

# Development Education Digest

## Issue Three: November 2011

Welcome to the third 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](mailto:f.hunt@ioe.ac.uk).

### Table of Contents

GLOBAL DIMENSIONS IN FORMAL EDUCATION.....	2
POLICY INITIATIVES, STRATEGIES AND RESEARCH.....	6
PUBLICATIONS .....	7
KEY JOURNALS .....	8
ONGOING DOCTORAL STUDIES .....	9
ONLINE RESOURCES.....	9



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.

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### **Global Dimension in the Northern Ireland Curriculum: school approaches, teaching and learning**

DFID, 2008-10

Ulrike Niens, Queens University Belfast and  
Jacqueline Reilly, University of Ulster

Northern Ireland, with its history of identity-based sectarian conflict, recently increasing ethnic minority population, and segregated school system, provides a highly relevant case study to examine the conceptualisations and practices of the Global Dimension in education. The Global Dimension in Schools (Northern Ireland) was a three-year programme funded by DfID which aimed to embed the Global Dimension in primary and post-primary curricula. The research was commissioned over a 2-year period to investigate school approaches, pupils' learning and educators' understandings of the Global Dimension and related issues.

Based on quantitative and qualitative methods, findings indicated that much relevant and valuable work was carried out in schools under the banner of the Global Dimension, often led by highly motivated teachers. Few schools adopted a structured approach to their implementation of the Global Dimension, which was often catalysed by specific projects. The research indicated differences between school types relating to approaches to the Global Dimension and reported learning about it, suggesting that collaborations between school sectors may facilitate common learning opportunities for children from all communities in Northern Ireland. While support for the Global Dimension varied over time due to fluctuating commitments to other initiatives, most teachers noted that it was becoming increasingly embedded in the curriculum. However, teachers saw lack of time as a major impediment to effective implementation. Awareness raising was seen as the main goal in teaching about the Global Dimension which was reflected in pupil knowledge, but not necessarily critical understanding, of global issues. Data often reflected a lack of critical engagement with the complexities of global North/South relationships, pity for those perceived in need (and a sense of luck about being born in the global

North) and an emphasis on charitable action rather than institutional change. Many teachers and pupils were highly interested in global issues and motivated to learn more about them. Pupils expressed a sense of global responsibility and willingness to engage actively to make the world a better place.

Teaching about respect for diversity and other cultures was regarded as central to the Global Dimension, relating to the global and local contexts, though the latter often reflected concerns about racism rather than the sectarian conflict in Northern Ireland. Pupil attitudes to immigrants were positive although a sizeable minority of respondents demonstrated less liberal attitudes, underlining the importance of educational initiatives which address diversity at local and global levels.

The potential for global citizenship to overcome prejudice and community divisions has been suggested as particularly important for divided societies. However, despite pupils' awareness, engagement and sense of responsibility relating to global issues, their identification as European and Global Citizens remained peripheral. Teaching and learning about environmental issues was highlighted as one area where global interdependence was critically examined, suggesting a potential role for this as a model for critical engagement with other key concepts of the Global Dimension, which were viewed as more problematic.

The final report of the evaluation is available at: <http://www.centreforglobaleducation.com/sites/default/files/publications/The%20Global%20Dimension%20by%20Ulrike%20Niens.pdf>

Contact Ulrike Niens: [u.niens@qub.ac.uk](mailto:u.niens@qub.ac.uk) or  
Jacqueline Reilly: [j.reilly@ulster.ac.uk](mailto:j.reilly@ulster.ac.uk).

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### **Global Dimension in Primary Schools**

2011-12

Doug Bourn and Frances Hunt, DERC, IOE

The Development Education Research Centre is in the early stages of researching development education in primary schools. The aim of the research has not been finalized, however the research is likely to focus on the impact of the global dimension in primary schools – incorporating both quantitative and qualitative measures. A research report is planned within six months. Please contact the research team if you have any

potential input to the project (particularly in terms of impact data).

Contact Fran Hunt: [F.Hunt@ioe.ac.uk](mailto:F.Hunt@ioe.ac.uk)

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## **The Global Dimension in A-levels in England and Wales**

2011-12

Ian Marcouse and Doug Bourn, IOE

This short piece of research looks at how A-level examinations incorporate international development and global learning issues. A paper will be available via DERC at the IOE early 2012.

Contact Doug Bourn: [d.bourn@ioe.ac.uk](mailto:d.bourn@ioe.ac.uk)

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## **Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools**

2011

Audrey Bryan and Meliosa Bracken, University College Dublin

This research provides insights into the status and practice of development education in post-primary schools in Ireland as well as an interrogation of how development issues are represented in the formal curriculum. It adopted a qualitative approach, enabling a rich description of what development education looks like in an Irish context and how it is understood in post-primary schools, as well as an in-depth exploration of teachers' experiences and views about 'doing' development education post-primary settings. Combining an analysis of curriculum materials (including 75 lesson plans and a similar number of textbooks) as well as in-depth interviews with 26 in-career teachers currently teaching development education in a broad and diverse cross-section of post-primary schools, the study provides a comprehensive portrait of development education in Irish post-primary schools.

The overall aim of the research was to identify the strengths, possibilities and limits in existing pedagogical and curricular approaches to development education across a range of subjects at post-primary level in Ireland. Key findings included the following:

Development education occupies a marginal status within the formal curriculum in Irish post-primary schools. The exam-driven focus of the post-primary system is a major obstacle to the meaningful inclusion and in-depth exploration of global justice themes in the classroom.

The status of development education within schools and the responsibility for ensuring young people are exposed to social justice issues falls largely upon the shoulders of 'willing and able' teachers who have a personal and passionate commitment to social and global justice. However, even those who are committed and experienced development educators can be reluctant to deviate too much from the prescribed syllabus, due to fears of compromising their students' ability to do well in exams or of heightening students' own anxieties in this regard.

The discourse of development within state-sanctioned curriculum materials is not completely uniform, coherent, or consistent, either within or across texts; exceptions, inconsistencies and contradictions are evident, even within the same texts. However, Modernization theory proves to be *the* most popular and pervasive perspective on development in Irish post-primary schools.

Geography texts in particular present substantial opportunities for critical engagement with a host of development themes and issues. However, these critical narratives are often contradicted by competing images and narratives of development which perpetuate responses and stereotypical ideas about victims in the Global South who are in need of Northern help.

Development activism in schools is generally underpinned by a development-as-charity framework, and dominated by a 'three F's' approach to Development education— Fundraising, Fasting and having Fun in aid of specific development causes.

Only a very small number of in-career teachers who participated in this study had undertaken any in-service training in development education. Teachers frequently mentioned the need for opportunities where they could come together, to learn more and exchange information and knowledge about their own experiences of 'doing' development education in schools. The majority of student teachers appeared open to and supportive of integrating development education into their teaching practice. However, difficulties did emerge

around some student teachers' willingness or capacity to deviate from standard curricular content.

For a copy of the full report, please email [Audrey.bryan@gmail.com](mailto:Audrey.bryan@gmail.com) or [Brackem@tcd.ie](mailto:Brackem@tcd.ie)

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## Global Storyline Project

2010-3, DFID

Marie McNaughton, Strathclyde University

'Storyline' is a pedagogical methodology developed in the 1960s and 70s by a group of tutors from Jordanhill College of Education (now School of Education, University of Strathclyde). It is based on the principles underpinning integrated, holistic curricula in schools. In Storyline, topics are developed using a story framework. The methodology is based on constructivist, active learning approaches to education. For more information about Storyline please see the website: <http://www.storyline-scotland.com/>

In 2009 the West of Scotland Development Education Centre (WOSDEC), Glasgow City Council Education and the University of Strathclyde started to collaborate on a project to develop a new methodology to introduce Global Citizenship Education (GCE) into Glasgow schools. The overarching purpose of the project is to support the embedding of an exploration of global development issues relating to MDGs, sustainable development, rights and poverty into the learning experience of pupils in Glasgow so that they have an increased awareness of global issues, develop critical thinking skills and are empowered to act as catalysts in the community. DFID now funds the Global Storyline project.

The Global Storylines team work in partnership with teachers to develop a global dimension to the methodology called 'Storyline' in which learners create and develop fictional communities and their stories. Educational drama help bring the stories to life. Fictional communities facilitate learning about real communities both local and global and their interdependence. They offer learners opportunities to explore development issues, develop critical thinking and positive attitudes about one's ability to make a difference.

Central to the project is research that will provide possible evidence of the benefits for teachers and learners of an approach that reflects skills and values relating to global citizenship. This aspect is designed to add academic weight at a strategic

level and show relevance to other UK curricula. An action research methodology sees project teachers collect a range of data (pupils' work and responses, their own reflective field notes, video, photographs, etc.) and analyse their own classroom practice. Analysis of the teachers' research data is taking place and is being triangulated with data from, for example, teacher, pupil and parent interviews.

Contact Marie McNaughton:  
[m.j.mcnaughton@strath.ac.uk](mailto:m.j.mcnaughton@strath.ac.uk)

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## North-South School Partnerships

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### Global School Partnerships – impact evaluation

DFID, 2011

Sizmur, I., Brzyska, B., Cooper, L., Morrison, J., Wilkinson, K. and D. Kerr, NFER

The evaluation report on the Global Schools Partnerships programme was commissioned by DFID. It aims to assess the impact of the programme on levels of global awareness and attitudes to global issues in pupils attending GSP schools in the UK. The study compares awareness levels and attitudes among pupils in GSP schools with those of pupils in non-GSP schools. It also looks at awareness levels linked to age and the extent to which the GSP programme is embedded within the schools.

8,519 pupils and 284 teachers in GSP schools and comparison schools in the UK were surveyed using an online questionnaire. 21 schools (GSP and comparison) were visited and a range of interviews carried out. Factor analysis of responses was carried out, with higher scores indicating higher levels of awareness of global issues and increased attitudinal engagement.

Findings included:

- Increased awareness, attitudes and response of pupils about global issues at primary and secondary school level, when part of GSP.
- Pupils in GSP showed a deeper understanding of global issues than those in non-GSP schools.
- The impact of GSP is more evident in year one and year three of the GSP grant programme.
- Effects were seen at all stages of the programme, but were more pronounced in schools where the partnerships were well

established and embedded in whole school policy.

- Pupils in high achieving schools, girls and pupils born outside the UK had significantly higher scores overall.
- Pupils in schools with high proportions of white British pupils, pupils in schools located in deprived areas and in urban areas had significantly below average scores.

Download:

<http://www.nfer.ac.uk/nfer/publications/GSPP01/GSPP01.pdf>

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### **Global Partnerships as Sites for Mutual Learning: Teachers' professional development through study visits**

2009-12, ESRC

Fran Martin and Helen Griffiths, University of Exeter, L. Sidibeh, the Gambia University and L. Raja, Gandhigram Rural University, India

The main purpose of the research project is to investigate what teachers learn from study visits, and how they make use of what has been learnt back in their own educational settings, giving equal weight to the learning of both northern and southern partners. Specific objectives are to:

- Analyse the development of two global partnerships and the context they provide for study visit courses;
- Explore and analyse UK teachers' changing perspectives on development and global partnerships during two study visit courses;
- Explore and analyse Gambian and Southern Indian professionals' changing perspectives on development and global issues during the study visit courses;
- Explore the key factors that prompt changes in perspective;
- Investigate ways in which the study visit courses inform the development of teachers' practice over time.

The study aims to make a significant contribution to theoretical knowledge in the domains of transformational learning through intercultural, collaborative experiences and application to professional practice over time, bringing much needed southern perspectives to our understanding. In addition, the study aims to build research capacity by identifying and exploring

innovative participatory approaches to research between the North and South.

An interim conference for this project was held at the University of Exeter on September 1st 2011. Attending the conference were 20 researchers and research participants (4 from India, 4 from The Gambia and 12 from the UK) and 40 invited delegates from organisations ranging from individual schools to Development Education Centres, the British Council and teacher unions. The overall aim of the conference was for researchers and research participants to share interim findings with a range of people and organisations, to ask them to interpret the findings from their own perspectives, and thus to aid the project team in developing a dissemination and communications plan for the end of the project.

A summary project report, combining reports from India, The Gambia and the UK, is now available. For this and the full reports from each country please go to the project website and follow the 'Project reports' link on the left hand menu bar: <http://education.exeter.ac.uk/projects.php?id=450>

An end of project conference will take place in Birmingham, UK at Millennium Point, on June 21st - 22nd. For further details please contact Fran Martin, principal investigator.

Contact Fran Martin: [fran.martin@exeter.ac.uk](mailto:fran.martin@exeter.ac.uk)

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### **Global Dimensions in Teacher Education**

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#### **Global Dimension in Initial Teacher Education**

2009-12, DFID

Frances Hunt and Hannah McGough, IOE

The Global Dimensions in Initial Teacher Education project is progressing well in the IOE. Researchers are working with tutors and PGCE students in a range of subject areas (science, ICT, history, MFL, business and economics, music, English, RE, citizenship) and stages (both secondary and primary). In addition to the programme supporting tutors to enhance the global dimension on PGCE courses, research data is being collected and is in the initial stages of analysis. Research products are planned for 2012.

Contact Hannah McGough: [h.mcgough@ioe.ac.uk](mailto:h.mcgough@ioe.ac.uk)

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## **What should be the content of an Education for Sustainability programme for trainee teachers attending teacher training institutions in Northern Ireland?**

2010

Brigid Murray, Southbank University

This research study is based on a MSc dissertation. It focuses on an education for sustainability programme for trainee teachers attending teacher training institutions in Northern Ireland. The aim of the study was to answer the question: 'What should be the content of an Education for Sustainability programme for trainee teachers attending teacher training institutions in Northern Ireland?'

Data was collected through a questionnaire survey with final year student teachers at one teacher training college. In addition semi-structured interviews were conducted with a small sample from the group. The purpose of the primary research was to get an understanding of the views and knowledge of trainee teachers in relation to ESD or education for sustainability.

The main findings were that while the vast majority of students believed that it was part of the professional responsibility of teachers to educate future generations about sustainability, a significant proportion of the student teachers reported a lack of understanding of education for sustainable development. A majority of students were in favour of more time being devoted to ESD in the undergraduate programme. There was a very strong commitment to values education and support for a futures orientation in the curriculum.

Relevant secondary sources were critically reviewed. An adapted model of sustainability is presented and was used as a framework for developing a proposal for an outline programme for education for sustainability. The rationale for the suggested programme is presented.

Teacher education institutions have a central role to play in education for sustainability and teacher educators are key change agents as they are in an influential position in relation to the next generation of teachers. They implement the educational policies produced by the Department of Education and in relation to policy there is a need for a comprehensive and coherent approach by the department and across departments within the Northern Ireland Assembly.

Managing change requires strong and visionary leadership and a number of recommendations were made regarding the support that is necessary to empower leaders at all levels to bring about the changes that are needed. Many teacher educators working in colleges and universities in Northern Ireland may need to embark on a programme of professional development in relation to education for sustainability so that they have the competence to impart the skills, knowledge and understanding to a new generation of teachers.

Contact Brigid Murray: [brigid.murray@belb.co.uk](mailto:brigid.murray@belb.co.uk)

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## **Education for Sustainable Development**

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### **Developing global citizenship and sustainable lifestyles through carbon justice**

2009-2012, DFID

Clive Belgeonne and Bev Booker

This 3 year pilot project is working with two UK secondary schools and a partner school in Zanzibar to explore carbon use between schools in order to adapt behaviour. Baseline assessments have been produced on teacher and pupils' attitudes to development issues.

Download:

[www.lsbu.ac.uk/ccci/uk\\_ite\\_network/presentations-2011.shtml](http://www.lsbu.ac.uk/ccci/uk_ite_network/presentations-2011.shtml)

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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.

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### **Position Paper on Involving Youth and Children in Development Education and Awareness-raising**

Working group on Children and Youth of the DARE Forum, 2011

This position paper highlights the role young people and children can play in development education

and awareness raising of global issues. It made recommendations to various bodies that engage with development education (e.g. EC, European Parliament, NGOs, development organisations, etc.). These recommendations include:

- Organisations involving youth and children in their development education programmes should receive training on working with youth and children;
- Youth and children should be involved in planning, implementation and evaluation of development education activities;
- Peer education can build capacity of youth and children;
- Development education with children and youth should include critical literacy and critical understandings of the issues;
- Participation and leadership of youth and children in development education programmes should be promoted, rather than only seeing youth and children as a 'target group' of action;
- Spaces and opportunities for children and youth to get involved in development education should be promoted.

Download:

[http://deeeep.org/index.php?option=com\\_content&view=article&id=150&catid=34](http://deeeep.org/index.php?option=com_content&view=article&id=150&catid=34)

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### National Report Norway

GENE Global Education Network Europe, 2009

The National Report on Global Education in Norway is the latest in a series of country reports produced by GENE. Data was collected by interview and document review.

The report recognizes the strength of global education in Norway. It highlights the role of volunteering and the strength of NGOs and civil society in this field. It also highlights the low levels of public knowledge of global education.

Recommendations include a national strategy for global education to improve cooperation between ministries, NGOs and civil society. It also has recommendations for streamlining funding arrangements. In the formal education sector the report recommends global education guidelines for curriculum developers.

Download:

<http://www.gene.eu.php5-8.dfw1-1.websitetestlink.com/peer-review/>

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## PUBLICATIONS

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

**Batteson, T. and R. Tormey (2011) Teaching Global Perspectives: Introducing Student Teachers to Development Education.** Limerick: Ubuntu Network, University of Limerick.  
<http://www.theliffeypress.com/proddetail.php?prod=308-11-5>

**Bourn, D. and K. Brown (2011) Young People and International Development: Engagement and Learning.** DERC Research Paper, No. 2.  
[www.ioe.ac.uk/EngagementAndLearning.pdf](http://www.ioe.ac.uk/EngagementAndLearning.pdf)

**Bourn, D. and F. Hunt (2011) Global Dimension in Secondary Schools.** DERC Research Paper, No. 1.  
[http://www.coe.int/t/dg4/nscentre/ge/GE\\_Newsletter/GEN76-ResearchReport1-DERC.pdf](http://www.coe.int/t/dg4/nscentre/ge/GE_Newsletter/GEN76-ResearchReport1-DERC.pdf)

**Bowden, D and P. Copeland (2011) International links & the global dimension: not resolving differences, but understanding them.** ITE ESD/GC Conference, June 2011, Southbank University.  
[http://www.lsbu.ac.uk/ccci/uk\\_ite\\_network/papers-2011.shtml](http://www.lsbu.ac.uk/ccci/uk_ite_network/papers-2011.shtml)

**Brown, E. J. (2011) The Role of Questioning and Dialogue in Teaching Complex Global Issues: Perceptions of student-teachers in England.** International Journal of Development Education and Global Learning (2011), Vol.2.

**Bullivant, A. and Gadsby, H. (2011) Promoting Global Learning and Active Global Citizenship in Teacher Education: A Partnership Approach.** ITE ESD/GC Conference, June 2011, Southbank University.

**Clifford, V. and Montgomery, C. (2011?) Moving towards internationalization of the curriculum for global citizenship in higher education.** Oxford: Oxford Brookes University.

**European Youth Forum (2010) Development needs youth.** Brussels: European Youth Forum.  
<http://icmyo.wordpress.com/2009/01/12/development-needs-youth-available-online/>

Griffin, H. (2010) Fundraising for people in economically poor countries: should schools do it? DECSY.

Hanson, L. (2010) **Global Citizenship, Global Health, and the Internationalization of Curriculum: A Study of Transformative Potential.** Journal of Studies in International Education (2010), Vol.14, (1), pp. 70-88.

Hogg, M. (2011) **Do we need a deeper, more complex conversation with the public about global issues?** London: Think Global.  
<http://think-global.org.uk/resources/item.asp?d=4602>

Humble, D. (2011) **“This isn’t getting easier”:** Valuing emotion in development research. Emotion, Space and Society.  
<http://www.sciencedirect.com/science/article/pii/S1755458611000223>

Hunt, F., Li Ting Chung, H., Rogers, M., with S. Inman (2011) **Taking Stock: A report from the UK Teacher Education Network for sustainable development (ESD) / global citizenship (GC) - survey on provision for ESD/GC in initial teacher education in the UK.** London Southbank University.  
[www.lsbu.ac.uk/ccci/uk\\_ite\\_network/docs/taking\\_stock.pdf](http://www.lsbu.ac.uk/ccci/uk_ite_network/docs/taking_stock.pdf)

Jóhannesson, I. A. (2011) **Curriculum analysis and education for sustainable development in Iceland.** Environmental Education Research, Vol.17, (3), pp.375-391.

Knowles, E. (2011) **Mapping the reach and outputs of development education centres in England.** Think Global.  
<http://think-global.org.uk/resources/item.asp?d=4830>

Marshall, H. (2011) **Education for global citizenship: reflecting upon the instrumentalist agendas at play.** In: Bates, R., ed. Schooling Internationally: Globalisation, Internationalisation and the Future for International Schools. London: Routledge, pp. 182-200.

McLean, L. & S. A. Cook (2011) **Viability for Sustainability: Two Sides of the Coin for Global Education in Faculties of Education.** International Journal of Development Education and Global Learning (2011), Vol.2

Morgan, J. and D. Lambert (2011) **Geography and Development: development education in schools and the part played by geography teachers.** DERC Research Paper, no. 3. London: IOE.

Moss, S. and Hogg, M. (2011) **Knowing the Audience.** London: Think Global. <http://think-global.org.uk/resources/item.asp?d=4342>

Osler, A. (2011) **Teacher interpretations of citizenship education: national identity, cosmopolitan ideals and political realities.** Journal of Curriculum Studies (2011), Vol.43, (1), pp.1-24.

Rapoport, A. (2010) **We cannot teach what we don’t know: Indiana teachers talk about global citizenship education.** Education, Citizenship and Social Justice, Vol.5, (3), pp.179-190.

Think Global (2011) **Evaluating Global Learning Outcomes: A guide to assessing progress in intercultural, environmental and development education projects.** A new guide created by Think Global and Charities Evaluation Services  
<http://think-global.org.uk/resources/item.asp?d=4753>

Think Global (2011) **What parents want: the role of schools in teaching about the wider world.**  
<http://think-global.org.uk/resources/item.asp?d=4499>

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## KEY JOURNALS

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

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Critical Literacy: Theories and Practices:  
<http://www.criticalliteracyjournal.org/>

International Journal of Development Education and Global Learning: [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)

Policy and Practice: A Development Education Review: [www.devlopeducationreview.com](http://www.devlopeducationreview.com)

Issue 12 of Policy and Practice includes a focus on professionalization and deradicalisation of

development education:

<https://portal.ioe.ac.uk/http/www.developmenteducationreview.com/issue12>

There is a call for contributors for Issue 14 of Policy and Practice on the theme of: 'Creating New Economic Paradigms: The Role of Development Education'. This theme will discuss how development education can respond to the current global financial crisis particularly in engendering debate on alternative models of economic development. This issue will consider the current financial upheaval in local and international contexts reflecting on the distinctive role that development education can play in debating new paradigms of economic development based on the sector's knowledge and experience of the global South and educational practice in the global North. Can we apply development education's skills, values, knowledge and activism to the economic crisis and propose meaningful steps that could contribute to a more sustainable and just economic model both locally and globally? The deadline for the submission of all articles is 13 January 2012 to [stephen@centreforglobaleducation.com](mailto:stephen@centreforglobaleducation.com).

Issue 15: An Open Call for Contributors - For Issue 15 of the journal, the Centre has decided to make this edition an 'Open Call' for contributors without any specific theme. If you are interested in submitting an article for this issue we require a short précis of 300-500 words by 25 May. The deadline for articles is 31 August 2012 contact [stephen@centreforglobaleducation.com](mailto:stephen@centreforglobaleducation.com).

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## **ONGOING DOCTORAL STUDIES**

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

**Marco Rieckmann:** The Global Perspective of Education for Sustainable Development: A European–Latin-American Study about Key Competences and Acting in the World Society. Institute for Environmental and Sustainability Communication, Germany. Email: [rieckmann@uni.leuphana.de](mailto:rieckmann@uni.leuphana.de)

**Son Gyoh:** NGDO advocacy as learning domains: Reflexive approaches to Development education in the UK (with implications for Ireland), IOE. Email: [songyoh20@yahoo.co.uk](mailto:songyoh20@yahoo.co.uk)

**Tom Pablo Dalby:** Spaces for Transformation? Exploring possibilities for transformative global learning through action research into development

education in public spaces. University of East Anglia. Email: [T.Dalby@uea.ac.uk](mailto:T.Dalby@uea.ac.uk)

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## **ONLINE RESOURCES**

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

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Development Education Research Centre (DERC): [www.ioe.ac.uk/derc](http://www.ioe.ac.uk/derc)

Educacion Global Research: <http://educacionglobalresearch.net/?lang=en>

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

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

London Global Teachers Network: [www.lgtn.org.uk](http://www.lgtn.org.uk)

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

Think Global: <http://www.think-global.org.uk/>

Towards Critical Global Citizenship Education (Recorded lecture, Vanessa Andreotti): <http://connectpro.oulu.fi/p91204738/?launcher=false&fcsContent=true&pbMode=normal>

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