Development Education Digest
Issue One: June 2010

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

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

This first edition of the Digest starts off with a summary of current and / or recent research into global dimensions in formal education. Specifically research in this section relates to schools and how schools are engaging with the global dimension in teaching and learning. The scope is broad and includes research on how policy is translated into practice, north-south school partnerships, education for sustainable development, post-compulsory education and the global dimension in initial teacher education. The next section introduces research on young people's engagement with international development, looking at how young people engage and the types of spaces for engagement. The third section highlights internationalisation and global perspectives in higher education, which is followed by research on development education and NGOs.

The fifth section provides highlights of known recent policy initiatives. Significant work has been done over the past few years in many countries to incorporate global issues into teaching and learning. This section highlights some of the more recent policy initiatives which guide this process, providing summary information on the main points of action. It also highlights policy-level research. The final sections draw together recent publications in development education and global learning, and highlight ongoing doctoral studies and online resources.

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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GLOBAL DIMENSIONS IN FORMAL EDUCATION

This section highlights current and / or recent research on the global dimension in formal education. Specifically the research focuses on schools. It explores a range of topics including: policy-led initiatives at the school level, understandings of global dimensions and north-south school partnerships. The section also includes research on the global dimension in post-sixteen education and teacher education. The section has been subdivided for ease of access.

An evaluation of the UNICEF Rights Respecting Schools Award (RRSA)
UNICEF/DCSF, 2008-2010
Carol Robinson, University of Brighton & Judy Sebba, University of Sussex

The UNICEF UK Rights Respecting Schools Award (RRSA) aims to teach children and young people that they have rights under the United Nations Convention on the Rights of the Child and that they have a responsibility to respect the rights of others. The award scheme started in 2004, and since then around 1,000 schools in the UK have voluntarily registered on the scheme. The RRSA aims to shape the ethos of the school and unify what can often be seen as a range of disparate educational initiatives and government priorities in all UK jurisdictions: the global dimension, SEAL (social and emotional aspects of learning), sustainable development, and community cohesion.

UNICEF UK's Education Department (with funding from the DCSF) have funded the Universities of Sussex and Brighton to assess the impact of the RRSA on the well-being and progress of children and young people in the participating schools. They have conducted a three year evaluation with a cross-section of schools (including primary, secondary and special). Twelve schools have been involved for the full three years, with an additional 20 schools being involved in the final year. Interviews with head-teachers, teachers, teaching assistants, midday supervisors, pupils, parents and governors were conducted within each of these schools to determine different perspectives on the impact of the Award.

The project is currently in its third and final year. With regard to issues of global learning, findings from the second year interim report indicate that schools tended to undertake work on global citizenship through developing an understanding of Fairtrade and through making links with schools in developing countries. There was strong evidence of attempts to avoid tokenism, which schools often presented as 'students exchanging letters with those in a school in a developing country without any real understanding', although schools were sometimes uncertain of how to do this. In terms of pupils' understanding of the universality of children's rights, findings from the second year of the evaluation noted a greater understanding of, and respect for, other cultures than had been apparent in the first year. In all schools, pupils made a positive contribution through their involvement in fund-raising and campaigns relating to local and global causes, environmental issues and activities related to fair trade, and there was a tendency to relate work on these areas to work on being healthy and economic well-being. The final report, which will include findings relating to issues of global learning, is expected to be available from July 2010.

Contact Carol Robinson:
carol.robinson@brighton.ac.uk

Research into Primary Schools' Understanding of Community Cohesion
Lisa Taner, Middlesex University

This M.A. research project looked at the recently introduced statutory duty to promote community cohesion in all schools in England from 2008-2009. The study wanted to find out what school leaders know and understand about the new duty to promote community cohesion, what they are required to do as part of their leadership and management duties and how well prepared they are to meet them.

Community Cohesion was defined by the Department for Children Schools and Families (DCSF) in 2007 as meaning: 'working towards a society in which: there is a common vision and sense of belonging by all communities, the diversity of people's backgrounds and circumstances is appreciated and valued, similar life opportunities are available to all, and strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community' (DCSF, Guidance on the duty to promote community cohesion ref-DCSF-00598-2007).

Small-scale questionnaire research was carried out in 2009 on primary schools in two north London boroughs, alongside a head teacher interview and document review of school inspection reports. 58 questionnaires were completed by school staff and governors. Respondents came from a range of schools. 37 primary schools were inspected by OFSTED during 2008-2009 with most attaining good or outstanding status.

The research indicated that schools believed that their pupils had a strong sense of belonging and that schools were effective in promoting community cohesion. Schools also thought they had a clear understanding of what is meant by promoting community cohesion, although there was some lack of awareness of different kinds of communities, particularly people with no religious faith, those from different socio-economic groups and people from outside the UK. While schools felt they had a good understanding of what was expected of them in terms of administering the duty, often responsibility for leadership was unclear.

There were some areas of concern raised by schools around the community cohesion directive. This included apprehension around how it would and could be inspected and for some, a lack of local and national support for implementing the directive in schools. The research also found differences in how community cohesion was being perceived and the basis by which they were inspected. There was a lack of clarity and depth of understanding in terms of what effective community cohesion practice might look like with a global dimension by the majority of participants and inspection team reports.

The research highlighted the need for clarity around community cohesion and how community cohesion is defined by OFSTED. Schools should be able to identify their local, national and global communities, the actions needed to be taken and evaluate any impact. Schools and local authorities might also raise awareness of community cohesion and prioritise it within schools. OFSTED inspection teams and criteria must be clear and transparent. Schools were keen for more opportunities to learn from each other, especially with examples of good practice, and asked for support for links with relevant partners.

Contact Lisa Taner: lisataner@rocketmail.com

Exploring the Global Dimension in Secondary Schools
DCSF, 2008
Karen Edge, Khatera Khamsi, Doug Bourn, IOE

This research project explored how the global dimension agenda was being integrated within a small sample of 10 secondary schools in England. Within each school case study, the team explored how teachers and leaders were mobilizing and sustaining interest and commitment in the global dimension. They also gained insight into the experiences, achievements, challenges and perceived outcomes, and were able to highlight emerging themes and key factors that may support other schools in moving the global dimension forward.

Acknowledging the history of government and NGO global dimension work across the UK and building on the current knowledge within the field, the team conducted a series of informal information interviews with members of the leading organizations including: Enabling Effective Support regional co-coordinators, DCSF, British Council, DEA and QCA.

The team generated a list of potential schools based on recommendations from interview participants of schools with 'interesting practice' and/or 'making strides' and the full DSCF list of International School Award winners. From this list, they selected 15 schools representing a mix of: urban/ rural location; specialist/ traditional status; single-sex/ mixed composition; religious/ secular

character; proportion of students receiving free school meals; proportion of students from ethnic minority backgrounds; and Special Education Needs status. They spent a day in each of 10 schools touring the school and interviewing the head teacher and/or senior leadership team member and the appointed (where applicable) global dimension leader. They also conducted teacher focus groups and engaged students in individual and group activities. Based on this data, the team prepared 10 individual school case studies and conducted cross-case analysis.

Throughout each school, the same messages appeared time and again. Teachers and leaders often reported that their whole-school adoption of the global dimension had created more opportunities for collaboration and more experimental teaching practices. These schools also demonstrated that a global dimension focus creates opportunities for teachers to collaborate and share and develop expertise. Within these schools, three important elements to their global dimension integration emerged. These schools:

- create early momentum by identifying and building on current practice within the school and classrooms;
- embed the global dimension deeply and broadly across the school by ensuring it is a part of school planning; and
- build structures for sustainability, including the creation of formal teacher leadership posts as well as student leadership and participation opportunities.

Within the full report, findings and preliminary recommendations to school-level practitioners and policy makers are made under the following headings: perceptions and understanding of the global dimension; leading the global dimension in schools; putting the global dimension into practice; perceived impact and value of the global dimension; challenges in implementing global dimension; and opportunity for implementing the global dimension.

The full report explores these issues in more detail and provides 10 case studies of the global dimension in action within schools. It is hoped this report will serve the establishment of a foundation for future work in secondary, and primary, schools in order to build knowledge of how schools can use the global dimension to assist their students.

For copies of the report, contact Karen Edge: k.edge@ioe.ac.uk

Moral Leadership: An investigation of global dimension leadership in UK schools

Middlesex University, 2009

Carol Jones

This MA research project explores the global dimension in school leadership and how it connects to moral leadership in education. The research looks at how education is connected with morality, the nature of moral leadership in education and how global dimension leaders fit into moral leadership roles in the UK. The research explores the idea that global dimension issues are also moral issues, and global dimension leaders have a moral purpose because of the school subject they lead.

The research tests a set of hypotheses. Questionnaires were sent to 120 global dimension leaders in schools in the UK, with 50 responses. A set of interviews with experts working in global education also took place and observational data was gathered.

There are a number of research findings. The paper argues that global dimensions can be linked to moral education because of their focus on values and the subjects taught. Global dimension leaders are mostly women. They are generally not motivated by career progression or pay when taking on the role. Many global dimension leaders are interested in issues of social justice and transformational change. Many had a moral vision, and a link was found between their religious beliefs and moral leadership. The research concludes that global dimension leaders can more accurately be described as moral facilitators rather than moral leaders.

Contact Carol Jones: caroljjones55@hotmail.com

Educating for Global Citizenship: Teachers' understandings and pedagogical practices in Canada

2010-2011

Mark Evans, Leigh-Anne Ingram, Angela MacDonald and Nadya Weber, OISE, University of Toronto

In Canada and worldwide, policy makers are recommending, with increasing frequency, the need for the inclusion of understandings of global citizenship at all educational levels. Questions being raised about what it means to educate for citizenship within a global context and how citizenship ought to be located and represented in school curricula.

As a result of the impact of globalization and recent conflicts, there is a growing need to provide policy makers with informed ideas for meaningful curricular guidance, teacher educators with evidence-informed conceptual and pedagogical approaches, and teachers with the appropriate support to be able to understand and appropriately approach global themes and issues in their classrooms.

Yet, studies of teachers' characterizations of global citizenship education pedagogy are rare. The purpose of this research study on educating for global citizenship in Canada is to learn how a sample of public school teachers educate for global citizenship in formal school contexts in three Canadian provinces (Ontario, Nova Scotia, and British Colombia), in order to begin to contextualize Canadian public education within this growing field of international educational research.

More specifically, the research aims to:

− clarify and explain teachers' contrasting range of understandings about global citizenship and the pedagogical practices they use in formal school curricula (in classrooms and school-wide) to educate for global citizenship;
− analyze teachers' understandings and preferred practices in relation to theoretical underpinnings of global citizenship education literature and various factors (e.g. culture, gender, context, policy);
− explore issues teachers face in translating policy intentions in relation to global citizenship into effective practice.

Particular attention will be given to recent research on pedagogy that suggests a more complex conceptual focus that connects technical competencies with the different kinds of knowledge bases and contextual forces that inform teachers' pedagogy. This moves away from earlier studies of pedagogy that tended to forefront teachers' pedagogical styles and focused solely on the teacher.

The central question that frames the study is:

− In what ways do teachers educate for global citizenship in formal school contexts in three cosmopolitan contexts (Halifax, Toronto, and Vancouver) in Canada and why?

Subsidiary questions that guide the development of the study include:

− What is global citizenship and how is it understood by teachers?
− What pedagogical practices are used by teachers to nurture understandings of global citizenship and why?
− How do teachers' characterizations of educating for global citizenship align with the theoretical underpinnings of global citizenship education?
− How do teachers communicate these understandings and pedagogical practices when educating for global citizenship (with attention to such factors as culture, gender, context, policy)?
− What issues do teachers face in translating policy intentions in relation to global citizenship into effective practice?

A qualitative stance will be emphasized in this study. Different methods of data collection including electronic self-completion questionnaires, interviews, classroom observations, and relevant school-based and official Ministry curriculum documents will be used. It is believed that such an approach will invite 'different perspectives' and that this will allow findings to be corroborated or questioned by contrasting the data produced by different methods. Non-probability, purposive sampling will be used. Twenty teachers from the schools in each location (10 elementary, 10 secondary) will be handpicked purposely on the basis of their perceived ability to provide the most valuable data, given the specific purposes of the study. From each sample, three participants will be selected for face-to-face interviews and classroom observations. Classroom observations are incorporated into the study to gather data about what teachers are 'actually doing' in their classroom in relation to educating for global citizenship. During visits to the schools, pertinent school-based curriculum documents (e.g. teachers' planning binders, school-based curriculum documents) will be reviewed and notes will be taken. This data will be used to complement the data acquired through the questionnaires, interviews, and classroom observations. Relevant contextual information, in which the research was conducted, will also be noted.

Contact Nadya Weber: nadya.weber@utoronto.ca

Representations and Understandings of Development in Schools
Irish Aid, 2009-2010
Audrey Bryan and Meliosa Bracken, University College Dublin

This study set out to provide deeper and more nuanced understandings of how notions of development are constructed in curriculum resources and communicated in Irish post-primary

schools. Combining a number of distinct, yet interrelated research priorities, it sought to address the following key issues:

− What are the dominant development themes or 'stories' that are presented in curriculum materials? To what extent do resources produced by different agencies or bodies prioritise different development issues and present competing or alternative development storylines?

− How are notions of engagement and action conceived in these various resources? For example, how are development solutions or responses conceived? Are these responses presented in predominantly individualised or collective terms?

− Are conceptions of development largely internalized (focused on indigenous governments and stakeholder communities and their actions) or externalized, portraying Northern NGOS, governments and other Northern donors as the central agents of development?

− What are the effects of particular photographic images of the 'South' in curriculum resources?

− How is Ireland's role in development represented in these resources?

− What are the effects of particular 'development moments' in classroom contexts where textbook authors and educators are placed in a position of presenting complex development issues in a limited time/ space period?

The rationale for this research stems from an understanding of development education as having a number of overarching and interconnecting aims which seek to increase awareness and understanding of global interdependence and inequality and to engage people in analysis, reflection and action. While existing research offers insights into the extent of development education provision in Irish post-primary schools, popular development education methodologies and opportunities for integrating development education within specific subject areas, there is a dearth of knowledge about the substantive content of the curriculum as it relates to development and global issues in an Irish context.

A qualitative research methodology was adopted for this study which entailed a critical discourse analysis (CDA) of selected texts and a thematic analysis of in-depth interviews. Data was collected from three separate sources: curricular resources and textbooks used for development education purposes in post-primary schools, development education lesson plans created and implemented by student teachers, and in-depth interviews carried out with in-service teachers and school administrators (semi-structured format). A number of key questions were addressed through the interviews:

− What are teachers' understandings, experiences and perceptions of teaching development education in post-primary settings in Ireland?

− To what extent do these experiences and understandings differ, depending on their own level of experience of development or of teaching about development issues, and/or on the context of the school or make-up of the student body in their classrooms?

− Given that curriculum materials are but one source of information about the Third World, to what extent do these resources challenge, or indeed confirm, what educators know about development from other sources (e.g. media)?

− How, and to what extent do development education curriculum resources promote critical awareness? How can they be used to enhance or facilitate the development of critical literacy skills?

Verbatim transcripts were prepared from the interviews. Analysis took place at various stages.

For information on key findings contact Audrey Bryan: Audrey.bryan@gmail.com

North-South School Partnerships

Global Partnerships as Sites for Mutual Learning: Teachers' professional development through study visits
ESRC-funded, 2009-2012

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

'Global Partnerships as Sites for Mutual Learning' is a three-year ESRC-funded research project which started in October 2009. The research investigates two global partnerships, one between the UK and Gambia and the other between the UK and India, and the learning that takes place for teachers who participate in yearly study visit courses.

Since 2000 schools in England have been actively encouraged by the government to establish a Global School Partnership (GSP). GSPs are being seen as a valuable tool for teaching pupils about the wider world and global issues. However, some

small-scale studies have shown that the impact of such partnerships on pupils' learning can be counterproductive to that which is intended (often when associated with fundraising for the Southern partner). How pupils are supported in their responses to difference and to poverty is causing particular concern. A contributing factor is that many teachers lack the knowledge and experience required to adequately address the intercultural and global issues that are integral to partnership learning.

One of the strategies for developing teachers' knowledge is North-South study visit courses. No study to date has systematically investigated what and how professionals from both countries learn from North-South study visits or the relationship between this learning and their practice over time. This research project therefore aims to investigate what teachers learn from study visit courses, and how they make use of what has been learnt back in their own educational settings, giving equal weight to the learning of both Northern and Southern partners.

The two courses to be investigated have been taking place on a mostly yearly basis for the last ten years, and are run within two long established global partnerships. The Gambia course is for qualified teachers and the Indian course for trainee teachers. A pilot project (2006-2007) and subsequent consultation with potential beneficiaries (2007-2008) identified the need to extend the research in four important ways by: developing understanding of the global partnerships that provide the context for study visits, focusing on two contrasting partnerships, investigating how learning from study visits informs teachers' future practice, and providing Southern perspectives on learning from study visits. The courses referred to above address a concern about how knowledge of 'the Other' is constructed within the context of North-South study visits.

The key research question is:

− What impact do two North-South study visit courses have on teachers' understanding of development issues and how does this inform their understanding of, and practice in, global partnerships?

Supplementary questions are:

− How have two North-South partnerships developed and what context do they provide for educational study visits?
− What do teachers from both North and South learn about development and global issues from their involvement in study visits?

− What are the key factors that prompt any changes in knowledge and beliefs?
− How does this learning inform their practice over time?

A combination of postcolonial, identity and positioning theories will be used to support data analysis and interpretation. The research team consists of two UK researchers, one Gambian and one Indian researcher. A range of research methods will be used to collect data over time, including interviews, document analysis, biographical questionnaires, participant observation and other questionnaires. The research design is participatory and aims to mirror the mutual, intercultural learning processes that are central to the courses being investigated.

Contact Fran Martin: fran.martin@exeter.ac.uk; Website: http://education.exeter.ac.uk/projects.php?id=450

The Influence of North South School Partnerships: Examining the evidence from schools in the UK, Africa & Asia
DFID, 2007-2009
Karen Edge, Keren Frayman and James Lawrie, IOE

In 2006 little research had been conducted on the influence of international school partnerships between schools in the Africa, Asia and the UK. UKOWLA and Cambridge Education commissioned the IOE to conduct a DFID-funded study exploring the influence of partnerships.

The team set out to develop a better understanding of the types of schools that were engaging in partnerships, their characteristics, implementation and leadership strategies. Their research also explored the perceived influence of partnerships on schools, leaders, teachers and students. The specific research questions were:

− What does the landscape of international school partnership in the UK look like?
− What is the influence of school partnership participation?
− What factors hinder or support positive school partnership outcomes?

The IOE researchers worked with a talented team of 30 researchers from Africa, Asia and the UK. They also had two sets of colleagues providing instrumental support.

Year 1 of the research focused on learning more about the landscape of international school

partnerships between Africa, Asia and the UK via a survey of 1,600 schools in 16 African, Asian and UK countries. Year 2 of the research involved an ambitious journey to gather more detailed qualitative data on partnerships from 55 schools in 12 countries. The team developed case studies of how these schools engage in partnerships and their perceived influence on students, teachers, schools and communities. Schools were located in the UK (England, Northern Ireland, Scotland and Wales), Asia (India, Pakistan and Sri Lanka) and Africa (Ghana, Kenya, South Africa, Tanzania, and Uganda).

Year 2 case schools were selected from the Year 1 database representing a cross-section of schools by country/ regions, location (urban/ rural), phase (primary/ secondary/ all ages), gender (single/ mixed), status (faith and special needs) and supporting organizations. Advisory Group members also recommended schools demonstrating 'interesting partnership practice' allowing the team to select a small number of 'recommended' partnerships per country, producing a stratified random sample.

The full report is available on the IOE website and includes findings related to the influence of partnerships on student, staff and community involvement. It also focuses on findings related to the influence of partnership on teachers and, in turn, students. The team distills the lessons from their 'high momentum partnerships' that they believe are generating the most significant influence on leaders, teachers and students. Based on the findings, they suggest how schools and support organisations can strive for success including details on: partnership formation; support and training; leadership and management; connection to school structures; partnership objectives; communication between partners; staff and student involvement; curriculum initiatives; challenges and opportunities.

Download the full reports:
http://www.ioe.ac.uk/study/departments/lcc/33261.html

Voices from the Global South
DFID, 2009-2010
Centre for Global Education, Northern Ireland (N.I.)

This research project looks at an increasingly diverse Northern Irish society through a series of case studies. The case studies present biographical profiles of individuals that reflect this increasing

diversity which is arising as a result of inward migration. The case studies focus on three specific groups: first generation migrants, second generation migrants and refugees. The first generation migrants are sub-divided between economic migrants and those who are students and/ or family members. Refugees include asylum-seekers who have made claims for refugee status.

The research aims to identify some of the challenges confronted by individuals who have come to live in Northern Ireland from other societies in Europe and the global South. While individual case studies can not reflect the life experiences of an entire community or ethnic group living they can collectively provide an informative and insightful perspective on life for migrants.

The research aims to support awareness raising of international development issues through discussion of the factors in the developing world that lead people to migrate to countries in the global North. It may also promote the many positive contributions made by migrant communities to the local economy, society and cultural diversity. To that extent, the outcomes of the research can support education initiatives that work toward intercultural learning in the formal education sector and wider society.

Contact Stephen McCloskey: stephen@cge.uk.com

Education for Sustainable Development

Education for Sustainable Development in the UK
UNESCO, 2010
Bill Scott, Bath University & Sam Mejias, IOE

'Education for Sustainable Development in the UK in 2010' is the second report produced by the UK National Commission for UNESCO on UK-wide activity in the field of Education for Sustainable Development (ESD). The report was produced by the UK's ESD Coordinating Group, a sub-committee of the Education Committee of the UK's National Commission for UNESCO, as part of the organisation's contribution to the United Nations Decade of Education for Sustainable Development (2005-2014). The document reports on ESD in the UK covering the period January 2008 to the end of April 2010. It is an updating of the 2008 report: 'ESD in the UK in 2008: A Survey of Action', and both itemises recent ESD activity across the UK's four jurisdictions and offers an initial analysis of the

strengths and weaknesses of the current ESD provision.

Global Dimensions in Teacher Education

Global Dimension in Initial Teacher Education
DFID, 2008
St. Mary's University College Belfast, Northern Ireland

As part of the Global Dimension in Education project, the Global Dimension in Initial Teacher Education guide was specifically created to assist those involved in embedding global dimension concepts into teacher education programmes. The guide shares St Mary's College experiences of incorporating global aspects into ITE. It features various aspects of the Global Dimension in Education project including an account of college-wide activities, local and global links, development of undergraduate and postgraduate level courses and the certification process.

Website: http://www.stmarys-belfast.ac.uk/academic/education/gde/default.asp

Global Dimension to Initial Teacher Education
DFID-funded, 2009-2012
John Morgan, Frances Hunt, Hannah Li Ting Chung, IOE

The Institute of Education has a very strong teacher training programme covering primary, most secondary subjects and post-compulsory. Learning about global and development issues has been a feature of some of the subject based courses but the emphasis has been on one-off sessions often with external inputs.

This project aims to encourage movement away from this limited approach and to support those who are not overtly engaged in the global dimension to embed learning about development and global issues as an integral component of all initial teacher education courses at the Institute.

The project also aims to identify the learning gained from the student-teachers on the global dimension and how they are interpreting this learning within the classroom.

The project will work closely with the UK Initial

Teacher Education Network on Education for Sustainable Development and Global Citizenship, co-ordinated by London South Bank University.

Initial activities for the project include an audit of existing provision and the organisation of a series of staff development workshops and seminars on the global dimension.

Contact Hannah Li Ting Chung: H.LiTingChung@ioe.ac.uk

Education for Sustainable Development/ Global Citizenship in Initial Teacher Education
WWF
CCCI, London South Bank University

This research project aims to develop sustainable development and global citizenship initiatives in initial teacher education. The current projects are concerned largely with researching the impact of ESD/GC provision on new teachers and curriculum development. Various publications are already available from the project.

Contact Sally Inman: inmansj@lsbu.ac.uk

Internationalisation and Global Perspectives in Further Education

Development Education in the Tertiary Sector
Trocaire-funded, 2008-2009
Centre for Global Education, Northern Ireland

The Centre for Global Education in Northern Ireland undertook research to establish a baseline of information on courses and modules offered in development education in the tertiary sector on the island of Ireland. Stand-alone, undergraduate and postgraduate courses/ modules were reviewed.

While there were courses and academic pathways into development issues, there had been a lack of any kind of directory to these in the north and south of Ireland. This research aimed to:

− Enhance development education practice in the tertiary education sector through research that will strengthen collaboration and shared learning between development organizations and third level institutions.

The result of this research is 'Development Education in the Tertiary Sector', a reference guide

containing information on courses and modules on development education and development issues. The document provides a baseline from which further studies can be conducted.

To download report: http://www.centreforglobaleducation.com/documents/100

Global Learning for Global Colleges
DFID, 2009-2012
Claire Bentall, IOE

Learning about global and development issues is becoming an increasingly important feature of the activities of a number of further education colleges in England. Recognising this interest and building on work the Development Education Research Centre (DERC, IOE) has been doing with the Learning and Skills Improvement Service (LSIS), this three year project aims to identify ways in which learning about global and development issues can be an important part of the curriculum for students in further education colleges. The project is being developed in partnership with 5 colleges: City of Bristol, Collyers in Surrey, North East London, City and Islington, and Regents College in Leicester.

The project will look particularly at the opportunities created by the introduction of the new diplomas in England, but will also look at the role of more vocational programmes and the impact of partnerships that colleges have with similar institutions elsewhere in the world.

As well as helping the Colleges develop their curriculum in the global and development areas, the project will include opportunities for students within and between the institutions to share their views in these areas and develop appropriate resources and professional development courses for staff.

Initial activities for the project include an audit of existing provision within the five colleges and presentations on initial findings at a series of events being planned by LSIS and the Association of Colleges on the global and international dimension. Contact Claire Bentall: c.bentall@ioe.ac.uk

Globalisation and Further Education
LSIS, 2010
Doug Bourn & Hannah Li Ting Chung, IOE

The Development Education Research Centre (DERC) has recently compiled a catalogue of key materials on global dimensions in further education.

The catalogue includes material from the UK and Europe. The areas explored include: skills for a global economy; internationalisation; international partnerships; global citizenship; intercultural dialogue; and globalisation and sustainable development. The catalogue is intended to be of use to managers, practitioners and others working in further education.

For further information or a copy of the report, contact Hannah Li Ting Chung: H.LiTingChung@ioe.ac.uk

YOUNG PEOPLE'S ENGAGEMENT IN INTERNATIONAL DEVELOPMENT

This section looks at current or recent research on young people's engagement with international development in a variety of settings.

Youth Transitions, International Volunteering and Religious Transformations Research Project
AHRC/ESRC-funded
Peter Hopkins & Nina Laurie, Newcastle University; Matt Baillie Smith, Northumbria University; Elizabeth Olson, Edinburgh University

This project explores young people's experiences of faith-based volunteering in Latin America. By exploring the processes, religious spaces and experiences which are produced and constructed, we will contribute to understanding the role of international experience in shaping young people's religious identities.

The research project includes an element focusing on global citizenship and the ways international volunteering does or does not promote active citizenship and 'educate' young people about development. The main outputs for the project are currently being written.

Contact Matt Baillie Smith: matt.baillie-smith@northumbria.ac.uk; Website: http://www.ycla.org.uk

INTERNATIONALISATION AND GLOBAL PERSPECTIVES IN HIGHER

EDUCATION

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

Students as Global Citizens

DFID, 2009-2012

Nicole Blum, IOE; Institute for Global Health (University College London); the Royal Veterinary College and the School of Pharmacy (University of London).

This research partnership aims to develop and evaluate methods to embed learning about global and development issues within degree courses on pharmacy, veterinary science and human health. The work recognises the important contributions that professionals in these fields can make to international development by improving human health and livelihoods, for example, through preventing and treating infectious diseases and improving the health of livestock. Research shows that these improvements can in turn have other positive effects, including increased access to education, reduced infant mortality, reduced fertility, improved child nutrition, and reduced rates of HIV infection. As of yet, however, coverage of development and global issues in professional degree programmes is very limited.

The core aims of the project are therefore to both support and extend the existing work of the partner institutions, and to research the links between discussions of 'global citizenship' and learning about global and development issues within higher education.

Activities include engagement with students and staff to assess existing understandings of global and development issues, and to evaluate learning which results from new teaching and learning opportunities provided via the project. Additional support in the development of curriculum materials and delivery of activities will be provided by Skillshare International, a UK charity with significant experience in global health education.

Contact Nicole Blum: n.blum@ioe.ac.uk

PRACTICE OF NON-GOVERNMENTAL ORGANISATIONS

This section highlights current or recent research on NGOs and development education.

Oxfam and the Rise of Development Education in England from 1959 to 1979

IOE, 2008

Don Harrison

During the 1960s and 1970s, non-governmental organizations (NGOs) in England influenced public understanding of 'Third World' development, through lobbying, information and educational programmes. The largest NGO involved in the schools' dimension of this movement for 'development education' was Oxfam. Oxfam's Education Department made a contribution to theory and practice for learning about Third World development in a wider context of international understanding.

Historical studies of changing educational policy during these two decades have mainly focused on interactions between government and the teaching profession, relating to official reports on the changing nature of schools, to Schools Council curriculum development projects, and to Black Paper emphases on standards. This thesis is innovative in its focus on the role of the civic sector, as represented here by Oxfam and a network of organizations which were seeking to improve learning in a specific area of knowledge, skills and values.

The methods used to bring Oxfam's educational activity and influence to the light of the present include analyses of NGO and government sources and of interviews with practitioners. The findings show complex interactions within both NGO and government fields and between the two fields. Oxfam's educational visionaries were constrained by internal pressures like fundraising. Government officials had varying views between education and overseas development ministries on appropriate levels of support for development education. The conclusion is that this lack of a co-ordinated understanding of development education limited its entry to state education in England during the 1960s and 1970s, even though Oxfam had a substantial role in the growth of the movement.

See: http://www.somer-saults.org.uk/ideasbank

POLICY INITIATIVES, STRATEGIES AND RESEARCH

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

Global Education in Poland (2009)

The European Global Education Peer Review Process, GENE

The report provides an assessment on the current state of global education in Poland and how global education might be developed in the future. A peer review team interviewed key stakeholders, mainly from non-governmental organizations, universities and government ministries, with the aims of identifying good practice; assessing provision, structures, strategies and results of global education; and providing recommendations for improving provision in Poland and learning across countries.

In 2008 the Under-Secretary of State at the Ministry of National Education stated publicly that Global Education is an important part of formal education in Poland and a priority of the Ministry. Various initiatives have been put in place subsequently in schools, including giving a global education focus to an open schools competition, convening a conference for teacher training centres, and the involvement of NGOs working on global issues in core curriculum reform. The curriculum has subsequently taken on aspects of global education. In terms of tertiary colleges there is emerging good practice, but no systematic approach to the introduction of global education. A number of civil society and university-initiated interventions in global education are also highlighted.

The report recognizes that work still needs to be done. There is a need for increased and improved in-service and pre-service teacher training; in-service training often takes place with a small number of enthusiastic teachers, rather than all teachers. The report suggests the establishment of a National Committee for Global Education, funded mainly by the Ministry of Foreign Affairs, to improve the coordination and quality of global education in Poland. There are also recommendations around strategic planning and resourcing of institutions/ organizations working in global education and improved information sharing and coordination.

Download report: http://www.gene.eu/previous-peer-reviews/92-poland.html

Global Education in Norway (2010)

The European Global Education Peer Review Process, GENE

This report provides an overview of global education in Norway and indications of how it might be developed in the future. It recognizes the long history global education has in Norway as well as the new challenges emerging in its changing society. Summaries and recommendations are available online, the full report will be available in 2010.

Initial summary report: http://www.gene.eu/previous-peer-reviews/91-norway.html

National Strategy for Development Education 2010 – 2015: Portugal (2010)

IPAD

The National Strategy for Development Education in Portugal was developed by the Instituto Portugues de Apoio ao Desenvolvimento (IPAD) which worked with key stakeholders and in various public fora in Portugal. It sets out the aims and policy measures for Portugal to follow and will work alongside an Action Plan which will provide guidance on implementation.

The Strategy sees development education as a way of responding to inequalities and injustices at local and global levels. It places the need for development education within the context of an increasingly globalized society and evolving relations between the North and South.

The Strategy is located within international and national policy contexts and conceptualisations of development education. It is also located within the wider learning environment in schools. It highlights the core concerns of development education as an instrument against exclusion, injustice and global inequality. The Strategy presents a general definition of development education it is working towards as, a learning process; a reflective and active process (around concepts such as solidarity, equity, justice, inclusion); and a driver towards social change. Thus, in general terms, development education involves the following dimensions: awareness raising; consciousness raising; policy influencing.

Specifically, the Strategy highlights development education provision committed to social change and the strengthening of global citizenship. In this regard social change should enhance social justice and equity, rather than replicate inequalities. There

is an emphasis on action with solidarity, cooperation and co-responsibility as key. The Strategy also promotes participation, so that all members of society can influence decision making and coherence where there is conformity between means and ends, between methodology/ form and content.

The overall aim of the Strategy is to: promote global citizenship through learning processes and by raising awareness of development-related issues among Portuguese society, in a context of growing interdependence, and focusing on actions leading to social change. The specific aims include: promoting capacity-building among relevant public bodies and civil society organizations and creating mechanisms of dialogue and institutional cooperation; promoting the advancement of development education within the formal education sector; strengthening development education in non-formal education; and promoting awareness-raising and political influence activities that call for concerted action.

Measures to reach these aims include improving information sharing around development education; providing spaces for discussion and communication; creating research opportunities; integrating development education into initial teacher education; developing teaching materials; in-service capacity building of teachers; recognizing the role of civil society organizations in the promotion of development education; enhancing the promotion of development education in civil society; and promoting awareness raising and policy influencing activities. The importance of monitoring and evaluation is also highlighted in the strategy.

For further information contact IPAD:
http://www.ipad.mne.gov.pt/index.php?option=com_contact&Itemid=3

Strategy: Global Learning in the Austrian education system (2009)
BM:UK, Globales Lernen Strategie Grupp, Austrian Development Agency

The Austrian Federal Ministry for Education, Arts and Culture (MoE) launches its strategy for global learning in the formal education system, produced by the Austrian Strategy Group on Global Learning. The Strategy is partly a response to recommendations by the GENE (Global Education Network Europe) peer review report on global learning in Austria, published in 2006. The report draws on consultations with key stakeholders working in global learning.

The Strategy sees global learning as a necessary pedagogic response to the growing complexities of living in a global society. It aims to give young people knowledge to understand development and the complex processes by which we are globally interdependent. It adopts a largely systemic approach to global learning which focuses on the complexities of interdependence and progress towards a global society. Among the topics to be covered in global learning will be differing concepts of development, power (and lack of it), global justice, inclusion and exclusion and democracy in national and global contexts. It also shows young people ways to become active participants in shaping a global society.

The Strategy looks at how global learning may fit alongside other subject areas and educational priorities. It debates some of the conceptual challenges and processes by which these challenges can be brought into the classroom. It also looks at issues of competencies and quality in global learning.

The Strategy aims to increase recognition of and strengthen global learning, through various means:

- Improving structures of global learning, especially in in-service teacher training, pre-service training, school development, curriculum development, external development programmes and developing educational materials.
- Developing an active research community in global learning.
- Strengthening higher education learning in global learning.
- Developing the concept of global learning.
- Strengthening global learning in the non-formal education sector, especially in adult education and youth-work.
- Establishing a commitment to global learning with various actors and stakeholders in society.

Download paper (German and English):
http://www.komment.at/content.php?id=70&PHPSESSID=80f0a9a88d22664c127b0381e797add0

Global Perspectives: A framework for global education in Australian schools (2008)
AusAid, GEP, Curriculum Corporation, Asia Education Foundation

This document provides a framework for global education in Australia, including recommendations about integrating global perspectives within and across learning areas and advice for teachers and school leadership teams about how to implement

the framework at a school level. Professional development advice is also provided to teachers, coordinators and school leaders. The framework is intended to make global education more accessible to teachers and curriculum planners.

The framework describes global education within the context of a global community, with its members connected through a range of cultural, economic and social platforms. Global education helps young people to participate in shaping a better shared future for the world and emphasizes the unity and interdependence of human society. The framework also highlights knowledge and skills development, as well as the promotion of positive values, responsibility and active participation for change.

The report argues for the importance of global perspectives at all ages of schooling and throughout the curricula. It notes how global learning can be brought into the different stages of schooling and provides examples of learning in subject areas. It locates itself alongside other educational priorities (e.g. citizenship, environmental education and values education). It also emphasises whole school approaches to global learning.

The framework promotes five learning themes: interdependence and globalization; identity and cultural diversity; social justice and human rights; peace building and conflict resolution; and sustainable futures. It raises awareness of temporal and spatial dimensions needed when teaching.

The report also looks at the implications for teachers, whole school planners and for community participation. It suggests that teachers should review their teaching and learning strategies and better develop their understanding of the framework for global education.

Download report:
http://www.globaleducation.edna.edu.au/globaled/go/engineName/filemanager/pid/122/GPS_ForWeb_150dpi.pdf?actionreq=actionFileDownload&fid=24877

European Development Education Monitoring Report "DE Watch" (2010)
Krause, J. on behalf of the European Multi Stakeholder group on Development Education

The European Multi-stakeholder Steering Group on Development Education, established in 2007, commissioned this study on the status of development education in Europe. The DE Watch report presents an integrated overview of the existing DE policies, priorities and funding practices in 28 European countries. It provides synthesised information about what works well and where improvements can be made. It also works as a launching pad for further developments in the DE sector in Europe. It helps future directions across Europe to be coherent and co-ordinated. The DE Watch report also attempts to contribute to conceptual debates about DE. It is hoped these debates will continue.

This report does not draw on primary research, but is drawn from research and reports over the previous 5 years (including GENE peer reviews). It highlights the challenges this approach brings, particularly in relation to different conceptualizations of DE and limits to available data.

The report reflects on conceptualisations of DE and highlights four basic types: DE as public relations for development aid; DE as awareness raising; DE as global education; and DE as an enhancement of life skills. It highlights a standard model of DE in European countries and indicates how countries conform or deviate from this model. In particular, for each country it notes levels of funding for DE, the role of NGOs, how activities are co-ordinated between various actors, how DE works in the formal schooling sector, and other relevant observations. It highlights how DE is funded differently in terms of amount and also per-capita commitment, with some countries at the time of data collection not funding DE activities at all.

The paper attempts to map DE activities and assess performance across the countries – using indicators such as provision of funds and political support for DE (in terms of Government support); DE activities and DE support structures (in terms of NGO commitment/ practice). There is generally a correlation between government and non government support.

The paper also identifies possible trends evident in DE across the countries and highlights different types of political support for DE as well as lessons learned. The paper's recommendations include the need for: current national strategies on DE; defined structures for DE (which includes government and non government inputs); a focus on mainstreaming DE into formal education; the inclusion of multiple stakeholders in the elaboration and implementation of DE strategies; and strong international networking.

The annexes also include country case study information.

DEAR: Development Education and

Awareness Raising
EC, 2010

This study, taking place in 2010, looks at development education and awareness raising (DEAR) initiatives in EU member states. It has a number of objectives:

- To obtain an overview and analysis of projects financed by the EC in the field of DEAR between 2004-2009.
- To obtain an overview and an analysis of the main actors and initiatives in the field of DEAR in the 27 Member States of the EU.
- To identify possible options for improving the EC actions in the field of DEAR.
- There are four working groups looking at the quality of DEAR practice, challenges for DEAR in old and new member states, developing life skills, and transition and transformation for the future.

Fieldwork will take place in EU member states, including consultations with key stakeholders. The final study report will be complete in November 2010. A conference will take place in October with DEAR stakeholders to discuss the study's findings and further develop options for improvement.

An Inception report is available now. For further information see:
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR:_Development_education_and_awareness_raising

Development Education and the School Curriculum in the European Union: A report on the status and impact of development education in the formal education sector and school curriculum in member states of the European Union (2009)
Concord/DEEEP

This report provides detail on the status and impact of development education in formal schooling and the school curriculum in member states of the European Union. Findings were taken from a survey of the non state actor / non governmental organization sectors (often in contact with teachers and education professionals) carried out in 2009. A series of questions and concerns are examined around development education, particularly in terms of its recognition and integration within school curricula and practices. As a similar survey was also carried out in 2006, progress and change since then was also monitored.

Survey questions looked at definitions of development education; coverage of development education in the curricula; financial support, recognition and weaknesses in development education.

The findings are broad, given the geographical scope and limited to (mainly) NGO responses. Development education was taught around a range of subject areas, most frequently, geography, history, environmental studies and citizenship. Often development education was taught through a theme such as human rights, climate change and global poverty. There was a growing recognition for the need for development education and increased co-operation between stakeholders, however most countries also recorded diminished government funding for development education initiatives, possibly due to the global recession. In some countries, there was concern of curriculum overload, with development education not always seen as a priority. Initial teacher training and in-service training (and training resources) were seen to be inadequate in some countries and the materials available were often limited.

Download full paper:
http://www.deeep.org/fileadmin/user_upload/downloads/School_Curricula/School_curricula_2009/DE_and_School_Curriculum_FULL_report_2009.pdf

Global Learning Strategy for Schools (2010)
DFID/DCSF

A consultation is underway, until July 9th, in England on a joint Department for International Development and Department for Children, Schools and Families global learning strategy for schools.

A recent review of DCSF and DFID funded programmes concluded that important progress had been made in strengthening the teaching of global issues in schools. The report also highlighted that further progress can be made through a more aligned approach which could both strengthen individual programmes and provide greater overall impact for the resources invested.

The draft strategy includes a new governance structure, a new programme of support for schools, a new global teaching website, a new approach to the International School Award, a new approach to evaluating impact and a new communications strategy.

The strategy will contribute to the existing curriculum and link with the duty on schools to promote community cohesion and the national framework for sustainable schools.

Consultation document:
http://www.dcsf.gov.uk/consultations/index.cfm?action=conDocument&consultationId=1706&menu=1

Deliberative Democracy and Education Policy Knowledge: A study of citizenship action for equitable social development in Africa

2009-2010

Lynette Shultz and Ali A Abdi, University of Alberta and ANCEFA

This research project investigates how citizenship education, as conceptualized by educators working with the African Network Coalition on Education for All (ANCEFA), impacts local capacity to affect national education policy. While local communities embrace initiatives that extend the quantity and quality of educational programming, there are great concerns over tensions between locally identified needs and externally mandated initiatives. This collaborative study will specifically focus on documenting the citizenship education processes that ANCEFA members engage to build local capacity to understand and participate in policy processes. It will investigate and identify the complexity of the social and historical context for the development of educational policy and the provision of high quality universal education, as well as explaining practical ways that locally led deliberative citizenship processes are emerging as responses to externally initiated education and governance agendas.

This research aims to achieve:

- An in-depth study of ANCEFA members' responses to good governance and education for all agendas in three regions in Sub-Saharan Africa
- The documentation of ANCEFA members' deliberative democracy and citizenship education practices and their impacts;
- The recommendation of ways that citizenship education can be used to facilitate inclusive citizenship responses to local issues and national policy processes.

The following research questions form the basis of the study:

- In what ways are ANCEFA responding to international discourses and policies of good governance and education for all that promote a harmonized African approach to the provision of education?
- How are these global discourses and policies framing local and national understandings and approaches to citizenship and citizenship education?
- How are ANCEFA and its members responding to these policy frameworks and what conceptualization(s) of citizenship and citizenship education emerge from these responses?
- What knowledge and knowledge systems does ANCEFA draw on to enter into policy dialogues on issues related to educational policy and programming?

The study methodology will involve policy analysis that takes into consideration a range of social actors and policy spaces. Field work will involve data collection methodologies founded on deliberative democratic principles. The research will be participatory, based on a strong commitment to collaborative relationships and reflective practices.

The project will begin by completing an extensive review of current literature. The project will then map educational policy, policy actors, and the relationships ANCEFA members have within this context. A discourse analysis will be done on key international EFA and good governance policies to identify convergent and divergent agendas and policy spaces. The research findings will inform the participatory deliberative dialogue process.

A deliberative dialogue process will be used to engage them in understanding citizenship issues and the limits and possibilities that citizenship education holds for furthering education for all goals. The participatory process of deliberation will help to surface common ground, points of tension, possibilities for collaborative action and programming. A workshop will bring ANCEFA members and staff together in Senegal. Three deliberative dialogues will be held at ANCEFA's regional centres in Ghana, Kenya, and Zambia. Research data will be collected from participants' contributions during the dialogues and in a written questionnaire following the dialogue.

Data analysis will take place throughout the life of the project and will focus on critically examining the data gathered in the literature review, the document analysis, and the deliberative dialogues.

A final meeting will be held to present the findings to ANCEFA Board of Directors and Education Ministries in the three regions at ANCEFA's annual general assembly. The recommendations will be a focus to formalize future research and teaching collaboration. Information from the project will be also disseminated in print and electronic formats to ensure wide access to the information by civil

society organizations in Africa and beyond, to academics, and to policy makers. Professional reports will be made available to community educators, formal system educators, and international Education for All policy actors.

Contact Lynette Shultz: lshultz@ualberta.ca

PUBLICATIONS

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

ARIES (2010) Mainstreaming Education for Sustainability in Pre-service Teacher Education in Australia. Sydney: Macquarie University.
This report reports from the third stage of a project to mainstream education for sustainability (EfS) in pre-service teacher education. It presents findings of a pilot project which identifies enablers and constraints to mainstreaming EfS in two regions in Australia. Five actions enabling change were identified: collaboration; development of an ethos of sustainable practice; connecting existing EfS content; provision of experiential learning; and creating opportunities for integrated programs. The greatest constraint was providing overall systemic support for this action to happen.
http://www.aries.mq.edu.au/projects/preservice3/Pre-Service_Teacher_Ed3.pdf

Birnbaum, M. & Crohn, K. (eds.) (2010) Special issue: Challenges in Evaluation of Environmental Education Programs and Policies. Evaluation and Program Planning. Vol. 33, (2), pp. 67-204.

Bourn, D., Blum, N. and Bentall, C. (2010) Learning and Skills for a Global Economy: The response of further education college and training providers to the challenges of globalization. London: LSIS
This forthcoming report is based on research undertaken to provide examples of how further education providers are responding to globalisation through their courses, activities and broader aims.

Bryan, A., Clarke, M., Drudy, S. et al (2009) Social Justice Education in Initial Teacher Education: A Cross Border Perspective. Ireland: Scotens.
This report seeks to enhance knowledge of pre-service teachers' attitudes towards, and understandings of, social justice, diversity and international development issues, based on a collaborative research project undertaken by teacher educators at academic institutions in Northern Ireland and in the Irish Republic. It presents the findings of research from a sample of consecutive cohorts of pre-service teachers enrolled in programmes in initial teacher education programmes at four institutions. Its purpose was to generate baseline data on pre-service teachers' understandings of social justice and DE issues and to consider the implications for initial teacher education programmes on the island of Ireland. It is hoped that the findings will be of particular interest and benefit to teacher and development educators who seek to equip student teachers with knowledge and methodologies that will enable them, as well as their own students, to reflect on how they can contribute to a more locally and globally just future.

Caruana, V. (2009) Internationalising the Curriculum: An annotated bibliography. Commissioned by Nottingham Trent University.
The annotated bibliography comprises a selection of resources on the subject of the internationalized curriculum. Resources come from various parts of the globe. Electronic resources are grouped under eight themes.
http://www.leedsmet.ac.uk/NTU_review_FINAL_150210.pdf

Caruana, V. & Lefever, R. (2009) Strategic Dialogues on the Internationalisation of Higher Education.
http://www.leedsmet.ac.uk/world-widehorizons/index_resource_bank.htm

Clifford, V. (ed.) (2009) Special issue: Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. Journal of Studies in International Education, 13 (2).

Cotton, N. (2009) Global Youth Work: Research Report. London: DEA.
This report maps the range of global youth work opportunities in the UK. It looks at how young people participate, some benefits and barriers to delivering good global youth work and some areas for development.
http://clients.squareeye.com/uploads/dea/documents/GYW%20Research%20Report%20May09.pdf

DEA (2010) The Impact of Global Learning on Public Attitudes and Behaviours Towards International Development and Sustainability. London: DEA.
The Development Education Association (DEA)

commissioned Ipsos MORI to carry out research on the impact of global learning on public attitudes and behaviours in relation to international development and sustainability. Face to face data collection took place with over 1000 people in the UK aged 15 and over. The report argues that global learning is a powerful way of engaging people to contribute towards international development, tackle climate change, build responsible society and encourage community cohesion.
http://www.dea.org.uk/resources/item.asp?d=2076

Educasol, CIEDEL & F3E (2009) Self Assessment for Development Education and International Solidarity Interventions.
This report looks at assessment of development education in France. As development education (DE) develops as a field, the need for assessment is becoming increasingly important. This guidebook for educators working in development education was put together by three organizations working in DE in France.

The guidebook is based on testimonies and interviews with DE practitioners who raised various queries about assessment. For example, they wanted to know how they could assess their work; what they should assess; the impact of their DE initiatives; and how assessment might be useful. The report identifies how practitioners might carry out self assessment in DE and international solidarity (DE and IS). Examples are provided.

The guidebook is divided in 4 parts.

Part 1: Assessment in DE and IS. This part identifies what an assessment is and can be. It highlights two different ways a DE intervention might be assessed: by looking at immediate and long-term effects. There are difficulties with looking at long-term implications – particularly in terms of time; information needed; expense. As a result the guidebook emphasizes looking at short term effects of DE activities.

Part 2: The main characteristics of a self-assessment approach in DE and IS. Participant motivation is an important characteristic to succeed in self-assessment. Participants should be voluntary where possible. Self assessment allows participants to choose what they want to evaluate, the specific aspects they want to focus on, the tools and the methods. Yet, self-assessment reduces objectivity. This need not be a barrier.

Part 3: The 8 steps for a self-assessment in DE and IS. This section outlines eight steps for self-assessment in DE. These are: defining the action/intervention; defining the objectives of the self-assessment; identifying the different roles of

participants in the self-assessment; defining the subject of the self-assessment; identifying criteria and indicators; selecting methods and appropriate tools for self-assessment; carrying out the self-assessment; using the self assessment to inform and improve future action.

Part 4: Specification sheets.

This report is available in French and a summary has been translated into English by Maryline Virot. It is available via DERC.

Ferreira, J., Ryan, L., Davis, J., Cavanagh, M. & Thomas, J. (2009) Mainstreaming Sustainability into Pre-service Teacher Education in Australia. NSW: ARIES.
There is a growing interest in and support for education for sustainability in Australian schools. However, recent research indicates that pre-service teacher education institutions and programs are not doing all they can to prepare teachers for teaching education for sustainability or for working within sustainable schools. Mainstreaming sustainability in Australian schools will not be achieved without the preparation of teachers for this task. This study pilots a sustainability model in order to engage a range of stakeholder organisations and key agents of change to help mainstream sustainability. The study reported on here examines whether the 'Mainstreaming Sustainability' model might be effective as a means to mainstream sustainability in pre-service teacher education. This model, developed in an earlier study, was piloted in the Queensland teacher education system.
http://www.aries.mq.edu.au/projects/preservice2/files/Pre-Service_Teacher_Ed2.pdf

Fien, J., Maclean, R., Park, M. (eds.) (2009) Work, Learning and Sustainable Development: Opportunities and Challenges. Springer.
This book provides a comprehensive overview of the way countries, education systems and institutions have responded to the call for an integration of learning for work, citizenship and sustainability. The book introduces a wide range of international initiatives around sustainable development in TVET. Case studies feature initiatives in a wide range of world regions and countries.

Gayford, C. (2009) Learning for sustainability: from the pupils' perspective. Godalming, Surrey: WWF
This is a three-year longitudinal study of 15 schools in the UK and how they approached learning for sustainability. The schools were identified for their expressed commitment to learning for sustainability.

http://assets.wwf.org.uk/downloads/wwf_report_final_web.pdf

Gerzon, M. (2010) Global Citizens. London: Rider Books.

Helin, J. (2009) Development Education in School Curricula in Europe: Global challenge for Estonian schools. Citizenship, Social and Economics Education, Vol 8 (2-3).
http://www.wwwords.co.uk/pdf/freetoview.asp?j=csee&vol=8&issue=2&year=2009&article=6_Helin_CSEE_8_2-3_web)

HREA, OSCE/ODIHR, Council of Europe, OHCHR and UNESCO (2009) Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice. Warsaw: OSCE.
http://www.hrea.org/pubs/Compendium.pdf

Inman, S. and Rogers, M. (eds.) (2009) Developing Critical Perspectives on Education for Sustainable Development/ Global citizenship in Initial Teacher Education. Conference Proceedings. London: Southbank University.
http://www1.lsbu.ac.uk/ccci/uk_ite_network/docs/2009-TE-ESDGC-Conference-proceedings.pdf

ISOS (2009) Enhancing the Impact of DFID and DCSF Global Education Programmes in Schools. London: DCSF and DFID.
http://www.dcsf.gov.uk/consultations/downloadableDocs/ISOS_DCSFDFID_Report_Final28OCT%2009_12_14.ppt

Ipsos MORI (2009) Teachers' Attitudes to Global Learning. London: DEA.
Ipsos MORI surveyed 848 teachers in primary and secondary state schools in England between 5 November and 10 December 2008 on behalf of the DEA. The overall aim of the study was to gather information regarding teachers' attitudes to global learning and their confidence in teaching it. Questions included: opinions on the importance of teaching about a range of global issues; opinions on how well the current school system provides global learning; and teachers' confidence in addressing global issues such as climate change, interdependence between countries and emerging economies.
http://clients.squareeye.com/uploads/dea/documents/dea_teachers_MORI_mar_09.pdf

Kelly, P. (2009) Group Work and Multicultural Management Education. Journal of Teaching in International Business, 20 (1), pp. 80-102.

Learning and Skills Council (2010) Review of the Learning and Skills Council Strategy for Sustainable Development 2005-2010. Coventry: LSC.
http://readingroom.lsc.gov.uk/lsc/National/LSC_SD_Strategy_Review_Final.pdf

Marriot, N. & Goyder, H. (2009) Manual for Monitoring and Evaluating Education Partnerships. Paris: IIEP.
http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2009/Mariott-Goyder_Partnership.pdf

Marshall, H. (2010/11 forthcoming) Education for Global Citizenship: Reflecting upon the instrumentalist agendas at play. In: Bates, R. (ed) 'Schooling Internationally: Globalisation, Internationalisation and the Future for International Schools'. London: Routledge.

Marshall, H (2009) Educating the European Citizen in the Global Age: Engaging with the post-national and identifying a research agenda. Journal of Curriculum Studies, 41:2, pp. 247-267.

Muller, L. (2009) Human Rights Education in German Schools and Post-Secondary Institutions: Results of a study. Human Rights Education Papers, no.2.
The second issue of the Research in Human Rights Education Papers Series is a study on the impact of a nationwide human rights education curriculum in the framework of the UNESCO Associated Schools Project in Germany. In 1980, the German Kultusministerkonferenz (KMK) issued recommendations for the integration of human rights education in primary and secondary schools. This study evaluates the application of these recommendations and is based on a study named 'UNESCO-Associated Project Schools (ASP) and Human Rights Education'. The study evaluates the application of these recommendations based on a 1999-2000 study conducted in 43 schools with a total of 144 teachers and 2,824 students. The findings show that while the UNESCO schools are more actively engaged in human rights education, their students objectively do not have more knowledge of human rights than those in regular schools. The data also show that emotion is the key to sustainable human rights education. Students who are emotionally involved in the subject and learn through emotion-oriented methods are inclined to become active for human rights. Moreover, subjects that can be tackled from an affective angle are more likely to have an effect on

students' behavior and provide more effective human rights education.
http://www.hrea.org/pubs/HREA-Research-in-HRE-Papers_issue2.pdf

Nomura, K. (2009) A Perspective on Education for Sustainable Development: Historical development of environmental education in Indonesia. International Journal of Educational Development, Vol. 29, (6) pp. 621-627.

Nomura, K. & Abe, O. (2009) The Education for Sustainable Development Movement in Japan: A political perspective. Environmental Education Research, Vol. 15, (4) pp. 483-496.

Nomura, K., Natori, Y., and Abe, O. (2010) Region-wide Education for Sustainable Development: Networks of universities in the Asia-Pacific. In: R. Sakamoto and D. Chapman (eds.) Cross-Border Partnerships in Higher Education: Strategies and Issues. Routledge: London and New York.

Ofsted (2009) Education for Sustainable Development: Improving Schools – Improving Lives. Manchester: Ofsted.
This research by Ofsted documents how effectively 14 schools, over a three-year period, had developed pupils' understandings of sustainability and whether education for sustainable development had any impact on improving the broader life of the school. All but one school improved the overall effectiveness of their provision for sustainable development. In the most effective schools sustainability became imbued within the culture of the school and pupils were active participants in the process.
http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research

Osler, A. & Starkey, H. (2010) Teachers and Human Rights Education. Stoke-on-Trent: Trentham Books.

Rizvi, F. & Lingard, B. (2010) Globalizing Education Policy. London: Routledge.

Ryan, A., Tilbury, D., Corcoran, P. B., Abe, O. and Nomura, K. (eds.) (2010) Special Issue: Sustainability in Higher Education in the Asia-Pacific Region: Developments, Challenges And Prospects. International Journal of Sustainability in Higher Education, 11 (2).

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Scott, W. (2009) Judging the Effectiveness of a Sustainable School: A brief exploration of issues. Journal of Education for Sustainable Development, 3 (1), pp. 33-39.

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This publication sets out the educational and social benefits to young people of learning in a sustainable school. It is written for leadership teams in primary and secondary schools and other educational settings across England. Under five themes, it sets out 15 top tips based on the impact of sustainable schools and education for sustainable development on school improvement and young people's well-being. It is hoped these will be useful in the context of schools striving to enable learners to become successful, confident individuals, and responsible, caring citizens. Each theme sets out the tips together with a short summary of the evidence.
http://publications.teachernet.gov.uk/eOrderingDownload/00344-2010BKT-EN.pdf

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http://www.uofaweb.ualberta.ca/uai_globaleducation/pdfs/gce_lit_review.pdf

Symons, G. (2008) Practice, Barriers and Enablers in ESD and EE: A review of the research. Shrewsbury: SEED. http://www.se-ed.org.uk/resources/Practice_Barriers_Enablers_Report_Full.pdf

Tanaka, H. (2009) Education for Sustainable Development and Development Education in Japan. ESDRC Working Paper E-2.
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UNESCO (2009) Review of Contexts and Structures for Education for Sustainable Development. Paris: UNESCO
A review was conducted to take stock of what has been accomplished during the first five years of the United Nations Decade of Education for Sustainable Development (DESD). The review was designed to identify the obstacles encountered in creating structures, provisions and conditions that facilitate the development and implementation of ESD. It aimed to generate possible actions for the remainder of the Decade. The report presents an

overview of the contexts in which regions and countries around the world are trying to develop Education for Sustainable Development (ESD) and related forms of education and learning. The report also sheds light on the structures that countries have put in place to promote and facilitate ESD. Policies, coordination mechanisms and budget allocations constitute the basic building-blocks necessary if progress in ESD is to be achieved. http://unesdoc.unesco.org/images/0018/001849/184944e.pdf

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ONGOING DOCTORAL STUDIES

Cathryn Al Kanaan: Is Global Learning the Missing Element in Rural Sustainable Livelihood Approaches to Poverty. IOE, University of London

Kate Brown: Young People, Global Learning and Global Citizenship. IOE, University of London.

Maureen Ellis: The Personal and Professional Development of the Critical Global Educator. IOE, University of London. Email: t.ellis2@ukonline.co.uk

Son Gyoh: Reflexive Approaches to Development Education: A Discourse Analysis on Emerging Patterns of Knowledge Reproduction in Advocacy in the UK and Ireland. IOE, University of London.

Darryl Humble: Changing Encounters with Development: An ethnography of development education. University of Northumbria. Email: d.humble@northumbria.ac.uk

Laura Johnson: Towards a Model for Global Citizenship Education. IOE, University of London.

Alison Leonard: School Linking: A Southern Perspective. IOE, University of London.

Angela MacDonald: 'School is Not the Place to have an Opinion'? National identity, teaching controversial issues, and the challenges of Global Citizenship Education. OISE/University of Toronto. Email: angela.macdonald@utoronto.ca

Sam Mejias: Creating a Culture of Human Rights in Schools: The role of NGOs in facilitating human rights-based approaches to school development in England. IOE, University of London. Email: smejias@ioe.ac.uk

James Trewby: Journeys to Engagement. IOE, University of London.

Jennifer Watson: A Critical Evaluation of the Implementation of New Educational Resources in an International Charity (CISV). Birkbeck College, University of London. Email: 2007watsonj@googlemail.com

ONLINE RESOURCES

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

Developing Europeans' Engagement with the Eradication of Global Poverty (DEEEP): http://www.deeep.org/

Development Education Association (DEA): http://www.dea.org.uk/

Global Dimension Website: http://www.globaldimension.org.uk/

International Development Education Association of Scotland: http://www.ideas-forum.org.uk/

Irish Development Education Association: http://www.ideaonline.ie/

North South Centre: http://www.coe.int/t/dg4/nscentre/UE-NSC_agreement.asp

TeachGlobalEd.net: http://teachglobaled.net/

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