



Development Education Digest

Issue Six: January 2015

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

Development education materials are often difficult to identify and locate, so the Digest hopes to ease 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.

Table of Contents

GLOBAL LEARNING RESEARCH	2
POLICY PAPERS.....	11
PUBLICATIONS	11
KEY JOURNALS	14
ONGOING DOCTORAL STUDIES	14
ONLINE RESOURCES.....	15

GLOBAL LEARNING RESEARCH

This section highlights current and / or recent research on global learning and development education.

Global Learning Programme England

DFID, 2013-17

DERC, UCL/IOE, UK

The Global Learning Programme in England is a national programme to help teachers deliver effective teaching and learning on development and global issues at Key Stages 2 and 3. The GLP includes a comprehensive programme of research and evaluation which aims to build a body of knowledge on global learning in the context of schooling in England. There are a range of ongoing research activities which are producing outputs.

- Analysis of the first set of Whole School Audit data is ongoing and will be available in the near future. This analysis looks at whole school data from over 500 schools involved in the programme.
- The Pupil Assessment Tool will provide quantitative analysis of learning outcomes which can be linked to teaching approaches and school provision.
- The Innovation Fund supports small-scale innovative research by school-based educators on a global learning theme. The first teacher-led reports from the Innovation Fund will be available soon.
- Qualitative data collection and analysis is taking place and includes:
 - Doug Bourn (2014) *The Theory and Practice of Global Learning*
 - Doug Bourn (2014) *School linking and global learning*
 - Frances Hunt and Richard P. King (forthcoming) *Supporting whole school approaches to global learning*
 - Kate Brown (forthcoming) *Young people's understandings of global poverty.*

To access research outputs go to:

<http://globaldimension.org.uk/glp/page/10529>.

For further information on GLP: www.glp-e.org.uk

Contact Fran Hunt: f.hunt@ioe.ac.uk

A Case Study of the development education project: The Treasure of Acahualinca

2014, Galician Government

Mar Rodríguez-Romero (UDC) & International Solidarity Galicia, Spain

This research project has emerged as a collaboration between the NGO *International Solidarity Galicia* and a research team from the school of Education at the University of A Coruña, Spain. The research was funded by the local Galician government, which for the first time has included research on development as one of the strategies for *Awareness Raising and Education for Development* (2011-2013).

The first phase consisted of a review of projects implemented by this NGO from 2002 to 2013. Using timelines and other graphic representations, we analysed the evolution over time in terms of topics, objectives, duration, target groups and funding. Some interesting trends have included the tendency to increasingly work with the same target groups, ways in which objectives varied in complexity according to the topics addressed, and the existence of three recurring issues that were strongly present across the various projects: Interculturality, the Millennium Objectives, and Fair Trade. We have also observed that the length of each intervention increased, while at the same time the number of schools involved decreased, demonstrating a tendency over time to increasingly prioritise sustained focus and depth of analysis over breadth and simple dissemination of information.

The second phase consisted of a case study of one of these development education projects, *The Treasure of Acahualinca*, which was carried out by the NGO from August 2012 to June 2013 in 13 secondary schools throughout the autonomous community of Galicia in northern Spain. Taking the project as situated practice, we explored its significance and relevance for the participating students and teachers through semi-structured interviews with teachers and a group of students at each site. We also conducted three micro case studies, which provided evidence about how the project was linked with the curriculum, how students made meaning of it and how it influenced their understandings of issues related to development education.

One of the most significant findings from this second phase was that the project work in schools was most often associated with the subject areas Ethics and Citizenship Education and, in one case, (Catholic) Religion. The content was directly related to education for democracy and human rights. These subjects are less academic in nature, that is, the objectives are less oriented toward content and more toward abilities and attitudes. While these characteristics provided teachers with greater curricular flexibility, these subject areas are

relatively undervalued. Furthermore, they are allotted relatively few hours in the overall school timetable, making it more difficult to sustain learning over time and delve deeply into the issues.

One notable exception involving a Social Studies teacher serves to demonstrate the potential of Development Education projects like *The Treasure of Acahualinca* for more academic subjects. She took advantage of the project's relevance to directly relate the NGO workers' interventions and lesson plans with curricular content objectives. Her preparation of students for peer visits from Nicaragua and participation in the final video production simultaneously addressed project goals and the course objectives.

Students who participated in the project conveyed, through their behaviours and comments as they produced their final videos, their preference for the kinds of participatory, experiential and creative learning methodologies that characterised the *Treasure of Acahualinca* project. Nevertheless, these kinds of practices tend to be more compatible with learning processes and abilities than with content. They also require learners to work in relatively unfamiliar ways, which means that teachers must dedicate a great deal of time and energy to foster successful learning. The provision of additional time to integrate such development learning projects with curricular content and to support student learning seems to be a crucial element for achieving project objectives.

This research has formed the basis for a follow-up project which focuses on providing in-depth case studies of six schools, selected on the basis of their involvement and dedication to the principles of Development Education. The current project aims to explore in more detail ways in which such projects can be interdisciplinary and involve more academic subjects, as well as to create a digital platform for sharing materials, teaching plans and resources.

Contact Renée DePalma Ungaro:
r.depalma@udc.es

Makutano Junction: a multi-media approach to effective development education

2013-2015, EU

Fundacja Partners Polska (Poland), DERC,
UCL/IOE (UK), Eesti People to People
(Estonia), Global Initiative on Psychiatry-Sofia
(Bulgaria)

Makutano Junction is a popular Kenyan produced TV soap opera which is used to raise awareness of development issues. The project engages teachers to develop and use MJ media resources within their teaching in England, Poland, Bulgaria and Estonia. The research element maps teachers, students and global learning practitioners' engagement with global learning through the project and identifies any impact.

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

The Opportunities and Challenges for a Critical Global Citizenship Education in One English Secondary School

2014

Chloe Blackmore, University of Bath, UK

This PhD thesis looks at critical global citizenship education in one secondary school.

Within global citizenship education (GCE) theory, policy and practice there is much emphasis upon the 'critical'. However, existing research shows that a critical approach is limited within schools. This research sought to explore this perceived 'reality gap' through an in-depth ethnographic study at one English secondary school, drawing on the perspectives of teachers, students and parents. It is guided by two open questions: how is GCE understood and practised in one secondary school? What are the challenges and opportunities for a critical global citizenship education (CGCE)?

Drawing on critical pedagogy and postcolonial theory, two areas of critical theory that have contributed to GCE, the thesis proposes a framework of CGCE. As an ideal, CGCE critically examines knowledge, promotes dialogue across difference, encourages self-reflection, and leads to informed responsible being and action. In order to understand how GCE plays out in practice, this research reports a detailed ethnographic study of GCE at one English secondary school with a strong reputation for GCE, using a combination of participant observation, interviews, discussion groups and document analysis, to explore the perceptions of teachers, students and parents.

Using thick description, the thesis illustrates opportunities for CGCE within a formal school context. Although the relationship between GCE and the curriculum is ambiguous, it argues that there are potentially more opportunities for CGCE within the formal curriculum than within informal whole-school initiatives. However, instrumental economic, moral and cultural agendas within the

school limit the opportunities for CGCE, posing tensions between critical engagement and the school's need to achieve good examination results, produce well-rounded people, protect the school reputation and empower students. Practising CGCE can also pose practical and ethical challenges pertaining to cultural relativism and moral universalism, managing uncertainty and complexity, and managing uncomfortable emotional reactions.

In conclusion, the thesis calls for greater emphasis on what is taught and how rather than adding additional 'global' topics to the curriculum. It highlights the need for further practical support for schools, as well as more research to provide usable theoretical tools relating to the global economy, better understanding of CGCE in relation to curriculum-making, and insight into how students and teachers deal with complexity, uncertainty and emotional discomfort.

Contact Chloe Blackmore:
chloe.blackmore@bath.edu

Its results show that the use of these methods in the four selected cases has indeed led to greater depth of knowledge concerning the effects, both intended and unexpected, of the interventions. The methods encouraged more real-time monitoring of effects, whereupon timely adjustments could be made. Moreover, the use of qualitative research methods allowed greater input from project staff and target groups with regard to the effects of an intervention. This greatly enhanced engagement and motivation and contributed to a better understanding of the effects of the projects and of the intervention logic on which those projects were based. However, this study also revealed that the use of qualitative research methods was rather demanding for the project teams, who may not have the necessary expertise and experience in collecting and analysing a large volume of qualitative monitoring data.

Contact Marije van Gent: MvanGent@ncdo.nl

More or less global citizenship? When measuring becomes learning. An action research study examining the use of qualitative methods for monitoring and evaluation

2014, NCDO/ Kaledios Research

Jan Van Ongevalle & Christine Carabain

This report presents the results of a study conducted using the action research approach, in which four Dutch organisations involved in promoting global citizenship experimented with the use of qualitative research methods within their monitoring and evaluation cycles. The purpose was to gain a deeper understanding of the effects of their interventions. Several alternative methods were tested, including Most Significant Change, Kelly's Repertory Grid Analysis, focus group discussions and participative observation.

The study was initiated by NCDO and was conducted between early 2013 and mid-2014. Based on the insights gained by the four participating organisations, this report reflects on the use of qualitative methods in the monitoring and evaluation of global citizenship interventions. Does the qualitative approach help to strengthen the learning culture and learning ability of the organisations? And does it serve to improve the monitoring and evaluation of global citizenship interventions?

Sustainable Livelihoods to Adaptive Capabilities: A global learning journey

2014

Cathryn MacCullum, DERC, UCL/IOE, UK

This PhD thesis takes global learning out of the formal setting of a Northern classroom to a rural community setting in the Global South as a social learning process.

It begins with a critical reflection of a large EU project to develop a global learning programme as a Global North South initiative. The focus narrows to Zanzibar, a small island state, to critically reflect on the delivery of the programme. And then further to focus on the global social learning and change that occurred in a rural community setting in the north of the island.

Through participatory action research, Cathryn investigates the relevance of global learning as a social learning process, how norms and rules are shaped within a community setting and how these enable social change towards sustainable livelihoods.

The thesis splices the intersection between critical and social theories of learning and engagement, to include critical social theories of Habermas (1984) and Wals (2007); critical race theories of Giroux (1997) and Said (1994) and distributive justice and entitlements theories of Sen (1997) and Moser

(1998). It demonstrates the importance of dissonance and a safe space for deliberative dialogue, to be able to consider the global pressures and forces on local realities as the precursor to social change towards sustainability. The thesis concludes by relating the learning from this small island state to the wider world and the current discourse on quality of education in a community development context.

Contact Cathryn MacCullum:
cmacallum@srk.co.uk

Journeys to engagement with the UK Global Justice Movement: Life stories of activist-educators

2014

James Trewby, DERC, UCL/IOE, UK

This PhD thesis explores how individuals in the UK come to and sustain engagement with global justice issues (such as poverty, development and human rights). It responds to a scarcity of relevant research and a stated desire for greater understanding from those involved in development education and related areas. Relevant literature is used to develop: a working definition of the UK Global Justice Movement; a new conceptual framework for understanding forms of engagement; a 'route map' summarising knowledge about individuals' journeys to engagement; and an understanding of current practice and debates in development education and related fields. Using narrative research techniques, the study then presents five individuals' life stories with respect to engagement with global justice issues. The respondents come from a range of backgrounds and utilise a number of different forms of engagement, but all act in some way as educators/multipliers of engagement. Their stories are analysed using two different 'lenses': together, considering themes relevant to development education, and separately, investigating how concepts related to identity (Social Identity Theory, Identity Theory and Narrative Identity) can be used to understand individuals' engagement. This analysis includes discussion of: the places in which learning happens; debates concerning learning, criticality and visits overseas; the extent to which respondents might be understood to be development educators themselves; roles they have played; the in- (and out-) groups mentioned; and the various sources of narrative available to each of them over the course of their journeys to and within engagement. Finally, the thesis suggests

implications for researchers, policy makers and practitioners. This includes: future use of the concepts developed; further exploration of the potential learning value of 'low cost' forms of engagement; supporting individuals to engage with different organisations and issues 'across' the movement; and, considering possibilities for work with families and faith groups.

Contact James Trewby:
education@columbans.co.uk

Another World is happening: Towards a Great Transition through a Global Citizens Movement

2014

Tobias Troll, DERC, UCL/IOE, UK

This MA dissertation examines the potential and character of a global citizen' movement to address a paradigm shift towards a just and sustainable planetary future, and the role development education can play in facilitating such a process. It argues that a "great transition" is necessary to move beyond the current anthropocentric and unsustainable growth, market, profit and competition based system, resulting in exploitation of people and planet. As planetary democratic mechanisms to address global challenges don't exist, global civil society is the only force that can address such a profound change process. However, the NGO sector became largely co-opted by the system it claims to change. Relinking institutionalised civil society, in particular big NGOs, with social mobilisation and grassroots experimentation is crucial to build systems of influence that can address systemic change. A multi-layered, non-hierarchical and inclusive global citizen movement should move from a focus on policy change to nourishing radical alternatives and addressing values, discourse and culture that constitute the understanding of what is possible.

This research builds on 12 interviews with local movement organisers, international NGO leaders, global activists and development educators from 6 continents on the character, potential and challenges of a global citizen movement. Three essential elements for the advancement of a global citizen movement are identified: The acknowledgment of the need for a great transition, a changing role and practice of NGOs, and a focus on cultural transformation. It concludes that development education can play a crucial role in facilitating the re-appropriation of political change

by citizens if focused on values, emancipation and social transformation. Through such a shift in concept and practice, and indeed the re-linking with its radical roots, development education can move from the margins to the centre of the development discourse and become a central force for transformational change.

Contact Tobias:

Tobias.TROLL@concordeurope.org

Adolescent Youth Perspectives on Student Leadership and Global Citizenship within a Social Justice Youth Development Program Framework

2014

Gloria So, DERC, UCL/IOE, UK

This MA study explores how global citizenship education promotes student leadership by investigating a social justice youth development program, which provides opportunities for students to develop leadership skills and social action. It also focuses on adolescent perspectives and student voice. It is a small-scale qualitative case study investigating an international school in Hong Kong, specifically, students involved in an extra-curricular club that emphasizes social justice issues and student leadership. Under a social constructivist framework, the data collected includes semi-structure interviews from key student leaders, a focus group interview, electronic questionnaire, and five social justice youth development program observations. The key themes that come from the conceptual framework and the literature review center around critical global citizenship, youth leadership development, and aspects in building a social justice youth development program with focus on adult-youth relationships, experiential learning, and the challenges that could arise therefrom. According to the data, the values of critical global citizenship build student leadership within a social justice youth development program when youth are able to exert their authority and have willing adult mentors who share personal authority and collaborate together as a team. As well, these programs provide authentic encounters for service learning that transforms and equips students to take on leadership. Some challenges that arise from these programmes preventing leadership development are the conflicting adult-relationship models of power, lack of opportunity, and youth culture.

Contact Gloria So : mzgloriaso@gmail.com

School for Future Youth (SFYOUTH)

EU (Erasmus+), 2014-2017

Oxfam GB (UK), Oxfam Italia (Italy), PAH (Poland), CARDET (Cyprus) and DERC, IOE (UK)

School for Future Youth (SFYOUTH) is a cross-field partnership to improve youth participation in European school education, running from 2014-2017. Working in four countries, the project will use Youth Participation through Global Citizenship (YPGC) to support improved curriculum and pedagogical approaches by teachers, and increased civic engagement and transversal skills development by young people. Through doing so, this project will inspire teachers and youth to contribute to the active shaping of a fairer and more socially just world. The project team will carry out research into impact of the various initiatives teachers and young people engage with.

Contact Richard King: rpking@oxfam.org.uk

To what extent do companies address the future generation's global skills within the frame of their corporate social responsibility?

2014

Estelle Lauvergne, DERC, UCL/IOE

This MA study analyses to what extent businesses tackle the future generation's global skills via their corporate social responsibility strategy and the rationale behind their engagement. The research focuses on three global skills: the understanding of global corporations, intercultural competence and agile thinking. These are more often called "21st century skills" by businesses.

The study summarises examples, mainly from European companies, of corporate social responsibility initiatives that potentially demonstrate linkages and connections to debates on global skills. It appears that, to facilitate the transition from education to employment as well as to develop a skilled workforce, many corporations support the development of employability skills, business awareness and entrepreneurial competences, for the disadvantaged youth in particular.

Identified key success factors to leverage further the business contribution for the future generation's

global skills include how projects are conceived, having a clear targeted population for the activity and the development of partnerships with bodies outside of the business community.

The study opens a perspective on a closer collaboration between development education and businesses to develop the global skills of the future generation, in particular of the future leaders and social intrapreneurs, combining contributions to the business and to social justice.

Contact Estelle: estelle.lauvergne@gmail.com

Young people and the world 2014. Dutch Youth and Global Citizenship in the Netherlands

2014, HCDO/Kaledios Research

Lette Hogeling & Marije van Gent

To what extent do young people in the Netherlands behave as global citizens and what do they think of the equality of people, the mutual dependency in the world and a shared responsibility for solving global problems? The report 'Young people and the World 2014' focuses on the attitudes and behavior of Dutch adolescents (aged 12 to 18) with regard to global issues and international solidarity. This report is part of a longitudinal study since 2012. By means of a comprehensive online survey we examined the extent to which adolescents can be said to be 'global citizens'.

Behaving as global citizens? We conclude that teenagers behave sustainably in certain areas. Most youngsters are reasonably frugal in their use of energy and water and have a responsible attitude to waste, although there is still room for improvement. Most teenagers in the Netherlands choose a bicycle as means of transport, rather than getting a ride from their parents by car. This is probably unconscious sustainable behavior, because motives to do so are for a very small part related to the environment. With regards to other behavior, teenagers tend not to act so much as global citizens. They rarely discuss poverty or environmental problems and express their (online) opinion on world problems. These topics seem to be of minor interest in their lives. When it comes to consumer behavior, the meat consumption is still very high (like adults) and youngsters hardly buy any secondhand goods. Their behavior is fairly constant. On average we don't see big changes in behavior in the last three years.

Least convinced of equality of people: Global citizenship, as defined by Carabain et al. (2012), relies on three basic principles: equality of people, mutual dependency, and a shared responsibility. Dutch teenagers are least convinced of the equality of people, and recognize the mutual dependency worldwide the most. Specific groups of youngsters respond quite differently to statements about these principles. Girls for example react much more positive on statements on equality and shared responsibilities than boys. The extent to which youngsters support these principles has not changed much in the last 3 years. The support for the equality of people is slightly diminished compared to 2013 and 2012. Youngsters also endorse the principle of mutual responsibility in 2014 in a lesser extent compared to 2012. Despite the overall support for the principles, we find, however, that adolescents believe that they can only make a very limited contribution to the solution of global problems by changes in their own lifestyle.

Global citizenship and education: There are differences between youngsters from primary education (12 years old) and youngsters in other educational levels. The former report more sustainable behavior with regards to energy and consuming behavior, although this might also be a result of the limited consumers they still are (e.g. not having a mobile phone). They also indicate to discuss poverty and collect money for a just cause more often compared to youngster from other educational subtypes. Additionally, they differ with regard to their attitudes. Youngster in primary schools are more convinced of the equality of people but are less aware of the mutual dependency of the world.

When we look at differences within secondary education, we see that youngster in vocational education behave in a less sustainable way than youngsters in pre-university education.. Youngster in vocational education also support the principles of equality, shared responsibility for global issues and mutual dependency to a lesser extent.

Explanations for global citizenship: Alongside altruism, the main determinants of sustainable behavior appear to be the example set by parents, understanding the mutual dependency in the world and the amount of 'cultural' contacts youngster have. Of the three principles of global citizenship, only the awareness of mutual dependency has any marked influence in terms of sustainable behavior: the greater the awareness of mutual dependency, the more likely young people are to comport themselves as global citizens. Although there are differences between the behavior and attitude of youngsters from different educational types, these

disappear when controlling for other factors. Therefore, it seems that it is not so much education that influences how youngsters behave and what they believe, but rather different factors like how altruistic they are or what examples they'll get from their parents. Additional research is needed to examine the added value of education for global citizenship versus personal and background characteristics in behaving as a global citizen.

Support for development cooperation: 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. This hasn't changed in the last years. When looking at the support for the Dutch governmental budget for development cooperation, there is a slight recovery. A smaller part of the youngsters agree that the budget should be diminished compared to last year (33% versus 39% in 2013).

Contact Marije van Gent: MvanGent@ncdo.nl

The lived experiences of doing development education

2014

Matt Baillie Smith (Northumbria University) and Amy Skinner (DEEEP)

Matt Baillie Smith and Amy Skinner are working together on a new research project which seeks to capture the lived experiences of being a global learning/development education practitioner in diverse global settings. The project seeks to conceptualise the 'doing' of development education through attention to the personal and emotional, paying particular attention to educators' negotiation of different types of change and the impact this has on them, as well as on their practice.

Contact Matt: matt.baillie-smith@northumbria or Amy: amy.skinner@concordeurope.org

Comparative research on monitoring quality and impact in Global Citizenship Education (GCE)

2014

DEEEP

DEEEP is conducting a research project that aims to explore the opportunities and challenges of monitoring Global Citizenship Education, given its possible inclusion in the educational goal of the post-2015 Sustainable Development Goals. They are interested in exploring practitioner views on the monitoring of GCE and possible alternatives to current monitoring frameworks which often reduce a creative and transformative process to that which is easiest to measure. The report will be published in January 2015.

Contact Amy Skinner:
amy.skinner@concordeurope.org

(Re)conceptualising development education from the grassroots

2014

DEEEP

This research aims to give voice to development education practitioners in order to build a bottom-up understanding of DE practice which comes directly from practitioners themselves. It will provide practitioners with the opportunity to define for themselves the contextual influences impacting upon their 'lived' experiences of being a DE practitioner and how this affects how they understand and talk about what they are doing. Through this it will explore how they translate DE theory into practice into the changing world around them and how this affects DE in practice. The outcome (due in September 2015) will provide an up-to-date insight into the current reality and conceptualisation of development education, as defined by those working at the coalface. It arises from a perceived lack of research exploring the everyday, lived realities of development education practitioners across Europe.

Contact Amy Skinner:
amy.skinner@concordeurope.org

How can I Reconceptualise International Educational Partnerships as a Form of 'Living Citizenship'?

2012

Mark Potts, University of Bath Spa

This PhD research project is about developing pedagogy for citizenship education through the establishment of an international partnership. Whilst there is a clear national curriculum framework in England for the delivery of citizenship education as originally established by the QCA¹, it became apparent to the researcher that the pedagogical framework for the delivery of global citizenship education is only partially formed. The project looks at how over a ten year period the partnership activities between Salisbury High School and Nqabakazulu School in the black township of Kwamashu in Durban, South Africa have influenced the education of the participants. Through a series of reciprocal visits, some funded by the British Council, and through curriculum activities, fundraising activities and personal contacts the partnership has developed to become a powerful influence on the lives of the participants. As it has developed certain underpinning values have emerged. These values have been articulated as social justice, equal opportunities and the African notion of Ubuntu, or humanity. The partnership between the schools has enabled the teaching of these values in a meaningful context. The research methodology is a participatory action research approach with the use of video, pictures and commentary to show the educational influence on the lives of the people in these communities. This has enabled the author to reflect on how the activities of the partnership have influenced the education of himself and his fellow participants. As a result of this study there will be three original contributions to knowledge:

The development of a transferable method for systematically analysing the large amount of qualitative data.

A range of transferable pedagogical protocols for citizenship education that can be derived from school international partnerships together with recommendations for government policy on how best to extend educational partnerships and implement international CPD between UK and South African schools.

¹ QCA has since been replaced and superseded by the QCDA, which has now been discontinued by the Government.

An examination of the notion of 'Living Citizenship' and exemplification of it in practice through engagement in the activities of an international educational partnership.

Contact Mark: mapotts53@gmail.com

Development Education Synergies: Getting to know so as to act better – promoting research on DE action in Portugal

2013-2015

Fundação Gonçalo da Silveira, Centro de Estudos Africanos da Universidade do Porto and Camões – Instituto da Cooperação e da Língua

The aim of this project is to promote the enhancement of development education in Portugal and the quality of its intervention. In order to do this, activities include: action research to develop knowledge on development education; and the organisation and deepening of relevant knowledge for the training of development education participants. The project will link higher education institutions and civil society organisations

Activities include:

- The creation and consolidation of research which includes a survey on the perceptions and practices of development education;
- The creation of a peer-reviewed scientific journal, to publish national and international papers on development education;
- The production of research to be carried out between CSOs and HEIs;
- The construction of a website;
- An international conference.

Contact Tânia Neves: ceaup.ed@gmail.com

For further information:

https://www.youtube.com/watch?v=UTOS4_j4XRg&list=UU3CHLY_WMx3sbRi236xLBKw.

School Linking: Southern Perspectives on the south/north educational linking process: from Ghana, Uganda and Tanzania

2014

This study investigates the South/North Educational Linking Process and sets out to discover how the Southern end is affected. It focuses on relationships described as links, partnerships, sister schools or something deeper and sustainable. It argues that the terminology used is important, enabling relationships to be positioned on a “Linking-Partnership Continuum”. The research question is addressed using a qualitative methodology, based on a mixed-methods case study approach. The empirical research is framed conceptually with ideas from Postcolonialism, Cultural Education and Development Education. The analysis is supported by Critical Pedagogical Discourse and draws particularly on work by Andreotti and Quist-Adade. The relationships investigated are set within a rapidly evolving literature, as well as UK policy decisions affecting Development Education.

A Ghanaian pilot study is used as a starting point. Key themes are then explored through in-depth studies of the S/NELP in eight schools in Uganda and Tanzania. The analysis draws particularly from two secondary schools and one children’s centre.

The study has found that in the context of school linking, teachers, students and schools’ local communities are affected in several ways. Teachers’ pedagogy develops through collaboration with UK counterparts, but reciprocal visits are rare. Science, Mathematics, Information and Communications Technology (ICT), English and Special Educational Needs and Disabilities (SEND) benefit. Students note less tangible outcomes, such as friendships with their UK peers. The S/NELP promotes engagement in development and Development Education/global learning. Capacity building identified includes physical infrastructure, library resources and facilities promoting income generation. Local communities are affected, contributing to progress towards the UN MDGs. The focus of this study is Southern voices. The most important aspects emerging are those of power relations, funding arrangements and avoiding dependency.

Southern schools must be able to set their own school linking agenda, without feeling obliged to fit Northern hegemony.

The Dutch and the World 2014 is the third study in row on global citizenship in the Netherlands.

Behaving as global citizens: This study examines nine specific behaviours which are linked to ecological and social sustainability. On average, almost all behaviours remain virtually unaltered when the results of the previous two years are compared. The Dutch, for example, still eat meat as often as in 2012 and 2013. On the positive side, the use of a tumble dryer decreased since 2012 and the online support of good causes became more popular. On the other hand, good causes have increased difficulties in maintaining committed givers who have a direct debit or standing order.

Three principles of global citizenship: The three principles of global citizenship – human equality, mutual dependency and shared responsibility – are still widely endorsed by the Dutch public. There is hardly any change in how the Dutch see the world. There is a negative shift, however, with regards to the degree the Dutch think their own values and norms are better than those of other cultures. This increased feelings of cultural supremacy is accompanied by an increased belief that the Dutch government should only focus on national problems. At the same time, the Dutch have become more aware of the exceeding problems and challenges that come with international migration flows. The Dutch seem to be well aware that globalization does not only bring positive things, like cheap clothing.

Gender and global citizenship: In general, women behave more sustainable compared to men. They talk more often about environmental problems and global poverty, for instance, and sign more often online petitions. This difference is partly explained by higher levels of empathy and environmental concern. However, women don’t outperform men on all types of sustainable behaviour. In some cases, men behave more sustainable than women.

Education and global citizenship: The study furthermore shows that level of education determines how the Dutch see the world. Lower educated people attach less importance to the principles of human equality, mutual dependency and shared responsibility. However, despite increased tensions and feelings of insecurity worldwide, this gap in beliefs didn’t widen over the past two years. Multilevel panel analyses show that both groups haven’t changed their point of view since 2012. There is one exception: compared to 2012, the highly-educated are even more convinced that their own behaviour can make a difference in

The Dutch and the World 2014. Global Citizenship in the Netherlands

2014, HCDO/Kaledios Research

order to solve worldwide problems. Lower educated have significantly less confidence that their own behaviour can indeed have such an impact. This initial difference in belief in the power to change has only increased since 2012.

Dutch citizens and development aid: After reaching its lowest point in 2012, support for government spending on development cooperation is still growing. Almost half of the population (47%) now believes that the development cooperation budget should be left unchanged, 9% thinks this budget should be further increased. Despite this positive trend, still one third (37%) says the budget should be reduced.

Contact Marije van Gent: MvanGent@ncdo.nl

POLICY PAPERS

Developing 21st century competencies for our next generation: A white paper on international education for primary and secondary schools.

2011, Ministry of Education Taiwan

In 2011 the Ministry of Education in Taiwan developed a White Paper on international education for primary and secondary schools.

The White Paper emphasises:

- Expanding international links, for example, meeting students and teachers from other countries, experiencing new languages, travelling to parts of the world to learn more about different cultures, people, and the values.
- Cultivating students' global awareness and global competencies.
- Developing awareness of national identity, global responsibilities, and as a result increasing globally competitiveness.

Web link International Education for Primary and Secondary Schools in Taiwan (including policy paper and school linking):
<http://ietw.moe.gov.tw/GoWeb/include/index.php?Page=K>

PUBLICATIONS

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

Baillie Smith, M. (2014) Development education, global citizenship and international volunteering. In: V. Desai and R. Potter (eds). *The Companion to Development Studies*. Routledge: London.

Baillie Smith, M. (2014) R.E. – P.L.A.C.E. Global Citizenship. Global Citizenship Matters, IDEAScotland Conference, Conforti Institute, Sept. 25th. <http://www.mattbailliesmith.com/talks-and-lectures.htm>

Baillie Smith M. (2013) The changing development landscape and new development paradigms: the end of development education or a chance to find its voice? Opening address to the conference, Global Justice Through Global Citizenship: the Role of Global Education and Public Awareness, Brussels, November 20th 2013. Available at: www.mattbailliesmith.com/talks-and-lectures.html

Béneker, T., Tani, S., Uphues, R. & van der Vaart, R.J.F.M. (2013). Young people's World mindedness and the global dimension in their geography education. *International Research in Geographical and Environmental Education*, 22(4), pp. 322-336.

Andreotti, V., Biesta, G. & C. Ahenakew (2014) Between the nation and the globe: education for global mindedness in Finland. *Globalisation, Societies and Education*, 1-14.

Bamber, P., Bullivant, A. & D. Stead (2013). Measuring Attitudes towards Global Learning among Future Educators in England, *International Journal of Development Education and Global Learning*, 5 (3), 5-27.

Bentall, C. and McGough, H. (2014) Young people's personal engagement with global learning in Further Education. *International Journal of Development Education and Global Learning*, 5, (3), 47-69.

Birdwell, J., Scott, R. & E. Horley (2013) Active Citizenship, Education and Service Learning, *SAGE Journals*, 8 (2), 185-199.

Birdwell, J. & Bani, M. (2014) Today's teenagers are more engaged with social issues than ever. Introducing Generation Citizen. London: Demos. http://www.demos.co.uk/files/Generation_Citizen_-_web.pdf?1392764120

Boix Mansilla, V. & A. Jackson (2011) Educating for Global Competence: Preparing Our Youth to Engage the World. CCSSO & Asia Society. <http://www.edsteps.org/ccsso/sampleworks/EducatingforGlobalCompetence.pdf>

Bourn, D. (2014) The Theory and Practice of Global Learning. A pedagogy for global social justice. London: Routledge.

Bourn, D. (2014) School Linking and Global Learning - Teachers' Reflections. DERC Research Paper No. 12, London: IOE. http://www.ioe.ac.uk/DERC_ResearchPaper12-SchoolLinkingandGlobalLearningTeachersReflections.pdf

Bourn, D. (2014) The Theory and Practice of Global Learning. DERC Research Paper No. 11, London: IOE. http://www.ioe.ac.uk/DERC_ResearchPaper11-TheTheoryAndPracticeOfGlobalLearning.pdf

Bryan, A. (2014). Climate Change Education for Sustainable Development: Enhancing Climate Change Responses through Education. Guidelines produced on behalf of UNESCO, Paris.

Bullivant, A. (2014) Teachers Agents of Change: examples of good practice in development education from the UK. <http://www.wus-austria.org/files/docs/Agents%20of%20Change%20UK%20DEF.pdf>

Burgess, C., Reimer-Kirkham, S. & Astle, B. (2014) Motivation and International Clinical Placements: Shifting Nursing Students to a Global Citizenship Perspective, International Journal of Nursing Education. 11 (1), 75-82.

Carabain, C. & J. Van Ongevalle (2014) More or less global citizenship – when measuring becomes learning. <http://www.ncdo.nl/more-or-less-global-citizenship>

Chapman, T. & Durkerley, E. (2013) Young people and positive social action: exploring the relationship between instrumental and altruistic motivation.

Chapman, T. & McGuinness, B. (2013). Consuming values in a social market: making choices about volunteering and non-volunteering, Social and Public Policy Review. 7 (11), 1-17. <http://www.uppress.co.uk/SocialPublicPolicy2013/Chapman.pdf>

Chou, P., Cheng, M., Lin, Y. & Y. Wang (2014) Establishing the Core Concepts and Competence Indicators of Global/ International Education for Taiwan's Grade 1–9 Curriculum

Guidelines. Asia-Pacific Edu Researcher. The authors developed a set of core concepts and competence indicators of global / international education for Taiwan's Grade 1–9 Curriculum Guidelines and revised these through three rounds of Delphi surveys. The final version is composed of five core concepts, three dimensions, and 60 competence indicators across seven learning areas accessed through four learning stages. The authors also conducted content analysis to examine the global/international components of the guidelines. <http://link.springer.com/article/10.1007/s40299-014-0215-0#>

Coombs, S.; Potts, M. & Whitehead, J. (2014) International Educational Development and Learning through sustainable partnerships. Palgrave Macmillan. This book offers a new form of citizenship education based on a Living Global Citizenship approach that allows participants to demonstrate values such as cultural empathy. This alternative pedagogy for the delivery of effective citizenship education within any cultural setting creates a new meaning for the term 'cultural education'. Living Global Citizenship projects allow participants from different communities to take ownership of their priorities for development and the long-term transformation of their own communities. They provide a way of delivering authentic citizenship education through an international educational partnership that enables participants to critically assess their values and to develop meaningful relationships from which new understandings emerge to challenge the predominant view of development.

Clifford, V. & Montgomery, C. (2014) Challenging conceptions of Western Higher Education and Promoting Graduates as Global Citizens, Higher Education Quarterly. 68 (1), 28-45

Clifford, V. & Montgomery, C. (forthcoming) Transformative Learning through Internationalization of the Curriculum in Higher Education. Journal of Transformative Education.

Cremin, H. (2014) Improvising with Gur-Ze'Ev: An autoethnography of Peace Education. Conference presentation in Istanbul (see www.academia.edu)

De Wit, H. & Engel, L. C. (2014). Building and deepening a comprehensive strategy to internationalise Romanian higher education. In J. Salmi, E. Egron-Polak, R. Pricopie, A. Curaj, & L. Deca (eds). Romania: Between the Bologna Process and national challenges/priorities. Springer.

Dill, J. (2013) The longings and limits of global citizenship education: the moral pedagogy of schooling in a cosmopolitan age. Routledge.

Engel, L. (2014) Global citizenship and national (re)formations: Analysis of citizenship education reform in Spain. *Education, Citizenship and Social Justice*, Vol. 9 (3), 239-254.

Ferguson Patrick, K., Macqueen, S. & R. Reynolds (2014) Pre-service teacher perspectives on the importance of global education: world and classroom views. *Teachers and Teaching: theory and practice*, V.10, (4), pp. 470-482.

Forghani-Arani, N., Hartmeyer, H. O'Loughlin, E. & L. Wegimont, Global Education in Europe: Policy, Practice and Theoretical Challenge. Münster: Waxmann

Göpfert, A., Mohamedbhai, H & J Mise (2014) Do medical students want to learn about global health? *Global Health*.

Hammersley, L. (2014). Volunteer tourism: building effective relationships of understanding, *Journal of Sustainable Tourism*. 22 (6), 855-873

Jing, H. (2013) Global Awareness: Foreign Language Teachers' Beliefs and Practices in China. *Intercultural Communication Studies XXII*: 1.

<http://www.uri.edu/iaics/content/2013v22n1/9Hongtao%20Jing.pdf>

Khader, F. (2014) Global Awareness and Perspectives in Jordanian History Textbooks, *American International Journal of Contemporary Research*. 4 (2), (69-75).

http://www.aijcrnet.com/journals/Vol_4_No_2_February_2014/10.pdf

Killick, D. (2015) Developing the Global Student: Higher education in an era of globalization. Routledge.

<http://www.routledge.com/books/details/9780415728058/>

Krogull, S., Scheunpflug, A. and Rwambonera, F. (2014) Teaching Social Competencies in Post-Conflict Societies. A Contribution to Peace in Society and Quality in Learner-Centered Education. Münster, New York: Waxmann. Learner-centered education is not only a crucial issue for quality of education but also for students' social self-esteem, self-effectiveness and societal peace and coherence. Following the trauma of the genocide, learner-centered education has been systematically introduced in Rwandan Protestant

schools in response to the need for peace, social coherence and to improve the quality of education. This book provides an overview of the concepts and experiences from a new Rwandan teacher training program "Participatory and Active Pedagogy", its educational theory, strategies of implementation, testimonials of teachers involved and the results of an evaluation testing the teachers' development and curriculum effectiveness on students. Contact: Susanne.krogull@uni-bamberg.de

Liddy, M. & M. Parker-Jenkins (eds.) (2013) Education that Matters: Teachers, Critical Pedagogy and Development Education at Local and Global Level, Oxford: Peter Lang.

McCloskey, S. (2014) (ed.) Development Education in Policy and Practice. Palgrave Macmillan.

Mochizuki, Y. & Bryan, A. (2014). Forthcoming. Climate Change Education in the Context of Education for Sustainable Development: Rationale and Principles. *Journal of Education for Sustainable Development*.

Moraes, S. (2014). Global Citizenship as a Floating Signifier: Lessons from UK universities, *International Journal of Development Education and Global Learning*. 6 (2), 27-42.

Murdan, S., Blum, N., Francis, S., Slater, E., Alem, N., Munday, M., Taylor, J. and Smith, F. (2014) The Global Pharmacist. London: UCL / IOE. http://www.ioe.ac.uk/GlobalPharmacist_FINAL.PDF

Oberman, R., O'Shea, F., Hickey, B. & C. Joyce (2014) Children's Global Thinking. Research Investigating the Engagement of Seven-to Nine-Year-Old Children with Critical Literacy and Global Citizenship Education, Education for a Just World, Dublin.

<http://main.spd.dcu.ie/site/chrce/documents/GlobalThinkingResearchreportbyRowanOberman.pdf>

Osler, A. Educating 'the new Norwegian we': an examination of national and cosmopolitan education policy discourses in the context of extremism and Islamophobia (www.academia.edu)

Pasha, A. (2014) Global Citizenship (GC) in Pakistan: A Brief. DERC, IOE: <http://www.ioe.ac.uk/GlobalCitizenshipInPakistan.pdf>

Peterson, A. & P. Warwick (2014) Global learning and education: key concepts and effective practice. Routledge. <http://www.routledge.com/books/details/9780415717267/>

Reilly, J. & Niens, U. (2014) **Global citizenship as education for peacebuilding in a divided society: structural and contextual constraints on the development of critical dialogic discourse in schools**, *Compare*. Vol, 44 (1), 1-37.

Skinner, S. and S. Oliveira (2014) **Action Research with Development Education Practitioners in Portugal, Cyprus and Greece**. DEEEP. This report is the result of an action research project on citizen engagement approaches used by development education practitioners and wider civil society in three countries hit hard by the economic crisis- Portugal, Cyprus and Greece. The report provides an insight into some of the key elements and challenges of engaging citizens in working for a better world, especially in times of economic austerity and increasing unemployment in Europe. It includes a set of practical recommendations for improving engagement work as well as a 'toolbox' of methodologies and workshop plans to inspire further reflection within the development education community. <http://deEEP.org/community/file/download/16444>

Standish, A. (2014) **What is global education and where is it taking us?** *The Curriculum Journal*. 25 (2), 166-186.

Snider, J., Reysen, S. & I. Katzarska-Miller (2013) **How we frame the message of globalization matters**. *Journal of Applied Social Psychology*. Vol. 43, (8), pp. 1599–1607.

Suša, R. (2014) **DEEEP Think piece. The stories we tell ourselves**. English version: http://deEEP.org/wp-content/uploads/2014/04/DEEEP4_thinkpiece_web_version.pdf and French version: http://deEEP.org/wp-content/uploads/2014/09/DEEEP4_thinkpiece_web_version_fr.pdf

Tallon, R. & McGregor, A. (2014). **Pitying the Third World: towards a more progressive emotional responses to development education in schools**, *Third World Quarterly*. 35 (8), (1406-1422)

Tiessen, R. and R. Huish (2014) (ed.) **Globetrotting or Global Citizenship?** University of Toronto Press.

Tormey, R. (2014) **Critical Thinking and Development Education: How We Develop Meta-Cognitive Capacities?** In McCloskey, S. (eds) *Development Education in Policy and Practice*, New York, Palgrave Macmillan, 65-72

Tye, K. (2014) **Global Education. A worldwide movement. An update**. *Policy Futures in Education*, 12, (7).

Vërse, I., Ranson, A., Helin, J. Saleniece, I., Irbīte, I. & D. Zelmene (2013) **Report on the Study about Development Education Aspects in Social Sciences**. IAC, Leeds DEC, Mondo, British Council.

<http://www.globalaizqlitiba.lv/assets/Globalaizqlitiba/materili/Global-Dimension-A4-gramata2web.pdf>

Watson, B. and M. Clarke (2014) (eds.) **Child Sponsorship: Exploring pathways to a brighter future**. Palgrave Macmillan

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://ioepress.co.uk/journals/international-journal-of-development-education-and-global-learning/>

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

Policy and Practice Issue 19 has been published and is available online. The theme of this issue is 'Finding the "Historically Possible": Contexts, Limits and Possibilities in Development Education' which suggests that the differentiation and diversity of development education in terms of education settings, providers and target groups can serve to limit or expand its possibilities.

ONGOING DOCTORAL STUDIES

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

Lena Bernhardt: NGO-school cooperation in the Global Education context: Orientations of NGO professionals towards schools and learning. University of Erlangen-Nuremberg. Email: lana.bernhardt@fau.de

Son Gyoh: Exploring the knowledge dimensions of NGO campaigning on global poverty: a network

society perspective. DERC, UCL/IOE. Email: songyoh20@yahoo.co.uk

Heidi Harrison: Global learning as a counter to social disadvantage: An analysis of the impact of global learning on poorer socio-economic communities. DERC, UCL/IOE. Email: heidi.harrison@sendacow.org.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

Mags Liddy: Enabling social and education change: a case study of an Irish overseas volunteer sending agency. University of Limerick, Ireland. Email: mags.liddy@ul.ie

Laura Oxley: Global Citizenship Education: The Development and Application of an Analytical Framework Using Model United Nations Case Studies. DERC, UCL/IOE. Email: laura.oxley@outlook.com

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

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

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/>