and confidence, prevented them.
- Many young people expressed a strong interest in volunteering abroad.
- Television can also play a positive role when broadcasters work with young people to understand what interests them.

Recommendations included:

- Schools finding new ways of turning knowledge into engagement.
- NGOs making it easier for young people to become involved in global issues.
- Broadcasters needing to reconsider how they perceive young people and adapt programming to take into account their interests and needs.

Download:

http://www.ibt.org.uk/all_documents/research_reports/GG_comp111010.pdf?PHPSESSID=45485c4c4aef5dadaf7de916c85d569c#view=FitV

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PULSE – Research Forum on Public Support for Development Cooperation

DGOS and VLIR

Research Institute for Work and Society (HIVA), IBBT-SMIT (Free University Brussels), Louvain Centre for Global Governance Studies (K.U.Leuven), the Centre d'Economie Sociale (ULg) and CIDIN (Radboud University Nijmegen)

PULSE is an ongoing collaboration between research centres in Belgium carrying out academic research on development cooperation. The centres

work closely with policymakers and development NGOs.

PULSE aims to: make a systematic inventory of public support for development cooperation within Belgium, as well as within specific sectors, e.g. politics, the private sector and education; contribute to a better regulation of supply and demand of awareness-raising projects; improve activities aimed at increasing public support; conduct research on the topic of media and public support; and study the possibilities for innovative and digital communication strategies in the context of awareness-raising projects.

Research products include a 'Barometer of Support for Development Cooperation' (see publications) and a report of the youth barometer in Belgium (translated into English in 2011). Other research papers (e.g. a political and business barometer, effectiveness monitoring, supply and demand, media and public support and ICT and new media) are expected in 2011.

Website: <http://www.pulse-opatform.com/>

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Young Children's Engagement with Global Justice Issues

2010

Brian Ruane, Anne Marie Kavanagh, Fionnuala Waldron, Sheila Dillon, Maria Casey, Catherine Maunsell, Anita Prunty, Trócaire and St Patrick's College, Drumcondra, Ireland

Research has been carried out into young children's engagement with issues of global justice. The research has focused on two main areas: how young children engage with issues of global justice and strategies for exploring these issues in early years' settings. The research involved a literature review, small scale qualitative research, and the application of the findings and the methodologies employed to the development of an early years education programme.

In terms of the qualitative research investigation took place in pre-school, junior and senior infants at primary school level, focusing on children aged three to six. The principle strategy used was adult-child interaction through dialogue. It involved observation and recording of children's engagement with materials presented by the teacher and small group work undertaken by the researcher. Story was the main stimulus employed.

Children in the study appeared to be able to identify people's needs and on some occasions made direct

links with poverty. Only in the senior infant setting did children use the language of poverty and wealth. Younger children appear to have a conceptual understanding of people not having enough but using terms such as 'poor' and 'rich' develops later. Poverty was more consistently understood by children as the denial, or lack of, basic needs such as food and water rather than of money. Throughout the research settings there was expression of feelings and emotions, concern and empathy for those in need. Photographs and stories can appeal to children's sense of the familiar while introducing them to other peoples and perspectives. However, the power of negative imagery and the association of all African people with poverty should be addressed.

Download:

<http://www.trocaire.org/sites/trocaire/files/pdfs/edu/Trocaire%20CHCRE%20report.pdf>

Engaging returned development workers in global education

DFID, 2010-11

Centre for Global Education, Belfast

This ongoing research project aims to explore how Returned Development Workers (RDWs) can be better involved in global education as practitioners and agents of learning. The aim is to engage more Returned Development Workers (RDWs) in global education in Northern Ireland.

The project will be managed by the Centre for Global Education in partnership with Comhlámh. Activities will include a literature review, interviews, focus groups and questionnaire surveys to identify the needs of RDWs in respect to issues like: post-placement employment and personal development; networking with other RDWs; getting involved in global education; and sharing skills, knowledge and expertise. The research recommendations will be taken forward by CGE and Comhlámh through an action plan for engaging RDWs in global education.

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Common Cause: The Case for Working with our Cultural Values

COIN, CPRE, Friends of the Earth, Oxfam, WWF, 2010

Tom Crompton, WWF

The Common Cause research and report explores the importance of cultural values in underpinning public concern about the environment and development. It describes how people's decisions are driven by the values they hold and argues that

values, such as empathy, concern and recognition, could be strengthened in order to meet some of the challenges facing the world today. It highlights ways in which communications, campaigns and government policy can strengthen some values rather than others. It also suggests 'frames' offer a vehicle for promoting values.

Download:

http://www.oxfam.org.uk/resources/policy/climate_change/downloads/common-cause-cultural-values-090910-en.pdf

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Young People and International Development

2010-11

Kate Brown, DEA and Douglas Bourn, DERC, IOE

The Development Education Research Centre's second research report to be published in March 2011 will be on young people's engagement in international development. It is primarily a review of existing literature on the field but also includes outcomes of discussions with some key NGOs. It has three main themes, the what, the where and the who in terms of young people's engagement with international development. It makes reference to the influence of globalisation on young people's identity and sense of place in the wider world and compares young people's involvement in international development via formal education, youth work, influence of the media and dialogue with friends and families and social networking.

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INTERNATIONALISATION AND GLOBAL PERSPECTIVES IN HIGHER EDUCATION

This section highlights current or recent research on global perspectives in higher education.

Extra-curricular education for sustainable development interventions in higher education

2009

Bryan Lipscombe, University of Chester

Universities are seen to have a central role in the UN Decade of Education for Sustainable Development (ESD), partly through their teaching and research activities. However, the critique of

Higher Education's (HE) contribution to sustainable development thus far points to the limitations of a discipline driven, curriculum content and solely student focused response. Within this context, extra-curricular interventions, for example, running awareness campaigns, creating groups and organising events, appear to have potential to advance ESD in HE. However, there has been little investigation or published work in this area. Ideas of non formal and informal education; constructivist theories of learning; concepts of free choice, tacit and social learning, and the notions of whole systems thinking and sustainable education all point to roles for interventions in the extra-curricular sphere.

This completed PhD thesis explores the use of extra-curricular interventions in HE through an empirical investigation in the UK. A 2006 postal survey of Higher Education Institutions (HEIs) records the extent and type of interventions in use and opinions about their utility. A case study, developed through action research, reports the use and impact of extra-curricular ESD-related interventions at one HEI over an academic year (2006-07). In this case study, regular contact with a group of staff and students over the year is used to map changes in their thoughts and actions relating to sustainable development, and to record the influences attributed to these changes.

Extra-curricular ESD-related interventions are found to be commonly used in UK HE, and to have a prominent position in ESD work despite their limited visibility in the literature. Their utility is confirmed as they are seen to provide experiences that contribute to student and staff learning, as well as institutional change. The evidence collected supports their roles as: disciplinary bridge', community bridge; socialisation scaffold, and social learning arena. They appear to have a useful developmental role in mobilising and motivating members of the campus community. As peripheral activities, however, extra-curricular interventions may be prone to erratic implementation through being under-resourced. They can extend participation in ESD although will not reach everyone. They are best viewed as a complementary part of ESD and linked to a process of curricular and pedagogic renewal. In addition to confirming the extent, utility and limitations of extra-curricular ESD practice, the research contributes a model to map understandings of sustainable development. This model points to a core environmental understanding to which extra layers and strands of thinking can be added. It also confirms the importance of non formal and informal influences in shaping people's conceptions of sustainable development.

Download:

<http://chesterrep.openrepository.com/cdr/handle/10034/109413>

The Role of Private Higher Education in Supporting Global Citizenship for Women: The Experience of Dar Al-Hekma College in Saudi Arabia

2010

Rabah Taha, IOE

This MA research study examines the values and attitudes of women at a Saudi private women's college. It explores whether there is room within Saudi higher education to incorporate the type of education associated with global citizenship.

An analysis of the literature reveals that certain global skills equip individuals to respond to the impact of globalization on a person's life, by enabling them to make sense of the rapidly changing world around them, and by allowing them to develop the confidence, knowledge and value-base to make a positive contribution to both the economy and society. Institutions of higher learning can be the setting for teaching students these global skills. Several colleges and universities are incorporating the necessary frameworks to become global universities in order to turn out students with global skills. The review also revealed that women might draw on elements of global citizenship to find empowerment and redefine their place in the world. Drawing on this, the study analyzed whether women who attend Dar Al-Hekma College in Jeddah, Saudi Arabia have experienced change in their values and attitudes as a result of being exposed to Global Citizenship Education. Specifically, this study explores whether they are willing and prepared to enact change in their communities, and the extent to which their college experience has prepared them for this educational experience.

The findings showed that, in large part, the students have experienced a shift in thinking and values that are commensurate with the principles of Global Citizenship. These changes can be attributed to the educational programs the students undertook at Dar Al-Hekma, as well as the school environment, which encourages critical thinking, participation, and self-direction. Several issues regarding the extent of this shift are explored in the study.

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Students as Global Citizens: Being and becoming through the lived-experience of international mobility

2011

David Killick, Leeds Metropolitan University

This study concerns 'traditional' UK undergraduate students who are engaging in a range of international mobility experiences, at a 'crossroads' in their lifelong process of 'being and becoming'. The ongoing PhD research moves from the premise that to lead an 'authentic life' amidst the new personal and cultural connections of the globalising world demands a particular form of human 'being', referred to as 'global citizenship'. Global citizen 'becoming' is presented as involving both mundane and profound change to our sense of *self-in-the-world* and our abilities to *act-in-the-world*. Such change is modelled as occurring when intrusions along the lifeworld horizons of the self-, the socio-cultural-, and/or the extended- world interrupt the coherence of the lifeworld. A review of previous research and literature in student mobility reveals significant consensus that such experiences offer a potentially rich site for significant personal change. The study asks whether such experiences contribute specifically to global citizen being and becoming. Through a phenomenological exploration of the lived-experience of fourteen participants across a number of different international mobility activities, the study reveals new dimensions to global citizen being and becoming through mobility. Thematic statements and a more hermeneutical discussion surface the uniqueness of individual experience and learning, the importance of hitherto un-remarked forms of intersubjectivity, and the multi-dimensional learning which leads to change in the lifeworld. It concludes with a focus on praxis, offering suggestions for practice and further research into student mobility as a site of global citizen becoming.

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POLICY INITIATIVES, STRATEGIES AND RESEARCH

There have been significant policy developments in many countries in recent years and a growing emphasis on global dimensions in all aspects of educational provision. This section highlights recent policy initiatives and strategies, as well as policy-level research.

National Strategy for Development Education in Portugal: Action Plan 2010- 2015 (ENED)

IPAD, 2010

This Action Plan follows on from the National Strategy for Development Education (see Development Education Digest, no. 1). The overall aim is to promote global citizenship through learning processes and raising awareness of development related issues among Portuguese society. The report identifies a number of sub-aims and activities to achieve those aims.

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DEAR: Development Education and Awareness Raising Study: Final Report

EC, 2010

Agnes Rajacic, Alessio Surian, Harm-Jan Fricke,
Johannes Krause and Peter Davis

The objectives of the DEAR Study were to obtain an overview and an analysis of the projects financed by the EC in the area of DEAR in the past 5 years (2004-2009); to obtain an overview and an analysis of the main actors and initiatives in the field of DEAR in the 27 Member States of the European Union; and to identify possible options for improving the EC actions in the field of DEAR, based on the findings of the study and on consultations with stakeholders. The study took place in 2010 with the Final Report complete in November, 2010.

In order to add value to the EC DEAR approach, the report recommends the EC becomes more proactive in the field. It suggests a range of recommendations for the EC internally (e.g. awareness raising, development of synergies) and externally between the EC and other DEAR actors (e.g. development of a DEAR policy and strategy, the promotion of learning from DEAR initiatives).

There are intermediate objectives which are followed by more specific recommendations relating to what the EC could do. The intermediate objectives focus on: the development of coherence and coordination between various DEAR activities; improvements in learning and the sharing of learning (within the EC but also more broadly for the DEAR field); the further inclusion of multiple voices and perspectives from across the world into the operation of DEAR; the grants process; and the operation of the EC's staff unit concerned with the support and promotion of DEAR.

Download:

https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report

PUBLICATIONS

The following section comprises recently published research articles and policy reports in the field of development education/ global learning.

Abu-Zahra, N.L. & Price, H. (2010). The Effects of Cabinet Shuffles on Development Projects: A Case Study on Global Education in Jordan. Arab World Geographer, 12(1-2), 19-35.

Blum, N., Bentall, C. and Bourn, D. (2010) Learning and Skills for a Global Economy: the response of further education colleges and training providers to the challenges of globalisation. Coventry: LSIS

<http://www.lsis.org.uk/Services/Publications/Documents/Globalisation-Research-Report.pdf>

DEA (2010) Global Learning Evidence Briefing

DEA pulls together the main data from its MORI research around the need for and impact of global learning.

<http://clients.squareeye.com/uploads/dea/documents/Global%20Learning%20Evidence%20Briefing%20Sep%2010.pdf>

Dobson, A. (2010) Environmental citizenship and pro-environmental behaviour - Rapid research and evidence review. SDRN. www.sd-research.org.uk/post.php?p=1229

Gadsby, H. and Bullivant, A. (eds.) (2011) Global Learning and Sustainable Development. Liverpool Hope University. The English secondary curriculum encourages teachers to develop more creative and flexible teaching around interrelated cross curricular topics which can help young people make sense of the some of the key ideas and challenges in today's world. This book provides an overview of Global Learning and Sustainable Development in the curriculum, its development in policy and what this means for teachers in practice. Themes covered in this book include: How to plan, implement and evaluate change in the curriculum to incorporate the global dimension/sustainable development and cross-curricular approaches; the role of Personal Learning and Thinking Skills, (introduced alongside the cross-curricular dimensions) as a way of exploring the global dimension/sustainable development, with reference to different methodological approaches for developing these skills in practice; ideas from the

"global context" of practice in Europe and beyond. The book is designed for teacher educators and practising teachers wanting to know how Global Learning and Sustainable Development can be delivered in practice.

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Wilson, E. K (2010) From Apathy to Action: Promoting Active Citizenship and Global Responsibility amongst Populations in the Global North. Global Society, 24, (2), pp. 275-296.

Wisely, T.L.K., Barr, I. M., Britton, A. and B. King (2010) In a Global Space - Research and Practice in Initial Teacher Education. Edinburgh: IDEAS. The book provides a range of perspectives on the connection between teacher education and development, citizenship, environment and sustainable development education. It brings together viewpoints from a wide range of academics, mainly based in Scotland, professional

bodies and non-governmental organizations. The publication arose from the 'Taking a Global Approach to Initial Teacher Education' project which was devised and managed by the IDEAS network in Scotland with funding from DFID. The volume aims to encourage educators, teachers and student teachers to become critically reflective of the ways in which the world's increasing connectedness impinges on personal behaviours, lifestyles and social structures and how that might impact on the nature of learning and thus on the nature of teacher education.

KEY JOURNALS

The following section highlights some of the key academic journals working in the field of development education and global learning.

Policy and Practice: A Development Education Review

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

Issue 11 of *Policy & Practice: A Development Education Review*, on the theme of Monitoring and Evaluation, is now available to access at www.developmenteducationreview.com. It offers insights from both academic and practitioner perspectives on how evaluation should be re-imagined as a useful tool to critically analyze and improve development education practice and programmes. Guest Editor Mags Liddy offers a

thorough and insightful overview of the purpose of monitoring and evaluation, and promotes the use of evaluation for transforming and strengthening development education delivery. Focus contributor Gilbert Storrs promotes a business management measurement system to be adapted to the development education sector. Meliosa Bracken and Audrey Bryan explore reflective practice as a self-evaluation tool. Brandon McDonnell, Nicola McIlldoon, Gladys Swanton and Norman Gillespie describe Community Evaluation Northern Ireland's recent evaluation tool for community and voluntary organisations titled 'Measuring Up: A review of evaluation practice in the voluntary and community sector'. The final Focus article by Alosa Kaimacuata discusses the challenges in conducting and evaluation of the Lancashire Global Education Centre's recent 'Engaging the Disengaged in Development Education' project. There are also many Perspectives and Review articles to round out the issue.

Issue 12 of Policy & Practice will be published in Spring 2011 on the theme of Professionalisation & Deradicalisation of Development Education. The issue will ask whether the greater professionalisation of development education through closer integration with education and government policy and practice has led to a deradicalisation of the sector. It will explore the positive and negative effects of a more formally organised sector that began as a radical endeavour to challenge the social and economic causes of inequality and injustice. Articles will examine the growth of the sector, its successes and failures, and assess whether development education as currently organised and practiced can achieve its stated objectives. Articles are still being accepted to be considered for publication in Issue 12. For more information or to submit an article for consideration, please visit: www.devlopmeneducationreview.com or Contact Jenna Coriddi: jenna@centreforglobaleducation.com.

International Journal of Development Education and Global Learning

This internationally refereed journal publishes the outcomes of research and current debates on development education and related concepts such as global learning, global education and global citizenship.

The journal is an academic response to the increased public and educational interest in learning and understanding about the wider world. It offers greater understanding of the reasons for global inequality and how global issues such as poverty

affect people's everyday lives. It critically explores international development issues so as to help people develop the practical skills and confidence to make positive changes, both locally and globally.

The journal brings to the international academic and research community the richness and importance of this neglected academic area. Its purpose is to help advance theoretical and empirical understanding of development education and global learning through a focus on papers reporting research, policy, practice and current debate in the field. The content reflects international debates and understanding of public support for global development issues.

The criteria for papers are that they are analytical and critical, and that the ideas being discussed are transferable to other educational systems and cultures and accessible to an international audience. Themes include how young people learn and engage in global and international development issues, debates on what is meant by global citizenship, review of strategies on development education around the world and links between learning and action for global social change. The journal has an internationally renowned editorial board of academics from around the world. It has been founded at the Development Education Research Centre at the Institute of Education, University of London and is published by Trentham Books:

[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)

Contact Doug Bourn: d.bourn@ioe.ac.uk

Critical Literacy: Theories and Practices

The journal 'Critical Literacy: theories and practices' publishes articles related to practices and theoretical discussions of critical literacy based on a wide range of perspectives. The journal is published online twice a year in August and January by the Centre for the Study of Social and Global Justice, at the University of Nottingham, in partnership with 'Other Horizons Publishing'.

<http://www.criticalliteracyjournal.org/>

ONGOING DOCTORAL STUDIES

The following section highlights some ongoing doctoral research in the field.

Susanne Krogull: Global Empowerment through North-South Youth Encounters? Empirical Findings

about Learning in an increasingly borderless World. University of Erlangen-Nuremberg, Germany. Email: Susanne.Krogull@ewf.uni-erlangen.de

Sonja Richter: Sustainability awareness through volunteer services in developing and threshold countries, Leuphana University, Germany. Email: sonja.richter@uni.leuphana.de

Lynne Wyness: Placing global citizenship: the politics, praxis and pedagogy of global school partnerships. Email: lds206@ex.ac.uk

ONLINE RESOURCES

This section highlights some key online sites for development education research, networking and policy.

Centre for Academic Practice and Research in Internationalisation (CAPRI):
http://www.leedsmet.ac.uk/world-widehorizons/index_CAPRI.htm

Engineering Subject Centre Teaching Guides
<http://www.engsc.ac.uk/guides>

European Youth Forum: <http://youthforum.org/>

Global Development website:
<http://www.guardian.co.uk/global-development>

The Global Education Collaborative:
<http://gloaleducation.ning.com/>

Global Education Conference 2010:
<http://www.gloaleducationconference.com/keynotes.html>

Global Issues in Language Teaching - Special Issue Groups: www.gilesig.org and <http://gisig.iatefl.org>

London Global Teachers Network: www.lgtn.org.uk

TeachGlobalEd.net: <http://teachgloaled.net/>

UK ITE network:
<http://www1.lsbu.ac.uk/ccci/uk.shtml>

Warwick University Global People project work:
<http://www.globalpeople.org.uk/>

DEVELOPMENT EDUCATION RESEARCH CENTRE

Development education is an approach to learning about global and development issues through recognising the importance of linking people's lives throughout the world. It is also based on a understanding of the importance of critical thinking, the need to challenges stereotypes and to give people the skills and confidence to support change towards a more just and sustainable world.

Aims of Centre:

- to embed development education within mainstream education policy and research;
- to ensure long-term impact of development education and its contribution to DFID;
- strategy of Building Support for Development.

The main focus of its activities are:

- the creation of a research community at the Institute of Education on development education;
- the development of range of courses on development education;
- to organise range of seminars and conferences in partnership with appropriate national and international bodies;
- to develop an international network of academics interested in research in development education.

The Development Education Research Centre was established in 2006 with funding from the Department of International Development (DFID) to act as the hub for knowledge generation, new thinking and quality output on development education.

The Centre is responsible for organising a range of events and conferences, conducting research and consultancy, running a Masters degree course on development education, supervising a team of doctoral students and producing a range of reports, academic articles on books relevant to the aims of the Centre.

The Centre is responsible for editing the International Journal of Development Education and Global Learning, published by Trentham Books.

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