

# Development Education Digest

## Issue Four: December 2012

Welcome to the fourth issue 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).

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Development Education Research Centre

## **GLOBAL DIMENSIONS IN FORMAL AND NON-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 Learning in Primary Schools in England: Practices and Impacts**

2012, DERC, IOE

Frances Hunt

The report focuses on the nature and impact on pupils of global learning in primary schools in England. It looks at what global learning and how it is practiced in the context of primary schools. It identifies factors which both encourage and limit global learning. It also explores how global learning can impact on children's learning and development.

The research responds to three questions:

- What does global learning look like in practice in primary schools?
- What are the facilitators and barriers to including global learning in primary schools?
- How does global learning impact on children's learning in primary schools?

The research design combines both quantitative and qualitative research methods. The main method of data collection was an online questionnaire completed by school staff (mainly teachers and school management) in 217 primary schools. Additionally qualitative data was gathered via interviews with pupils in three schools at different stages of engagement with global learning.

Findings include:

- Global learning at primary level is strongly linked to awareness of other cultures and diversity and developing learners as socially-aware, responsible global citizens.
- Subjects perhaps perceived to be too critical, complex or difficult for either / both pupils and teachers are less prevalent in primary schools.
- For most children active engagement in global learning seems to relate to their interactions with link schools overseas, fundraising activities and making small scale lifestyle changes.
- Schools that practice global learning include it into subject knowledge and curriculum content.
- School award schemes and linking programmes are popular ways for schools to get involved in global learning. Facilitators

and barriers to global learning.

- The role of motivated individuals is most important in enabling global learning in schools.
- Involvement in school awards and school links come out strongly in terms of facilitating global learning.
- Demand on time is identified as the biggest inhibitor to global learning, followed by the need to focus on core subjects and demands on pupil time.
- The large majority of respondents think global learning has had a positive impact in their school. Benefits to schools include enhanced community cohesion, school ethos and pupil voice.
- The impact of global learning increases as global learning becomes more embedded within schools.
- Global learning impacts positively on pupils' knowledge, skills and values.
- Involvement in certain activities is seen to have a greater impact on pupils.
- Involvement in global learning can increase some pupils' attainment levels.
- Learning about global issues does not necessarily translate to children's involvement in social action.

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### **Global Learning and Subject Knowledge**

2011, DERC, IOE

Doug Bourn

Learning about global themes and development issues has become an increasingly important part of the school curriculum in England over the past decade. However Global Learning has often been perceived as more about skills and values than knowledge. With increased importance being given by the Coalition government to a subject based knowledge curriculum, this research report reviews four curriculum subjects, Modern Foreign Languages, Science, Religious Education and Mathematics. It identifies ways in which learning about global and development issues can be an important component of a subject-based curriculum.

This report refers to evidence collated by students from the Institute's Masters programme in Development Education and identifies that whilst there is potential for making linkages between global learning and subject based knowledge, many teachers and trainee teachers feel ill-equipped to incorporate these connections because of lack of

confidence, personal motivation or wider world experience.

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## **Global citizenship among children in the Netherlands: The view of primary school children on their role in the world**

2012, NCDO

Irene de Goede

These research looks at data from 20,000 Dutch children from grades 6, 7 and 8 (corresponding to year 5, 6, and 7 in the UK) on subjects like how children contribute to solving global issues; what they think about mutual dependency in the world; what do they think about equality of people; and whether children are willing to take co-responsibility for global issues such as climate change and poverty.

It finds that children contribute to solving global issues by efficiently using water, energy, and paper and by disposing rubbish. Most children turn off the tap while brushing their teeth and do not throw any rubbish on the streets. Also, four out of five children turn off lights that are burning without reason. More than half of the children use paper efficiently. Buying Fair Trade and organic products, gathering and sharing relevant information, and raising and donating money are less common among children. Children in grade 8 generally exhibit less global citizenship behaviour than children in grades 6 and 7.

The majority of the children are aware of some mutual dependency in the world; 64% realise that we eat things that come from other countries and 61% understand that far away forests are logged for paper that we are using here. 54% understand that it is bad for our climate when forests are logged somewhere else and 48% agree that dirty exhaust gases cause climate problems in other countries. More boys than girls are aware of mutual dependency in the world and awareness of mutual dependency increases when children get older.

Regarding equality of people, 90% think that people in other countries have the same right to a good life as people over here. Also, 78% respect people with other habits and religions. 59% think it is okay when people from other countries want to come and live here because they think life is better here. Only one third of the children think that it is important that we all live well in our country before we help other countries and that we first have to help poor people in our own country before we give money to other

countries. Generally more girls than boys value equality of people. Younger children are generally more convinced of equality of people than older children.

How responsible do children feel? 81% think we have to be more careful with the earth, so that people can continue to live here in the future. 75% think there are so many poor people that we must do something. Also, 73% think it is important to help other people and over half of children want to do something for poor people in other countries and want to help make the world safe and fair for everyone. In addition, 64% want to take good care of the earth to prevent environmental pollution. In general, girls have a greater sense of responsibility and more often want to contribute something themselves than boys. Generally, social responsibility decreases as children grow older.

Children who think they are global citizens (45%) have a better sense of mutual dependency, greater conviction of equality of people and they show more social responsibility and global citizenship behaviour.

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## **Global citizenship in primary and secondary education in the Netherlands**

2012, NCDO

Lette Hogeling

This study provides insights into the practice of global citizenship in primary and secondary education in the Netherlands from the point of view of teachers and head teachers. It provides information on the obstacles and opportunities they experience around global citizenship education.

Data was gathered from more than 1,500 teachers and almost 300 head teachers via an online questionnaire.

The main findings include the following:

- A large majority of the teachers in primary and secondary education think that global citizenship education (GCE) is an important theme for Dutch education.
- The majority of teachers think it is important that their lessons link up to current events.
- Only a minority of teachers think GCE should be a compulsory part of the curriculum.
- In secondary schools teachers in geography, economics and the cultural and social subjects are more likely to think GCE is an important theme.

- In practice, only half of the teachers give their own school a 'pass mark' for the attention paid to GCE.
- More than 60% of teachers state they do something on GCE occasionally in lessons.
- Teachers are most likely to teach GCE in subjects like geography, economics and cultural and social subjects.
- When teachers include GCE in lessons, they mainly focus on skills.
- Teachers in schools refer to current events in relation to GCE.
- In extracurricular activities, GCE is often linked to projects related to charitable organisations.
- Teachers in primary schools mainly discuss themes such as identity, peace and conflict and diversity, while they pay much less attention to more abstract themes such as globalisation and internationalisation.
- In secondary schools teachers' focus mainly on diversity, sustainability and identity.
- The main obstacle to including GCE is a lack of time. In primary schools the perceived complexity of GCE is an inhibiting factor.
- A quarter of the teachers in primary and secondary schools think colleagues in their schools are ill-equipped to teach GCE.
- Over a third of teachers in secondary schools think GCE themes are hard to integrate in their specific subjects.

Download: <http://www.ncdo.nl/pagina/english>

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## **Learning About Development At A-Level: A study of the impact of the World Development A-level on Young People's Understanding of International Development**

2012, DERC, IOE

Gill Miller, Elizabeth Bowes, Douglas Bourn,  
Juan Miquel Castro

This research paper looks at the impact of studying A-level World Development on young people in England and Wales. It summarises the outcomes of research by Bowes in 2011 and a further survey in 2012 with students who have completed the course.

This study looks specifically at the relevance, effectiveness and impact of the course on students. The evidence suggests that the A-level is popular and seen as relevant to young people's lives and views about the world. Both teachers and students state that the themes discussed are up-to-date and accessible to study.

In terms of effectiveness of the course overall, there is evidence of understanding of the key issues in development, although the priorities given to particular themes varied from school and college.

Programmes and projects on learning about development have often been promoted because there is an assumption that mere engagement with these themes has an impact on young people's learning in terms of changing their behaviour and attitudes towards taking action to reduce global poverty. The evidence from this research shows a complex picture of impact with the emphasis appearing to be more on the social and moral aspects of development than the political. The research indicates positive changes in perceptions of global poverty and inequality in the world, but less so on the more social and political aspects. There is evidence that studying the A-level has had an impact upon the students' future learning in higher education with Geography and Development Studies becoming more popular.

The first full World Development A-level began in 2008 so the examination is still relatively new. The sample taken for this study and the research by Bowes covered a relatively small number of students. However, what is clear from this research is that an A-level of this type can play an important contribution in deepening a young person's learning and understanding about development and that it is a subject that is seen as popular and relevant to their lives.

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## **Poverty: Exploring student understanding of Poverty and its impact and the extent to which this understanding is critical**

2012, DERC, IOE

Lutchmi Vellai

This MA dissertation explores through a practical investigation student understandings of poverty and its impact; the extent to which critical thinking is embedded in this understanding and the teaching activities or approaches which influenced the level of critical thinking. The research for this dissertation is undertaken at an independent school in London and involves both year 7-11 students (aged 11-16 years) and teachers, all of whom are from diverse ethnic backgrounds, during a focus Friday project titled: Poverty and Diversity.

In recent decades, there has been much debate on whether society (and in particular young people) has become less supportive of the 'poor'. Young people are often blamed for apathetic and

indifferent attitudes to poverty and its impact due to a supposed 'lack of critical thinking' in their understanding of this issue.

This research focuses predominantly on an examination of the link between critical thinking and student understandings of poverty. The key themes of difference, diversity, interconnectedness, global citizenship education, poverty and critical thinking have been explored. The paper uses Through Other Eyes (TOE) and Open Space for Dialogue and Enquiry (OSDE) methodologies. The findings from lesson observations and student and teacher interviews are translated eventually into recommendations for schools, educational policy and future research.

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### **How is global education perceived and implemented within two secondary schools in Slovenia?**

2012, DERC, IOE

Amy Skinner

Taking into consideration the wider educational framework in Slovenia, which is supportive of learner-centred, progressive approaches to education, this dissertation explores perceptions and practices of global education within two secondary schools in Slovenia. It adopts a case study approach which incorporates interviews with teachers/ headteachers and questionnaires with pupils. It determines teachers' familiarity with global education and assesses whether current practice is predominantly characteristic of uncritical, active or critically reflective approaches to global education. In so doing it examines the challenges and opportunities of integrating global education within the formal school context in Slovenia.

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### **North-South School Partnerships**

#### **The 'Aston-Makunduchi partnership': South- North School Link – In-depth Case Study**

2012, DERC, IOE

Alison Leonard

The report explores one case of a South / North school link. The research is unique because it focuses on effects in a Southern school, over a

twenty-year long relationship. Most of the existing literature on linking does not consider the impact of a partnership to any degree of depth, particularly in terms of the linked school in the Global South. This report shows what has been achieved in a sustained relationship.

The report examines in detail how one link has evolved in a Southern community; its conclusion identifies ongoing challenges, which teachers should consider. Its analysis is particularly important because the report raises issues likely to recur in other links. It also brings to life the realities of a specific link through how it has evolved, what it means to teachers and pupils and the issues and challenges they raise.

The evidence from this in-depth case study highlights the following themes: intercultural education; visitor exchanges; locating learning within 'real world' examples; learning by challenging assumptions about 'how people live' and an understanding of the causes of inequality; and exploring how assistance, aid and action may be apposite; transferring Aid from North to South.

This report challenges some of the current literature on linking:

- It shows how linked schools can engage in development beyond the confines of school premises, highlighting tensions when schools take on development initiatives.
- It emphasises the accrued advantages of exposure to native English speakers. The value attached to this benefit is of paramount importance to individuals. This position conflicts with authors critical of the domination of English as a global language.
- It reviews outcomes that have partially succeeded. It suggests that in future linked schools embarking on projects promoting development outcomes should seek advice and support from the commercial, higher education institution and non-governmental organisations sectors; they should not rely on their own resources.
- It demonstrates how participating schools may adopt educational priorities other than global learning and citizenship outcomes. It notes improvements in student attainment in Science and Mathematics attributable to school linking.
- It recommends affordable means be found to disseminate Southern advice. Southern autonomy for outcomes in this relationship conflicts with aspirations espoused by some postcolonialist authors.

A major implication is that adults in links need reflective space in which to develop relationships with their partner/s.

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## **Do Students Benefit from North/South School Partnerships?**

2012, Oxford Brookes University

Kathryn McNicoll

North/South partnerships have existed for many years between various types of organisations, including schools, hospitals and churches. This MA dissertation looks at seven partnerships between secondary schools in Tanzania and the UK and explores the forms that these links take in an attempt to evaluate their benefits, particularly to the students involved from both a Tanzanian and UK perspective. Indirect benefits to the schools and their wider communities have also been considered. Two schools whose partnerships are set up on a somewhat different basis are also studied to assess whether these produce different outcomes. The research points to the greatest benefit where partnerships are built on a strong foundation and aspects underpinning such relationships have been explored. All the partnerships are presented in the form of case studies, based on interviews with students and teachers at both partner schools.

The research reveals that South/North partnerships are of immense value to almost all the UK students who have travelled to Tanzania. Fewer Tanzanian students have the opportunity to travel to the UK, but those who do also benefit, though in slightly different ways. Additionally, the partnered schools and their wider communities are enriched, thus indirectly benefiting all the students in those schools.

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## **Evaluating partners in development: Contribution of international school partnerships to education and development**

2012, DERC, IOE

Doug Bourn and Olga Cara

This report is a mid-term evaluation of Link Community Development's European Union funded Partners in Development project. The project partners are the nine Link organisations across England, Wales, Scotland, Ireland, Northern Ireland, Malawi, South Africa, Ghana and Uganda.

The specific objectives of the Partners in Development project are to develop and implement a new and sustainable model of school partnerships that will bring effective and relevant development education and enhanced benefits to a target of 700 European schools and 700 African partner schools. This evaluation is one of the first undertaken that measures progress on the impact of school links within a broader analysis of the discourse and practices taking place around international partnerships.

There were three research questions:

- What is the impact of the activities on skills, knowledge, values and attitudes of the target groups in relation to raising public awareness of development issues and increasing support for the Millennium Development Goals?
- How successful have the themed learning activities been in delivering effective development education for schools in Europe and Africa and why?
- To what extent does 'Partners in Development' provide a model for effective school linking?

Forty two schools covering all nine countries were involved in the evaluation via teachers' surveys and focus groups, and analysis of pupil activities. The majority of the schools contacted were primary schools. Findings include:

- There is considerable evidence that pupils in the UK and Ireland increased their knowledge and understanding about development and global issues and that having a partnership with a school in Africa made this learning real.
- Pupils learnt about the lives of pupils from their partner schools.
- Respondents recognised the importance of similar topics such as environment, health and social justice.
- There was some evidence from pupils in the European schools of paternalistic notions towards their counterparts in Africa.
- For the schools in Africa, there much more evidence of impact, particularly in terms of skills development, learning in environment and health.
- In both regions, there is noticeable evidence of increased learning, skills and confidence in teaching global and development themes as a result of engagement in the project.
- Where the project appears to have been very successful has been in the curriculum.

- The resources enabled teachers to consider and introduce styles of learning that were more participatory.
- There is evidence that Partners in Development provides a valuable and useful model that other organisations who support linking could consider. Distinctive features of the link model include: recognition of the importance of having a clear curriculum focus for both European and African schools; providing professional development support that is related to specific national educational needs; resourcing communications development to enable effective dialogue between schools; value of personal contact between teachers and, if possible, between pupils as well.

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### **Primary school students' experiences of participating in global school partnerships programme in Oxfordshire**

2012, University of Oxford  
Stephanie Kimura

This MSc. dissertation explores the nature of global school partnership initiatives in three primary schools in Oxfordshire, UK. It looks at teachers and students' perceptions of partnerships. The study investigates two research questions:

- What are the perceived student learning experiences of global school partnership initiatives?
- What do teachers perceive as challenges and benefits of the partnership?

The dissertation uses small-scale qualitative case study methodology via teacher interviews and student focus group interviews, as well as some classroom observations.

The findings show how the variability in student experiences is influenced by the degree of partnership involvement, teachers' values, and student background. The findings also show how teachers deal with the technical aspects of communicating and collaborating with partnering schools as well as to students' learning experiences. However, despite the challenges, the teachers express positive feelings and hopes for the future of the partnership initiatives.

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### **International school partnerships: contribution to improving quality of education for rural schools in Uganda**

2012, DERC, IOE

Douglas Bourn and Madeline Bain

School linking and partnerships has been an increasingly important feature of educational practice in the UK but there has to date been little research on the impact of links on Southern schools. By focusing on schools in rural areas within the Masindi district of Uganda, this research compares the impact of links in 5 schools with 5 schools that have not had links. The link schools are working with the Link Community Development programme.

Based on interviews with headteachers, teachers, representatives from local communities, Minister of Education and Sports and District Education officials, the main features to emerge were:

- Linked schools had, compared with non-linked schools, a strong sense of self-esteem;
- the link through formal and informal professional development had improved the quality of teaching and learning in the linked schools and overall leadership;
- children, particularly girls, had more enthusiasm and motivation to attend school as a result of their school having a link;
- local communities with linked schools had a sense of pride and enthusiasm in their school.

By having a link, the school also benefited from opportunities for teachers and pupils to improve their English language skills. The teachers and pupils also tended to have a broader vision, to look beyond their own community and to recognise they are part of a wider world.

However the support to the linked schools tended to create a two-tier structure in the district, with significant differences in terms of resources, quality of teaching and motivation of teachers and pupils. Those schools that were not linked schools tended to have poorer resources and there was less support available for improving the quality of the school improvement.

The research showed the need for NGOs, policy-makers and practitioners involved with school linking to recognise the educational development needs, as well as the development education benefits, of partnerships. For Southern schools, the priority for any link will always be the extent to which it can help with improving access to education, increasing resources and support, and as a consequence improving the quality of

education. However it is also important to recognise that unless development education goals of challenging perceptions and awareness of the dangers of dependency relationships are built into a partnership, links will re-enforce stereotypes and not lead to educational development. A strategy and indicators that recognise these complex relationships needs to be considered by all bodies involved in linking and partnerships.

For Link Community Development this research is aimed to help them, the schools they work with in the UK and partner schools elsewhere in Europe to understand issues of access and equity and how best they can support school improvement in the South.

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## Global Dimensions in Teacher Education

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### How well are secondary social studies teachers prepared to teach global education? Pre-service teacher and faculty's perspectives of the implementation of global education in teacher education programs in Taiwan

2010, Ohio State University

Hsiao-Ching Yang

This PhD study looks at how secondary school studies teachers prepare to teach global education in Taiwan. 275 completed questionnaires were collected from teacher trainees and 11 survey questionnaires were collected from the teacher educators in Taiwan.

Findings included:

- The trainees reported that the effectiveness of their programmes in preparing them to teach global education is close to, but less than 'average.'
- The faculty participants reported the effectiveness of teacher education in preparing trainees to teach global education was 'average' and better.
- Around half of trainees had no experience of courses related to global education.
- According to trainees, factors that support the implementation of global education in teacher education include: the impact of globalization; curriculum; teachers' expertise and preparation; the improvement of technology; government policies;

- international / global perspectives: and course content and teaching material.
- According to faculty participant two major factors supported global education in teacher education: MOE policies and the curriculum.
- Around 61% of pre-service teacher participants reported that the overall existing courses offered by teacher education programs constrained the implementation of global education.
- Trainees thought inhibiting factors to the inclusion of global education included: the curriculum; teachers' expertise and preparation; government policies; time constraints; the examination/ test system; teaching materials; language training; and insufficient resources.

Download:

[rave.ohiolink.edu/etdc/view?acc\\_num=osu1291205830](http://rave.ohiolink.edu/etdc/view?acc_num=osu1291205830)

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## Student Teacher Perceptions of the Global Dimension in Science and Religious Education

2012, DERC, IOE

Hannah McGough

This MA dissertation examines the understandings, motivations and experience of student teachers in Science and Religious Education with regards to the global dimension of education. It draws on data from focus groups and individual interviews with student teachers on RE and Science secondary PGCE programmes.

The findings reveal similarities in the way that student teachers from both subjects understand the purpose of the global dimension. It highlights the influence of personal histories and perceptions of teacher identity on student teacher motivations for teaching the global dimension. Finally it explores the differences in the experience of student teachers whilst on school placement. Several observations regarding the global dimension in subject-specific initial teacher education are explored.

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# **Education for Sustainable Development**

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## **How effective is the Eco-Schools programme in tackling school energy issues?**

2011

**Richard Smith**

Using school interviews and an internet survey sent to all Eco-Schools in England, together with Display Energy Certificate and Eco-Schools programme data sources this MSc. research sought to understand the effectiveness of the Eco-Schools programme in helping enrolled schools tackle energy issues. Schools are in the programme at a number of award levels: Registered, Bronze, Silver and Green Flag; so matching this Eco-Schools data with DEC consumption and survey data revealed a pattern of improved performance the higher the Eco-Schools award, but no statistically significant confidence was attained that could allow these findings to be attributed to the full Eco-Schools dataset. Few schools had addressed energy before starting the Eco-Schools programme and expressed a positive view of its impact on energy reduction; with evidence of an increase in successful outcomes of actions taken and better integration into the curriculum the higher the school's award status. However, pupils generally had a poor understanding of energy monitoring, with schools showing limited sharing of energy information in and out of school, but this again improved when moving towards Green Flag status. Litter and school grounds topics, particularly gardening, occupied schools' top sustainability priorities, with energy currently struggling to compete for attention in such an interactive way.

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## **Young people and adults**

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### **Global Citizenship among the Dutch youth**

2012, NCDO

**Marije van Gent, Irene De Goede, Evelien Boonstoppel and Christine Carabain**

The report investigates the extent to which Dutch youngsters aged between 12 and 18 behave as global citizens. Data was collected from around two thousand Dutch youngsters via an internet survey. Findings respond to specific questions:

Do Dutch youngsters behave as global citizens? Analysis using NCDO categories sees Dutch youngsters using energy in a fairly responsible way. They only behave as sustainable consumers to a limited extent yet (e.g. through being vegetarian and buying second hand goods). Dutch youngsters do not exhibit much interest in world problems. Almost a third of the youngsters follow the news on world issues. Only a small number frequently talk about poverty and environmental problems with friends or online. About half say that they never talk about the environment and about poverty in the world.

Besides measuring behaviour, the report also investigates three principles that are related to global citizenship: equality of humans, the sense of mutual dependency and taking shared responsibility for solving global issues. These principles are generally supported by the Dutch youngsters. They agree the most with the principle of shared responsibility, followed by the principle of mutual dependency. The young are the least convinced of the equality of humans. A difference in age is visible here: youngsters under the age of fifteen are a bit more positive about the equality of humans in the world and youngsters over the age of fifteen have more sense of mutual dependency. The level of education has an impact as well: more highly educated youngsters adhere to the three principles more often than less educated youngsters.

The expectation that youngsters who adhere more to the three abovementioned principles do more often behave as global citizens, seems to be confirmed by the results. In addition, knowledge of global issues and the level of education have a positive effect on global citizenship behaviour. Altruistic values also appear to be an important factor in explaining differences in the extent to which the young behave as global citizens.

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## **Global Citizenship in the Netherlands**

2012, NCDO

**Carabain, C.L., Gent, M. van, & E. Boonstoppel**

This report investigates the extent to which the Dutch of 18 years or older behave as global citizens (using a definition of global citizenship which involves individual contributions of people to global sustainability). The results are based on a representative sample of 2,250 adults. Findings show:

- The Dutch use energy in a responsible way. They also handle their waste responsibly. A

- significant part of the Dutch population donates goods so they can be reused. Dutch adults donate relatively often and generously, while almost half of the population perform voluntary service.
- Other types of behaviour that enhance the sustainability of nature or society are less common. Only a small part of the Dutch population frequently buys fair-trade products. Few Dutch adults are vegetarians. Political participation is largely limited to voting in elections. Only a small proportion of Dutch people frequently discuss environmental problems and poverty, or participates in (online) petitions.
  - Besides measuring behaviour, the report also investigates three principles that are supposed to bear global citizenship: equality of all human beings; mutual dependency; and co-responsibility for solving global issues. The results show that these three principles are broadly supported by the Dutch population. This applies in particular to the convictions of mutual dependency and a shared responsibility for issues worldwide. Education plays an important role in the extent to which the Dutch adhere these principles: the more educated Dutch support the three principles more often than the less educated.
  - The data confirms the expectation that people who adhere more to the three principles also behave more often as global citizens.
  - Almost half of the sample think that the governmental budget for international aid should be reduced.

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## NGO, Community and Religious Programmes

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### A Comparative Study of the shifting nature of international non-governmental organisation global education programming in Canada and the United Kingdom

2012, OISE, University of Toronto

Nadya Weber

This PhD research explores how the nature of International Non-Governmental Organisation (INGO) global education programming has shifted

over time. The purpose of the research is to gain a better understanding of a) the place of INGO-produced global education within the context of international development and the field of global education, and b) what type of role (if any) INGOs have to play in future global education programming.

The shifts in INGO global education over time are identified through a comparative historical analysis of the socio-political and funding conditions affecting INGO-produced global education programming in Canada and the UK including the embedded case studies of two sister organizations, Save the Children UK and Save the Children Canada. This study looks broadly at the fifty year history of INGO global education, then focuses on the current experiences of two INGOs that are representative of conditions of INGO dependency within their country contexts.

The trend of INGO global education programming as fundraising campaigns lacks the commitment to relationship building, and the acquisition of the knowledge, skills, and attitudes that are important for developing informed and capable constituencies who would understand systemic inequalities. This begs the question as to whether INGOs are satisfied with the short-term, socially regulatory outcome of fundraising when they have the potential to facilitate the dialogical, equitable relationships that can increase the possibilities for social transformation.

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## Working as a Global Citizen: The Potential of a Volunteering Programme as Global Citizenship Education for Adult Workers

2012, DERC, IOE

Akie Nemoto

This MA dissertation is about learning as global citizens through a volunteering programme for community development. Corporate Service Corp, a corporate social responsibility activity implemented by IBM, is a volunteering programmes recognised to encourage global citizenship education. The research explores participants' learning through the programme, as well as the participants' and corporation's understandings of global citizenship.

This research demonstrates that the experience of working in an unfamiliar setting with diverse people can enhance skills to manage and celebrate difference. Also, it offers positive attitude towards unfamiliarity, consequently, it cultivates individual and organisational learning environment. However, critical views towards the participants' position in

the relationships with the host community or other participants are hardly addressed. Yet, critical consideration seems to be a key concept for the participants and the corporation to broaden their ways of thinking and acting. Those critical eyes seem to be attained through discovering crossing elements between 'us' and 'other'.

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### Pentecostal Engagement with Global Learning: A look at Life Tabernacle United Pentecostal Church, London, UK

2012, DERC, IOE

Nadine Muschette

This dissertation explores the values of the United Pentecostal Church (UPC) by presenting the doctrinal points in its constitution, outlining how its members relate the concepts of Global Learning to their faith and providing details of current engagement with global issues both at the personal and organisational levels. It applies the Transformative Learning theory and the values and frames approach to Global Learning in a qualitative, single case study design, to provide UPC members at Life Tabernacle, London, with critical incidents that unearth and transform their perspectives and engagement with the GL concepts and development themes. The findings give insights into the nature of potential partnerships between the UPC and GL and development organisations.

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### Learning about the effects of global education programmes

2012

Pulse Research Platform

The research Forum on Global Education and Public Awareness for international development (PULSE) is conducting action research into the use of alternative monitoring and evaluation approaches for learning about the effects of global education programmes. The action research involves different Belgian NGOs involved in global education.

Intermediate results of the research point towards the following:

- Developing an actor-centred theory of change allows a programme to determine which target groups are in its direct and indirect sphere of influence.

- The research has identified two important effects: changes in capacity or policy of social actors so that they better promote the objectives of global learning - outcome mapping has shown potential to monitor this; and changes in knowledge, attitudes and behaviour of social actors in relation to the objectives of global learning - methods such as most significant change, sense-maker, customised surveys, scoring tools and focus groups have been used to monitor this.
- Learning from the monitoring data on a regular basis over time remains a challenge.
- Broadening understandings of different types of results at different levels within our theories of change and being open to effects that are unexpected and less easy to measure can help to motivate.

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

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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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### European Parliament Written Declaration on Development Education and Active Global Citizenship

2012

European Parliament

The European Parliament adopted a written declaration on development education and active global citizenship in July 2012. It states:

*The European Parliament,*

- *having regard to the European Consensus on Development, which underlines that 'the EU will pay particular attention to development education and raising awareness',*
- *having regard to the conclusions of the Structured Dialogue concerning the role of civil society and local authorities in development, which calls on 'EU Member States and the European Commission [to] strengthen their*

- strategies for Development Education and Awareness Raising',
  - having regard to Rule 123 of its Rules of Procedure,
1. whereas development education and awareness-raising are central to European development policies, as outlined in the European Development Education Consensus ('The European Consensus on Development: The contribution of Development Education and Awareness Raising');
11. whereas, despite being one of the biggest funders of development education in Europe, the European Union does not have a dedicated strategy in this field;
111. whereas, during periods marked by austerity, crises and the rise of nationalist and populist movements, it is particularly important to support active global citizenship;
1. Calls on the Commission and the Council to develop a long-term, cross-sectoral European strategy for development education, awareness-raising and active global citizenship;
  2. Calls on the Member States to develop or strengthen national development education strategies;
  3. Instructs its President to forward this declaration, together with the names of the signatories, to the Commission, the Council and the parliaments of the Member States.

The declaration, which promotes the strengthening of development education policies, both at national and European level represents a paramount political milestone for the development education sector.

Download: <http://citizens.concordeurope.org/>

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## **Mapping the Past, Charting the Future: A Review of the Irish Government's Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland**

2012, Irish Aid

Matthias Fiedler, Audrey Bryan and Melíosa Bracken

This research study has two key objectives:

- To compile an institutional narrative outlining the Irish Government's engagement with development education from the early 1970s to the present.
- To conduct a meta-analysis of existing research on development education in Ireland (North and South) in order to provide

a baseline from which a future research strategy and priorities can be identified.

The report provides a chronological account of the evolution of the Irish state's involvement in development education from the 1950s to the present day. It also provides a review and critical analysis of existing research on development education in Ireland, North and South. The narrative is accompanied by a database of existing studies on development education in Ireland and seeks to provide a baseline from which a future research strategy and priorities can be identified.

The research comprised a documentary analysis of existing policy documents, position papers and other relevant literature; qualitative interviews with key informants from the development education sector in Ireland; a qualitative review and analysis of existing research on development education in Ireland (North and South).

Suggestions for further research include:

- Research on young children's engagement with global justice themes and issues should be prioritised.
- Ethnographic studies detailing how development education is *actually practised* in schools should be supported and encouraged.
- There is a need for more classroom observations of development education lessons, and in-depth interviews with young people and teachers, to examine how they interpret the curriculum materials and construct their own responses to these texts.
- Ethnographic research would also enable a critical exploration of NGO engagement and involvement in schools.
- There is a need for longitudinal, ethnographic studies of school-linking and immersion schemes and how students are impacted by them over time.
- Further research is needed to better understand how young people actually become involved in different forms of development activism, and what factors enable young people to feel that they can contribute to social change on a local and global scale.

Download:

<http://www.irishaid.gov.ie/article530a.html?article=1859>

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## Note de stratégie Education au développement (Belgium)

2012

### La coopération de Belgique au développement

Development education strategy for Belgium: Its mission<sup>1</sup> is to develop responsible citizens capable of taking informed positions on global issues and citizens who are aware of their ability to influence change towards a more just world. Three priorities include a focus on 'multipliers' and the youth; highlighting priority themes of Belgian Development Cooperation and the objectives of the Millennium Development Goals; and encouraging collaboration, complementarities and synergies between actors in Belgium and those in the South.

Download:

[http://diplomatie.belgium.be/fr/binaries/note\\_strategie\\_education\\_au\\_developpement\\_tcm313-176764.pdf](http://diplomatie.belgium.be/fr/binaries/note_strategie_education_au_developpement_tcm313-176764.pdf)

## Key Findings and Recommendations from the Country Reports on Global Education: Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia

2011

### North South Centre of the Council of Europe

The report provides information on the current state of global/development education in twelve Central and Eastern European countries. It summarises and compares key findings and recommendations of the reports on national global education seminars which took place in 2009/2010. These seminars brought together different stakeholders with the aim to discuss the present situation of global/development education in the respective country and promote national policy recommendations and good practices. The reports have mainly been drafted by the NGDOs in each respective country.

Key findings from the country reports:

*National contexts:* In all of the countries covered by this report, national reform processes and accession to the EU have initiated or pushed forward national engagement with development policy in the past decade. The strategic frameworks of this engagement, however, are quite diverse throughout the countries. Concerning GE/DE, binding national strategies are still missing in a majority of the countries. Nearly all of the country reports stress that there is a lack of coherence in GE/DE approaches and activities. Another problem

is seen to be a lack of awareness and support from the public sphere. Some reports also consider financial problems and economic crisis as a dilemma for a successful promotion of GE/DE.

*Key stakeholders:* The country reports from Czech Republic, Lithuania and Poland state that the Ministries of Foreign Affairs and Ministries of Education should take the lead in the promotion and support of GE/DE. In other countries, however, ministerial efforts in GE/DE are relatively low. From the side of non-state actors, national NGO platforms or roundtables on development co-operation are existent in all of the countries, as well as national working groups or networks specialised in GE/DE. While NGOs and civil society are seen as the most important GE/DE actors, there are differences between the countries in terms of intensity and progress of the working groups' activities. Concerning communication between and within state and non-state actors, all reports state that despite growing networking efforts of the past years, interaction and co-operation among the diverse GE/DE stakeholders remains a serious problem.

*GE/DE in formal and non-formal education:* Regarding formal education, GE/DE topics have already been integrated as cross-cutting issues in the national school curricula of all the countries except for Estonia, Romania and Slovenia where there are so far only plans to do so. Despite this, the country reports show that the curriculum is not consistently implemented in any of the countries. The main problem in this regard is seen as a lack of awareness and competencies of teachers, as well as a lack of suitable educational material and evaluation processes. Information on GE/DE in higher education is only given for certain countries (Bulgaria, Czech Republic, Hungary, Latvia, Poland, Romania and Slovakia) where it is only in its infancy. In the field of non-formal education, national NGO working groups and networks on GE/DE are seen as major agents for change, initiating debate, raising awareness, providing measures for capacity building and pushing forward national strategies. Nevertheless, in most countries they did not succeed so far in establishing durable and efficient communication structures. A further challenge for NGOs is unstable financial support.

*Educational resources and support services:* Although there have been first steps to establish further education on GE/DE in most of the countries, initiated by NGOs or even state programmes, all reports recommend to expand efforts in this area. So far, conditions of support services are generally weak due to a lack of specialists, insufficient funds and lacking state

<sup>1</sup> Translated via google.

support. This is also valid for the development and revision of teaching material.

Download:

[http://www.coe.int/t/dg4/nscentre/Resources/Publications/Summary\\_Country\\_Reports\\_GE\\_Seminars2011.pdf](http://www.coe.int/t/dg4/nscentre/Resources/Publications/Summary_Country_Reports_GE_Seminars2011.pdf)

## PUBLICATIONS

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

**Boni, A., Belda, S. and L. Terol (2012) Elementos para una práctica crítica del desarrollo.**

**Repensando la formación universitaria desde la ED.** (Elements for a critical development practice. Rethinking university education from a development education perspective). The International Journal for Global and Development Education Research, 2, pp. 19-32.

<http://educacionglobalresearch.net/issue2boni/>

**Boni, A. (2011) Educación para la ciudadanía global. Significados y espacios para un cosmopolitismo transformador** (Education for global citizenship. Meanings and spaces for a transformative Cosmopolitanism) Revista Española de Educación Comparada, 17, pp. 65-68.

[www.uned.es/reec/pdfs/17-2011/03\\_boni.pdf](http://www.uned.es/reec/pdfs/17-2011/03_boni.pdf)

**Bryan, A. (2012) Band-Aid pedagogy, celebrity humanitarianism and cosmopolitan provincialism: a critical analysis of global citizenship education.** In C. Wankel and S. Malleck (eds.) Ethical Models and Applications of Globalization: Cultural, Socio-Political and Economic Perspectives. IGI Global: Hershey, PA. pp. 262-286.

<http://www.igi-global.com/viewtitlesample.aspx?id=60432>

**Bryan, A. (2012) Research Briefing. Learning to read the world? Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools.** Irish Aid. [http://www.spd.dcu.ie/hosted/chrce/Research%20briefing\\_LearningtoReadtheWorld\\_June2012.pdf](http://www.spd.dcu.ie/hosted/chrce/Research%20briefing_LearningtoReadtheWorld_June2012.pdf)

**Burmeister, M., Rauch, F. & I. Eilks (2011) Education for Sustainable Development (ESD) and chemistry education.** Chemistry Education Research and Practice. Vol. 13, pp. 59-68

**Carabain, C., Gent, M., & E. Boonstoppel (2012) Global Citizenship in the Netherlands/** Amsterdam: NCDO.

**Carabain, C.L., Keulemans, S. Gent, M. van & G. Spitz (2012) Global Citizenship: from public support to active participation.** NCDO.

<http://www.ncdo.nl/sites/default/files/NCDO%20global%20citizenship.pdf>

**Eidoo, S., Ingram, L-A., MacDonald, A., Nabavi, M., Pashby, K. & S. Stille (2011) Through the kaleidoscope: Intersections between theoretical perspectives and classroom implications in Critical Global Citizenship Education.** Canadian Journal of Education, Vol. 34, 4.

**Education Above All (2012) Education for Global Citizenship.** Qatar.

[www.helptheafghanchildren.org/documents/Education\\_above\\_all.pdf](http://www.helptheafghanchildren.org/documents/Education_above_all.pdf)

**Fiedler, M., Bryan, A. & Bracken, M. (2011) Mapping the Past, Charting the Future: A Review and Analysis of the Irish Government's Engagement with the Development Education Sector and Development Education Research in Ireland.** Irish Aid: Limerick.

[http://www.irishaid.gov.ie/Uploads/Mapping%20the%20Past\\_Fiedler\\_Bryan\\_Bracken\\_2011.pdf](http://www.irishaid.gov.ie/Uploads/Mapping%20the%20Past_Fiedler_Bryan_Bracken_2011.pdf)

**Glennie, A., Straw, W. and L. Wild (2012) Public attitudes to aid and development.** London: IPPR / ODI.

<http://www.odi.org.uk/resources/details.asp?id=6651&title=aid-development-uk-public-opinion-attitudes>

**Global Education Guidelines Working Group (2010) Global Education Guidelines.** North South Centre. <http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEguidelines-web.pdf>

**Goede, I. de (2012) Global citizenship among children in the Netherlands: The view of primary school children on their role in the world.** Amsterdam: NCDO.

**Hogeling, L. (2012) Global citizenship in primary and secondary education in the Netherlands.** Amsterdam: NCDO.

**Jorgenson, S. & L. Shultz (2012) Global Citizenship Education (GCE) in Post-Secondary Institutions: What is protected and what is hidden under the umbrella of GCE?** Journal of Global Citizenship & Equity Education, Vol. 2, No 1.

**Kerr, D. & A. Keating (2011) Intercultural, citizenship and human rights education: the challenges of implementation for policy, practice and research.** Educational Research, Vol. 53, 2, pp. 119-122.

**Kouvaras, G. and M. Sarli (2012) Making your case! Advocacy toolkit on Development Education and Awareness Raising.** DEEEP. <http://www.deeep.org/component/content/article/318.html>

**Lang-Wojtasik, G. & U. Klemm (2012) Globales Lernen.** Handlexikon. Klemm & Oelschlager.

**Lee, C. (2012) What creates Active Global Citizenship in Teachers? Exploring the Life Journeys of Five Global Teachers in Hong Kong.** Unpublished MA dissertation, DERC, IOE. Contact [n.blum@ioe.ac.uk](mailto:n.blum@ioe.ac.uk)

**Martin, F. and H. Griffiths (2012) Power and representation: A postcolonial reading of global partnerships and teacher development through North-South study visits.** British Education Research Journal 38(6), 907-927.

**McGough, H. and F. Hunt (2012) The Global Dimension: A practical handbook for teacher educators.** DERC, IOE. [www.ioe.ac.uk/derc](http://www.ioe.ac.uk/derc)

**McNaughton, M. J. (2012) Implementing Education for Sustainable Development in schools: learning from teachers' reflections.** Environmental Education Research.

**Nagumo, Y. (2012) Development Education for the Issues in the Global North: Within a Japanese Case Study in Community Setting.** Unpublished MA dissertation, DERC, IOE. Contact: [n.blum@ioe.ac.uk](mailto:n.blum@ioe.ac.uk)

**Newton, E. (2012) Supporting Active Global Citizenship through the Futures Dimension: The experience of a UK school.** Unpublished MA dissertation, DERC, IOE. Contact: [n.blum@ioe.ac.uk](mailto:n.blum@ioe.ac.uk)

**Niens, U. & J. Reilly (2012) Education for global citizenship in a divided society?** Young people's views and experiences. Vol. 48, 1, pp. 103-118.

**Onuki, J. Curriculum for Development Education and ESD.** DEAR, Japan. <http://www.dear.or.jp/eng/curriculumforDE.pdf>

**Paino, J., Boni, A. and J. Cascant (2011) Como formar ciudadanía global desde el sistema educativo formal. Docentes y ONGD investigando cooperativamente** (How to Foster global citizenship in the educational formal system. Teachers and NGDOs in a cooperative inquiry). UPV, Valencia.

[http://www.mastercooperacion.upv.es/mppd/index.php?option=com\\_wrapper&view=wrapper&Itemid=28](http://www.mastercooperacion.upv.es/mppd/index.php?option=com_wrapper&view=wrapper&Itemid=28)

**Ritchie, S. (2012) Incubating and Sustaining How Teacher Networks Enable and Support Social Justice Education.** Journal of Teacher Education, Vol. 63, 2, pp. 120-131.

**Smith, R. and Bai, Guimei (2011) Creating a culture of human rights education in China.** <http://nrl.northumbria.ac.uk/6640/>

**Standish, A (2012) The False Promise of Global Learning: Why Education Needs Boundaries.**

**Takeda, S. (2012) Human rights education in Japan: an historical account, characteristics and suggestions for a better-balanced approach.** Cambridge Journal of Education, Vol. 42, 1, pp. 83-96.

**Tormey, R. & J. Gleeson (2012) The gendering of global citizenship: findings from a large-scale quantitative study on global citizenship education experiences.** Gender and education, Vol. 24, (6), pp. 627-646.

**Yamanishi, Y. Design for a Curriculum and Learning that 'Digs into the Local Community and Connects with the World'.** Waseda University Link: [click here to download](#)

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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.developmenteducationreview.com](http://www.developmenteducationreview.com)  
Issue 15 includes articles:

- Matt Ballie Smith: DE and the changing geopolitics of development.
- Rachel Tallon: The Impressions Left Behind by NGO Messages Concerning the Developing World
- Anne Dolan: Education for Sustainable Development in light of Rio+20: Challenges and Opportunities arising from the Reform of the B.Ed. Degree Programme in Ireland
- Richard Scriven: Reviewing Development Education: A Discourse Analysis of Non-Curricular Development Education Resources in Ireland.

<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>  
Webinars: <http://www.deeep.org/webinars.html>

## **ONGOING DOCTORAL STUDIES**

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

**Sonja Richter: Sustainability Awareness and Volunteering in the Global South: Learning Processes of Returnees [Working Title].** Institute for Environmental and Sustainability Communication, University of Lüneburg, Germany.  
Email: [sonja.richter@uni.leuphana.de](mailto:sonja.richter@uni.leuphana.de)

**Anne-Katrin Holfelder: Education for Sustainable Development as the Reflection of the Institution.** University of Hamburg, Germany.  
Email: [anne.holfelder@uni-hamburg.de](mailto:anne.holfelder@uni-hamburg.de)

## **ONLINE RESOURCES**

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

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

Development Education Association and Resource Centre (Japan):

<http://www.dear.or.jp/eng/eng06.html>

Education for Sustainable Development Research Centre, Japan:

<http://www2.rikkyo.ac.jp/web/esdrc/eng/products/product2.html>

Educacion Global Research:

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

Global Development website: