



Development Education Digest

Issue Five: December 2013

Welcome to the fifth edition of the Development Education Digest. The Digest is an annual publication produced by the Development Education Research Centre (DERC), based in the Institute of Education, University of London (IOE).

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 and global learning from sources throughout the world. It also collates publications and provides links where possible to full documents. The Development Education Digest hopes to raise the profile of development education internationally and to provide a focal point for researchers, policy makers and practitioners in the field.

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

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This section highlights current and / or recent research on the global dimension in formal education. Specifically the research focuses on schools.

Global Learning Programme DFID, 2013-17 DERC, IOE

The Global Learning Programme (GLP) is a new national initiative in England to help teachers deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.

The GLP includes a programme of research and evaluation which aims to build a body of knowledge on global learning in the context of schooling in England. This will give teachers access to an increased evidence base related to how development education might successfully support learning outcomes for pupils in the wider curriculum. The research and evaluation work will respond to specific research questions on impact, and practice and there are four main strands to it:

- The Whole School Audit will provide mainly quantitative data on global learning in schools across England. The research team will use this to collect baseline and impact data.
- The Pupil Assessment Tool will provide quantitative analysis of learning outcomes linked to teaching approaches and school provision. The GLP will collect baseline and impact data.
- The Innovation Fund supports small-scale innovative research by school-based educators on a global learning theme.
- Qualitative data collection and analysis will look at key themes such as pupils' perceptions of global learning, low-engaging schools, school leadership and teachers' journeys.

A range of outputs will be produced through these research strands. These will be available on the GLP website.

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Related and Conflated: A Theoretical and Discursive Framing of Multiculturalism and Global Citizenship Education in the Canadian Context

This PhD study from the University of Toronto explores multiculturalism and global citizenship in the context of Canadian education.

There is a public perception that Canada is an ideal place for cultivating global citizenship because of its culturally plural demographics and official policies of multiculturalism. Global Citizenship Education (GCE) is a growing field in Canadian education and is an explicit focus in the Alberta social studies curriculum. This thesis brings together four conversations within which multiculturalism and GCE are both related and conflated: (a) the public perceptions of Canada as a model of cultural diversity and global citizenship, (b) the scholarly discussions of GCE and multiculturalism, (c) the policy context where multiculturalism is set alongside GCE, and (d) the practical ways that the two are mutually related in curriculum and lesson documents.

There are four interrelated sections to the thesis; each identifies the tensions inherent to multiculturalism, GCE, and the perceived relationship between these fields. First is a wider philosophical and theoretical framing of the topic. Second is the examination of educational research on the topic. Third is a critical discourse analysis of policy, curriculum, and lesson plan documents in the province of Alberta. Last is a synthesis of the findings from all three sections.

The analysis finds that there are philosophical and ideological tensions inherent to both fields and to the relationships between them. This contributes to conceptual and ideological conflation and confusion. This finding raises some important concerns in terms of possibilities and constraints to thinking about cultural diversity and social inequities in new ways. It highlights how multicultural contexts of GCE can lead to the recreation of tensions, conflation, and ambiguity. However, the Alberta context demonstrates that a multicultural context can also open critical spaces and possibilities for GCE through engagements with tensions and complexities. Thus this thesis contributes theoretically, by presenting a framework and perspective for interrogating and critically inquiring into the relationship between the two fields. It also contributes to the policy and curriculum discussions in educational research and practice by highlighting the importance of foregrounding key tensions inherent to each field and by identifying the potential negative consequences of leaving these tensions implicit.

Link: https://tspace.library.utoronto.ca/bitstream/1807/35921/3/Pashby_Karen_201306_PhD_thesis.pdf
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Global Storylines

University of Strathclyde

Global Storylines combine the traditional interdisciplinary methods of Storyline with values-based research, process drama and deep reflection. Learners "become" characters within a community affected by a particular global issue. Out of character, they are motivated to find out how the issues affect people in the real world - locally and globally - and are inspired to take action.

Research designed to find evidence that the methodology of Global Storylines offers a valuable pedagogy through which to explore concepts and issues, and develop the associated skills and values for both pupils and teacher, in Education for Sustainable Development ESD, and Global Citizenship Education GCE.

Link: www.globalstorylines.org.uk
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What factors encourage and inhibit the teaching of global learning in a primary school

2013

Caroline Picking, IOE

This MA dissertation focuses on a large independent primary school in England which has actively embraced the Global Dimension. It looks at teachers' perceptions of factors which encourage and inhibit global learning. The research includes mixed methods: quantitative surveys and qualitative analysis of focus groups and individual interviews.

The dissertation identifies ways in which teaching the Global Dimension can be promoted in schools. This includes analysis of north-south educational partnerships, award schemes, government funding and initiatives and the school's curriculum. It also explores potential inhibitors to global learning, including a lack of training and knowledge, pressures from elsewhere on the curriculum and a reluctance for teachers to tackle controversial issues.

Teachers felt global learning was a positive and vital element to pupils' education. They felt north-south educational partnerships, award schemes and government funding and initiatives were important in helping them to facilitate global learning. Also, their own personal motivation or experiences were key factors; some of these included partnership visits or training funded by government schemes. Teachers were keen to see global learning acknowledged by inspectors or through awards. Inhibitors included a reluctance to address certain issues without guidelines or training, and the lack of time in a curriculum which is crammed with tests and focuses on core curriculum knowledge.

Recommendations include encouraging the Government to include the Global Dimension in its new curriculum as a holistic thread running through all areas of the school; making training for trainee teachers explicit when covering global learning and providing CPD for teachers; ensuring schools provide clear guidelines for dealing with difficult issues; OFSTED inspections should refer to global learning and funding should continue for north-south educational partnerships.

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Global education as pedagogies of caring and relations: theoretical discussions and a proposal for the classroom

2013

Alexaki Maria Fotoula, University of Oulu

This MA thesis looks at global learning as pedagogies of caring and relations. It explores how global education could manifest itself in every day schooling relations and becoming part of students' lives. The assumption is that implementing global education in the classroom, would improve relations between the classroom members. The research looks at the principles and values that would develop these bonded and harmonious relationships at both local and global levels.

The aim of the dissertation is to find out the common ground between global education and pedagogy of care on one hand, and global education and pedagogy of relations on the other hand. More specifically what are the main principles and values that characterize these three different approaches. Additionally, there was an aim to create clear proposals for teachers, based on these bonded relations within and outside the classroom.

The thesis was largely theoretical and literature-based. The analysis and interpretation focused on texts coming from the pedagogy of care by Nel Noddings and on texts from pedagogy of relations by various relational scholars. As for global education, the author used the global education definitions coming from the Maastricht world justice and governance approach. Hence, the 'data' was the texts of Noddings and the texts of relational scholars, which were compared to the Maastricht's global education definitions. Qualitative theory-driven content analysis was used for the analysis, although with a bigger focus on interpretation.

Through the analysis of the texts, the following principles appeared to be in common: respect for difference, uniqueness and lack of superiority, embracing uncertainty, interdependence, shared responsibility, interconnectedness and moderation, addressing complexity, mutual understanding, preventing conflict, engagement with difference, avoiding polarization, community building, cooperation and not competition, addressing diversity, (ex)-changing perspectives, stopping exclusion, active responsibility, relating with the unfamiliar, relating with moral disagreement, learning through practice, balanced interactions, and critical thinking and authority.

Conclusions highlight that the global dimension in teaching lies inside every classroom as it can be realized through an everyday fostering of classroom relations. Through enhancing one of the two, both of them are actually enhanced. On the basis of the results, by fostering global consciousness in students, classroom relations are enforced at the same time. Similarly, by promoting bonded classroom relations, global education principles are reinforced as well.

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Teachers and Teacher Education

'Worldmindedness' and Development Education: a teacher voice

2013

Martina Heuberger, DERC, IOE

This recently completed MA dissertation from DERC (IOE) is on teachers' perceptions of worldmindedness.

In this rapidly changing and increasingly interconnected world the role of the teacher is essential in helping children understand the altered ideas of identity and community. Development Education (DE) allows for teachers to explore this in the classroom, however currently, there is much disparity amongst its practice. This is partly due the lack of formal guidance on its implementation, but also, as this research demonstrates, due to individual teachers' 'worldmindedness'.

A teacher's personal relationship with the world is complex and affected by life experiences as well as exposure to difference. It shapes ideas of future and feelings of responsibility and therefore affects their teaching of global issues. This research demonstrates that a teacher's worldmindedness influences both the significance teachers give DE teaching in the classroom as well as the idea of the future they are preparing the children for. It also highlights the current challenges that worldmindedness bring to primary school teachers in an inner city, multi-cultural setting. The changing relationship between the local and the global has implications for the realities of both the children's and the teacher's ideas of community and also for their personal ideas of the future. With no official guidance on how to address these complex issues, there is much inconsistency amongst teacher's practice. This research suggests that guidance and training, through continued professional development, is necessary to amend this and to create a more consistent idea of what global learning in the 21st century should look like.

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Considerations of Identity in Teachers' Attitudes toward Teaching Controversial Issues under Conditions of Globalization: A Critical Democratic Perspective from Canada

2013

Angela MacDonald, OISE, University of Toronto

This PhD study from the University of Toronto examines teachers' attitudes towards teaching controversial issues in relation to globalisation.

Controversy, as a vital principle of democracy, plays a central role in education for critical democratic global citizenship. Controversial issues, however, raise pedagogical challenges for teachers in that they are not only explicitly political, but also potentially threatening to the reproduction of status

quo ideals and embedded national narratives – themselves keystones of citizenship education. The findings from this dissertation study report survey data on teachers’ attitudes toward teaching controversial issues from 202 Canadian teachers, as well as findings from interviews conducted with 16 Alberta teachers about how their multiple identities, and those of their students, intersect with their attitudes toward teaching controversial issues. The findings are discussed against indicators of critical democratic global citizenship education (CDGCE) which is advanced in the thesis following investigation into the relationship between critical theory of a) democracy, b) globalization, and c) education. The author engages the findings through the lens of critique and possibility and the reproduction and interruption of hegemonic discourse. Read through this lens, she found that hegemonic discourses of neutrality and universalism are being both reproduced and interrupted in complex ways that do affirm, but mostly refute, the promise of education for deepening democracy under conditions of globalization. Discourses of neutrality and universalism are being reproduced through insidious practices that affirm difference-blind and blank slate ideals and these need responding to. These have implications for how students in Canadian classrooms may be being prepared for critical democratic global citizenship education. Despite the misguided emphasis on the danger of teachers’ expressing extreme views in dominant discourses of education that question the place of controversial issues in school, the author argues that the greater threat to deepening democracy is not teachers who express extreme views; it is curriculum and teachers who do not question familiar ones. In turn, she calls for critical discursive and reflexive practices for teaching and learning with controversial issues that foreground identity, difference, and feelings as explicit material for learning. Finally, she delineates specific recommendations that are crucial responses for realizing the promise of education for deepening democracy under conditions of globalization.

Link:

https://tspace.library.utoronto.ca/bitstream/1807/35891/1/MacDonald_Angela_M_201306_PhD_Thesis.pdf

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The Critical Global Educator

2013

Maureen Ellis, DERC, IOE

This recently completed PhD from the IOE examined the personal and professional development of the critical global educator. It involved research with over 500 academics, teacher educators, INGO/DEC administrators and teachers. Some themes emerged:

- Current documents and guidelines are inadequate in justifying a central role for global education and in their cursory attention to the foundations of critical global education.
- Critical Realist philosophy, Critical social theory, psycho - socio-, neuro- and cognitive linguistic research offer coherent foundations for a critical global educator.
- Critical global education is systemic, dialectical, holistic, heteroglossic (many tongued), and transformational.
- Functional definitions of literacy – barking at print – are challenged by theories on multiple intelligences. Literacy as contextualised reading of the world beyond the word makes relevant media crucial to political literacy.
- Critical Discourse Studies offer multi-modal theory, analysis and application - conceptual tools, strategies and practical techniques - which enable systematic treatment of normative global charters, mission statements, varied academic and informal texts.
- Cultural Historic Activity Theory (CHAT) provides a sound Interview Schedule (15 questions) for negotiated- or self-evaluation of critical global educators/ organisations/ institutions.

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NGOS, YOUNG PEOPLE AND GLOBAL LEARNING

What do young people think of development: An exploration into the meanings young people make from NGO media

2013

Rachel Tallon, Victoria University of Wellington, New Zealand

This PhD study from the Victoria University of Wellington explores young people's thoughts on development.

Young people are not passive, homogenous audiences of media that is produced by international humanitarian and development organisations (NGOs). They actively read and engage with the messages cognitively and emotionally and in the process create new meanings. This thesis is an investigation into what interpretations young people make from NGO media. The twin goals of education and fundraising present certain difficulties for NGOs who view developed world schools as a key site for awareness-raising for both their brand and global issues of injustice. Critics are concerned that when representation is aligned directly and simplistically with charity, powerful messages are signalled to the viewers. The nature and impact of these messages are yet to be fully understood as there is little empirical evidence of how young people receive and interpret NGO media. This research directly addresses this gap.

The research identifies and maps various interpretations that young people have on encountering images and messages produced by NGOs. Year 10 social studies classrooms were chosen as the context for data collection and 118 young people and seven teachers from five diverse secondary schools in New Zealand participated. They were canvassed using qualitative methods that included focus groups. The approach for this research was informed by post-development critique which examines the power of the discourse of development in constructing ideas about people and development.

The findings show young people to be astute and critical interpreters of NGO media. Teachers reported that NGO media is very influential and could be problematic in forming a solely negative view of the global South. Most of the young people approved of the sector's charitable work but many expressed doubts about NGO expenditure and the accuracy of the imagery. A key finding is that many said they knew the images were designed to make them feel guilty in order to elicit action which was usually a donation. The findings support other

research among adults and show the early development of attitudes towards NGOs and ideas about the developing world. The significance of a conflicting emotional response towards NGO marketing is a central finding for this thesis. This conflict of wanting to help and yet not being able to do so created a tangible tension within the young people and affected how they viewed people in the global South. Young people in New Zealand are emerging actors in the global development industry and their ideas will shape North-South interactions in the future. This research directly contributes to understanding the power of the NGO sector to mediate global relations across difference, a process of which there are moral and political implications.

Link:

<http://researcharchive.vuw.ac.nz/handle/10063/2998>

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Of Global citizens and Others: Subjectivations in the volunteer program weltwärts of the German Ministry of Development and Cooperation

2013

Kristina Kontzi, Leuphana University, Germany

This PhD thesis examines the volunteering program *weltwärts* which was set up by the German Ministry of Development and Cooperation (BMZ) in 2008. It is informed by post-colonial theories and discourse analysis the paper focuses on the deconstruction of the notion of Global Citizenship, as it is currently used and shaped in Germany.

Weltwärts started with the slogan "learning through active helping". Through this double outline, the volunteers are positioned in the roles as learners and/or helpers. These roles are connected with different concepts such as "development workers" or "Völkerverständiger" (the one who is connecting different nations through understanding). On the surface these concepts seem to be quite different as to the norms, values and subject positions that are connected with them. However the discursive strategies that are used to position the German volunteers as well as the so called partners in the Global South are strikingly similar and reinforce (post-)colonial inequalities. Images of the "helpers" on the one hand and the "needy" on the other are reproduced although the language of "learning" is implied.

While the program wants to form global citizens and sees itself as motor for a juster world, the organizational structure, the language and images used reproduce inequalities between the global south and north as well as within Germany itself – in contradiction to its own goals.

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Gender performance and Identity of young people in global learning

2013

Anita Owusu, DERC, IOE

This MA dissertation explores the gender performance and identity of young people in global learning.

This research looks at the performance of gender in relation to the roles that young people perform during global learning. It reports specifically on the extent of gender performance and the role that young people's identity/self-view play when challenging injustice and inequality. It further explores the influence of empowerment on their identity and gender in securing positive changes.

The research was based on semi-structured interviews and observations with four non-governmental organisations involved in the delivery of global youth work (GYW), practitioners and youth workers.

The research concludes that little importance is attached to the gender performance of young people within GYW and that the practitioners are least aware that this is happening. It confirms that while gender is being performed and strong sense of positive self is lacking, capabilities are capped and inequalities and stereotypes ensue. The extent to which the young people are enabled to 'think globally and act locally' is subject to the identity/self-view they hold of themselves, of which gender is one. In addition there is the agreement that GYW practitioners need additional skills to deliver effective GYW training in order to spot the gender roles performed and challenge the status quo. Empowerment is proposed as a way to deliver effective GYW practice.

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GLOBAL CITIZENSHIP AND PUBLIC PERCEPTIONS OF AID

Journeys to Citizen Engagement: DEAR and the wider world

2013-6

DEEEP

The DEEEP4 project will produce a yearly DEAR quality and monitoring report. The first of these reports will explore quality and impact criteria in relation to DEAR and citizen engagement approaches, with a focus on 3 countries which have been hit particularly hard by the economic crisis (Portugal, Greece and Cyprus).

Citizen engagement with global justice issues is one of the core aims of development education, yet achieving long-term and in-depth citizen engagement for change is a key challenge faced by the development education sector. The time is ripe to examine questions around citizen engagement for change, given that recent times have seen a rise in citizen action for social justice as a response to the economic crisis. However, although DEAR aims to promote learning about the local-global links related to social justice issues, many believe that DEAR is failing to adequately engage with local struggles for justice and citizens initiatives and movements resulting from the crisis. This research aims to provide an initial insight into citizen engagement approaches through first-hand research with DEAR practitioners in Portugal, Greece and Cyprus. The report will be available in March 2014.

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The Dutch and the World 2013: Global Citizenship in the Netherlands

2013

E. Boonstoppel and A. Van Elfrinkhof, NCDO

The Dutch and the World 2013 is a study on global citizenship in the Netherlands. It builds on the research of the 2012 report Global citizenship in the Netherlands in which the concept of global citizenship was first measured among the Dutch population. The 2013 edition presents an initial attempt to identify trends in the Dutch public's attitudes to global citizenship and in the relevant

behaviour. Furthermore, it sheds light on the complex relation between income and global citizenship.

The study examines nine specific behaviours which are linked to sustainability and which together form the basis for the Global Citizenship Index. On average almost all behaviours remain virtually unaltered when the results of 2012 and 2013 are compared. However, average scores obscure significant developments at the individual level. One example is the degree to which the Dutch follow the news about global issues. While there is a small positive overall change, the deviation scores reveal that a significant number now follow world news less assiduously.

The three principles of global citizenship – human equality, mutual dependency and shared responsibility – are widely endorsed by the Dutch public. Compared to 2012, the longitudinal group now shows a higher level of conviction that all people in the world are mutually dependent. There is a negative shift, however, with regard to the principle of human equality. This diminished belief in human equality is accompanied by a decrease in the sense of shared responsibility for solving global issues.

Analysis shows that an increase in (support and awareness for) the principle of shared responsibility has a direct correlation with an increase in global citizenship behaviours. A similar relationship is not seen in terms of human equality and mutual dependency: shifts in attitude (whether positive or negative) do not bring about any change in global citizenship behaviour.

The relationship between income and global citizenship is far from straightforward. Depending on the type of behaviour either the lower or the higher incomes display more sustainable behaviour. When those in the lower income groups show relatively sustainable behaviour, this appears to be the direct result of a lack of money. They are far less likely to own and use a tumble dryer and they take fewer foreign holidays by air.

For the higher income groups, disposable income appears to play a lesser role. Apart from their regular donations to charitable causes – which obviously entail an on-going financial commitment – the more sustainable behaviour of the higher income groups is not so much a reflection of their better financial status but of a difference in personal characteristics, such as age and education, to which their higher income can be attributed. The higher incomes are, for instance, more likely to volunteer, and are more politically active than those in the lower income groups.

The importance which the Dutch attach to helping people in developing countries remains undiminished. The downwards trend in support for government spending on development cooperation appears to have levelled out, having reached its lowest point in 2012. However, a relatively large group (43%) believe that the government's development cooperation budget should be reduced, despite the fact that there have been a number of previous cuts and despite announcements of further reductions.

Download: www.ncdo.nl/english

Young people and the world 2013: Dutch Youth and Global Citizenship in the Netherlands

2013, NCDO

L. Hogeling and A. Van Elfrinkhof

Young people today are certainly world citizens. But to what extent do they behave as *global* citizens, and how aware are they of what this role entails? The report 'Young people and the world 2013' focuses on the attitudes and behaviour of Dutch adolescents (aged 12 to 18) with regard to global issues and international solidarity. The researchers conducted a large-scale online survey to examine the extent to which adolescents can be said to be 'global citizens'.

Global citizenship involves not only the social aspects of behaviour (volunteering, giving to good causes and support for development cooperation efforts) but also ecological aspects such as recycling and the responsible use of energy and water. The data show varying levels of sustainability. The majority of Dutch teenagers rarely discuss world problems such as poverty or the effects of climate change or express an opinion about global issues. Voluntary work is popular: almost forty per cent of the respondent group are engaged in some form of voluntary work. Donating happens less. Young people in the Netherlands are reasonably frugal in their use of water and energy and a responsible attitude to waste. However, their meat consumption is conspicuously high.

Global citizenship relies on three basic principles: human equality, mutual dependency, and shared responsibility. The principles of mutual dependency and shared responsibility are widely endorsed by young people in the Netherlands. The majority also support the principle of equal opportunities for all. Despite this support for the principles, we find,

however, that adolescents believe that they can only make a very limited contribution themselves to upholding the three principles of global citizenship.

The survey on which this report is based was conducted in both 2012 and 2013, whereupon it becomes possible to examine whether there have been any changes in the respondents' behaviour. This appears to be the case. There are some areas in which average behaviour has become slightly less sustainable. For instance, the respondent group as a whole is now more likely to leave the mobile phone charger plugged in while not in use, and more likely to travel by car than by bicycle. Furthermore, there is a significant increase in the number of young people that follow the news about the problems of the world.

The researchers also examined changes in the degree to which young people endorse the three principles of global citizenship. In both 2012 and 2013, awareness of global interdependency is high. In 2013, however, adolescents appear less certain of the equality of all people worldwide, and show less support for the principle of shared responsibility. They give slightly higher importance to the interest of the Netherlands and the Dutch than those of other nations and nationalities.

Alongside altruism, the main determinants of sustainable behaviour appear to be education, world knowledge and the example set by parents. This suggests that sustainable behaviour is largely acquired: it is 'transmitted' from one generation to the next. Of the three principles of global citizenship, only the awareness of mutual dependency has any marked influence in terms of sustainable behaviour: the greater the awareness of mutual dependency, the more likely young people are to comport themselves as global citizens.

A significant majority of the young people who took part in the survey consider it extremely important for the Netherlands to support the development of people in poorer countries. However, they are generally not in favour of any increase in the development cooperation budget.

Download: www.ncdo.nl/english

What the public thinks: a barometer

2013

Ignace Pollet, HIVA, University of Leuven

This research looks at public support for global solidarity and development aid in Belgium. Based on two consecutive measurements, representative

samples of Belgians between 18 and 75 years of age were polled. The first survey was launched during January 2010 with 1,000 respondents through an online panel and an additional 500 respondents through telephone interviewing. The second survey was launched in February 2012, targeting 1,700 respondents through an online panel. The second survey was rounded out with 8 focus group discussions.

The research can be found in the book *The Drive to Global Citizenship* (2013) (eds). Ignace Pollet and Jan Van Ongevalle.

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PUBLICATIONS

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

Andreotti, V. & K. Pashby (2013) Digital Democracy and Global Citizenship Education: Mutually Compatible or Mutually Complicit? *The Educational Forum*, Vol. 77, (4), pp 422-437.

Baillie Smith, M. (2013) Public imaginaries of development and complex subjectivities: the challenge for development studies. *Canadian Journal of Development Studies/Revue canadienne d'études du développement* Vol. 34, (3), pp. 400-415.

Baillie Smith, M., Laurie, N., Hopkins P. and Olson E. (2013) International volunteering, faith and subjectivity: Negotiating cosmopolitanism, citizenship and development. *Geoforum*, pp. 126 – 135.

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

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

Blum, N. and D. Bourn (2013) Global perspectives for global professionals in the UK:

engaging students within engineering and health. *Compare*, Vol. 43, (1), pp. 37-55.

Blum, N. (ed) **Environmental Education Research - Review Symposium: Challenging International Policy Reviews of Education, Sustainable Development and Climate Change**. <http://www.tandfonline.com/toc/ceer20/19/2#.UkwBab5wZjo>.

Boonstoppel, E. & Van Elfrinkhof, A. (2013). **The Dutch and the World 2013. Global Citizenship in the Netherlands**. NCDO. www.ncdo.nl/english.

Bourn, D. and Cara, O. (2013) **School Linking - Where Next? Partnership Models Between Schools in Europe and Africa**. DERC Research Paper No. 10, London: IOE. <http://www.ioe.ac.uk/SchoolLinking.pdf>

Bourn, D. (2013 forthcoming) **The theory and practice of global learning: a think piece for the Global Learning Programme**. DERC Research Paper No. 11.

Brown, E. (forthcoming) **Models of transformative learning for social justice: comparative case studies of non-formal development education in Britain and Spain**. *Compare*.

Bryan, A. (2013) **'The Impulse to Help': (Post) Humanitarianism in an Era of the 'New' Development Advocacy**. *International Journal of Development Education and Global Learning*, Vol. 5, (2), 5-29.

Bryan, A. (2013) **Using development-themed film to promote a pedagogy of discomfort**. In: M. Liddy & M. Parker-Jenkins (eds). *Education that Matters. Teachers, Critical Pedagogy and Development Education at Local and Global Level*. Peter Lang.

Chui, W. H. & E. W.Y. Leung (2012) **Youth in a global world: attitudes towards globalization and global citizenship among university students in Hong Kong**. *Asia Pacific Journal of Education*.

Dill, J. S. (2013) **Protestant Evangelical Schools and Global Citizenship Education**. *International Handbook of Protestant Education*. http://link.springer.com/chapter/10.1007/978-94-007-2387-0_34#

Diprose, K. (2013) **Critical distance: doing development education through international volunteering**. *Area*, Vol. 44, no.2, pp.186-192.

Edge, K. & K. Khamsi (2012) **International school partnerships as a vehicle for global education: student perspectives**. *Asia Pacific Journal of Education*, Volume 32, (4), pp. 455-472.

Gallwey, S. K. and G. Wilgus (2013) **Equitable partnerships for mutual learning or perpetuator of North–South power imbalances? Ireland–South Africa school links**. *Compare*.

Guevara, J. (2012) **Progressive contextualisation: Developing a popular environmental education curriculum in the Philippines**. In: Westoby, P. and L. Shevellar (ed.) *Learning and Mobilising for Community Development: A radical tradition of community-based education and training*, Ashgate Publishing, Surrey, pp. 177-190.

Hogeling, L., & Van Elfrinkhof, A. (2013). **Young people and the world 2013**. Dutch Youth and Global Citizenship in the Netherlands. NCDO. www.ncdo.nl/english

Howe, E. R. and S. Xu (2013) **Transcultural teacher development within the dialectic of the global and local: Bridging gaps between East and West**. *Teaching and Teacher Education*, Vol. 36, pp. 33–43.

Hunt, F. (2012) **Global Learning in Primary Schools in England: Practices and Impacts**. DERC Research Paper No. 9, London: IOE. <http://www.ioe.ac.uk/GlobalLearningInPrimarySchools.pdf>

Jones, E. & D. Killick (2013) **Graduate attributes and the internationalised curriculum: embedding a global outlook in disciplinary learning outcomes**. *Journal of Studies in International Education*, Vol. 17 (2), pp. 165-182.

McNaughton, M. J. (2014) **From Acting to Action: Developing Global Citizenship through Global Storylines Drama**. *Journal of Environmental Education*, 45(1), pp 16-36.

Miller, G. (2013) **Education for citizenship: community engagement between the Global South and the Global North**. *Journal of Geography in Higher Education*, Vol 37, (1), pp.44-58.

Murdan, S., Blum, N., Francis, S., Slater, E., Alem, N., Munday, M., Taylor, J. and Smith, F. (2014) *The Global Pharmacist*. London: UCL School of Pharmacy and Development Education Research Centre, Institute of Education, University of London.

Pollet, I. & J. Van Ongevalle (Eds.) (2013) *The Drive to Global Citizenship Motivating people, Mapping public support, Measuring effects of global education*. Antwerp/Apeldoorn: Garant

Reidy, T. (2013) *Engaging Students in Development Education: Do Active Learning Strategies Work?* APSA 2013 Annual Meeting Paper. <http://ssrn.com/abstract=2303548>

Skinner, A. (2012) *How is global education perceived and implemented within two secondary schools in Slovenia?* <http://www.pef.uni-lj.si/ceps/dejavnosti/sp/2013-04-10/06%20%20Skiner%20Global%20education%20in%20Slovenia.pdf>

Tallon, R. (2013) *Global divides: Deconstructing the way we see the world should not be left to senior Geography*. [Geo-ed]. *New Zealand Geographer*, 69(2), 150-157.

Tallon, R. (2013, forthcoming) *The challenges of the diverse media landscape when it comes to learning about current events in the social studies classroom*. *Curriculum Matters*, 9.

Tallon, R. (2014, forthcoming) *Child Sponsorship as Development Education in the Northern Classroom*. In: B. Watson & M. Clarke (Eds.), *Challenging Child Sponsorship*. Sydney: Palgrave MacMillan.

Thanosawan, P. & K. Laws (2013) *Global citizenship: differing perceptions within two Thai higher education institutions*. *Journal of Higher Education Policy and Management*, Vol 35, (3), pp.293-304.

Tormey, R. & J. Gleeson (2012) *Irish post-primary students' attitudes towards ethnic minorities*. *Irish Educational Studies*, Vol 31, (2), pp.157-173.

KEY JOURNALS

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

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

Policy and Practice: A Development Education Review: www.developmenteducationreview.com

Policy and Practice Issue 17 has been published and is now available online. The theme of this issue is 'Development Education Without Borders' and considers how the sector is realigning itself along traditional borderlines such as that with the development non-governmental sector and also crossing into uncharted territory such as the discipline of Social Work.

Guest Editorial:

- Geary, F. *Development Education Without Borders*
- Hilary, J. *Putting the Politics Back In: Radical Education and Action in the Cause of Social Justice*
- Liddy, M. *Education About, For, As Development*
- Atkinson, H. and R. Wade. *Education for Sustainable Development and Political Science: Making Change Happen*
- Briskman, L., Martin, J., Kuek, S. and A. Jarema. *Without Borders: Fostering Development Studies in Social Work*
- Troll, T. and A. Skinner. *Catalysing the "Shadow Spaces": Challenging Development Discourse from within the DEEEP Project*
- Bagree, S. *Mythical Fears: Development NGOs and Public Criticism*
- McCloskey, S. *Stereotyping the Poor: Why Development Educators Need to Challenge the Myths of Austerity*

For further information on Policy and Practice or enquiries about future issues contact stephen@centreforgloaleducation.com

ONGOING DOCTORAL STUDIES

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

Donna Arrondelle: Public Engagement with UK International Development Policy: The Construction of Political Support for Global Poverty Reduction. UCL, University of London. Email: d.arrondelle@ucl.ac.uk

Lena Bernhardt: The Global Education initiative and NGO-School cooperation: exploring the implicit know-how of NGO employees in their professional practice. University of Erlangen-Nuremberg. Email: lena.bernhardt@fau.de

Romina De Angelis: Education, sustainable development, and social learning in Arunachal Pradesh, India. DERC, IOE, UK. Email: rdeangelis@ioe.ac.uk

Haruko Iishi: Getting meaning out of experience: An empirical study and development of a culturally diverse on-board youth exchange programme. DERC, IOE, UK.

Monika Kraska: Educating a global citizen: A study on how universities implement principles of global citizenship into their curricula. DERC, IOE, UK. Email: monika.kraska13@gmail.com

Benjamin Mallon: From understanding, towards responsibility? Cross-border Peace Education on the island of Ireland. St. Patrick's College, Dublin. Email: benjamin.mallon3@mail.dcu.ie

Marina Wagener: Learning through child sponsorships – Global orientations in the world society. University of Erlangen-Nuremberg. Email: marina.wagener@fau.de

Joana Zozimo: An exploration of the evaluation process of a development education organisation: a case study. Lancaster University. Email: J.zozimo@lancaster.ac.uk

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

Development Education Association and Resource Centre (Japan):

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

EADI Working group conference call:

<http://www.gc2014.org/call-for-papers/global-learning-meets-development/>.

Frameworks for Intercultural Learning:

<http://www.gpml.org.uk/>

The Global Education Collaborative:

<http://globaleducation.ning.com/>

Global Learning Programme: www.glp-e.org.uk

International School Partnerships:

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

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

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

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

UK ITE network:

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