



The newsletter of the Development Education Research Centre

Development Education

UPDATE

Issue 3 March 2011

Research Centre Plans 2011

This third issue of the Development Education Research Centre's newsletter is coming out at a very difficult time for development education in the UK. The Department for International Development (DFID) are reviewing how, if at all, they should continue to fund development education. The impact of their decisions will have major implications for the Centre and for development education in general in the UK.

In the meantime, the Centre continues to develop and expand its activities in response to the increased demand from teachers, academics, researchers and development education practitioners from all over the world.

The Centre was established in 2006 with funding from DFID to act as the hub for knowledge generation, new thinking and quality output on development education. For the Centre, development education is an approach to learning about global and development issues which recognises the importance of linking people's lives throughout the world and promoting critical thinking and diverse perspectives.

At present our main funding from DFID is focussed on providing support to teachers and other educational practitioners and

demonstrating the value of development education through a range of publications, events and networking opportunities. One of the first major outputs from our agreement are a series of research reports. The first two on 'The Global Dimension in Schools' and 'Young People's Engagement in Development and Global Issues' will be available in Spring 2011.

The Centre has also recently taken on a number of new consultancy projects including work with the Asian Foundation for Philanthropy, Link Community Development and the Citizenship Foundation. The focus in these collaborations is on evaluation and impact.

The Centre is also involved in two major new projects with other universities. The first is a series of ESRC seminars co-ordinated by the University of Wolverhampton on the theme 'Global Citizenship as a Graduate Attribute'. The second is a JISC-funded initiative led by Bristol University to create an online library of open learning resources on education for sustainable development.

We have also recently completed two major research and consultancy projects. One for VSO on Returned Volunteers

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and Development Awareness and the second for People and Planet's evaluation of their Planet Earth project with colleges and universities. We shared the outcomes of the research for VSO at the British Association for International and Comparative Education (BAICE) conference in September last year and hope to publish an article related to the research in 2011. The learning from the People and Planet research has already been fed into ongoing research the Centre has been doing on global perspectives in further and higher education. We have also completed a catalogue of resources for the Learning and Skills

Improvement Service on Globalisation and Further Education.

We would like to thank our main funders, DFID, as well as a number of NGOs and organisations, including CAFOD, the British Council and the Association of Colleges, who have supported our work and funded us on a range of projects.

Douglas Bourn

Director, Development Education Research Centre

DERC and new projects

ESRC Seminar series with University of Wolverhampton

A number of universities are showing increased interest in the development of the graduate attribute of global citizenship. This development is rarely accompanied by debate about the different ways in which this concept can be understood. Thus with funding from ESRC, University of Wolverhampton in partnership with the Research Centre, Thames Valley University, UCL, University of the Arts, a series of seminars are being held to address what the concept of global citizenship means in terms of being a graduate attribute. The aim is to generate a theorised direction for global citizenship as a graduate attribute and an underpinning pedagogic direction for its encouragement.

The series will address theorists in the literature on the internationalisation of the curriculum, development education and global citizenship.

Keynote speakers for the series include: Professor Robert Fine (Warwick University), Dr. Gurnam Singh and Dr. Steven Cowen (Coventry University), and Jude Carroll (Oxford Brookes University).

For further information about the project go to: www.wlv.ac.uk/default.aspx?page=25901

Open access resources on education for sustainable development

On behalf of the Institute, the Centre is a partner in a new JISC funded project led by Bristol University to provide open access to resources and courses on education for sustainable development within higher education. Other universities involved are London South Bank, University of Bangor (Wales), University of Strathclyde, and St. Mary's (Northern Ireland).

Further details about the Research Centre's involvement in the project can be obtained from Clare Bentall (c.bentall@ioe.ac.uk)

Framework for Sustainable Development Education

The Centre is currently working in partnership with NIACE on a project for Learning and Skills Improvement Service on a Framework for Education for Sustainable Development for further and continuing education. Further details about this project are available from Ian Yarroll (ian.yarroll@niace.org.uk)

Evaluation with The Asian Foundation for Philanthropy

The Centre is evaluating Asian Foundation for Philanthropy's DFID-funded Guan Yaatra project.

The Project is based around supporting a network of Development Ambassadors who are passionate about development in India and have an open approach to learning and a non-judgemental attitude. Individuals undergo a professional development and leadership training programme to explore the issues faced by people in India today and gain the practical skills to deliver this knowledge to the Asian community in three engagement activities.

Further details about the project can be found in AFP's latest newsletter <http://www.affp.org.uk/affp-newsletter-january-2011-0> or contact Kruti.Buch@affp.org.uk

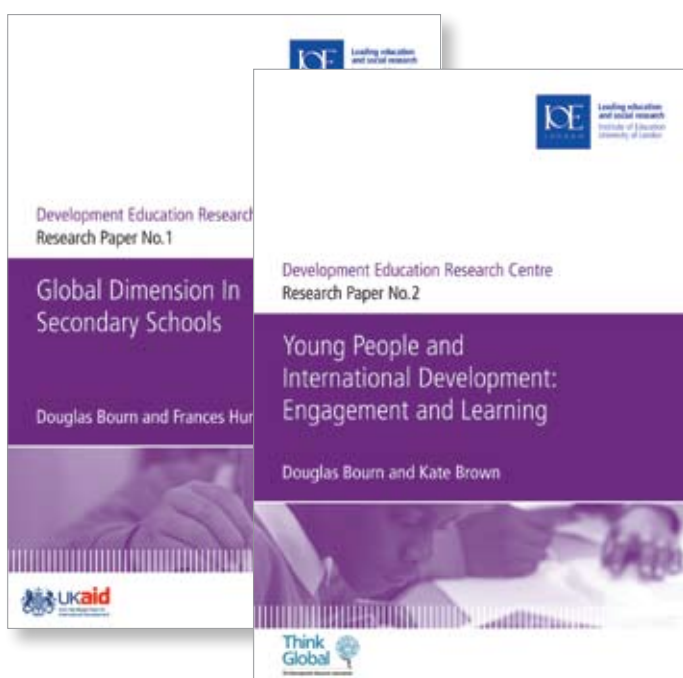
Evaluation with link community development

The Centre is working with Link Community Development (LCD) in evaluating the impact of the Schools Linking Programme in Uganda. This has included advising LCD on methodology and approach to be taken with interviews with teachers and educational administrators in Uganda. The Centre will also be involved in helping to analyse the data from the interviews.

Research reports

Global dimension in formal education

One of the first major pieces of research for the Centre's DFID core research will be to produce a monograph on the Global Dimension within Secondary Schools. The focus will be to identify how schools are interpreting what is meant by the global dimension within their school. It will include examples from a range of schools in England looking particularly at their ethos and mission statements and the extent to which there is whole school approach or whether the global dimension is



seen as just something specific to particular subjects. Copies of this report will be available from g.benton@ioe.ac.uk

Young people's engagement in global issues

The second major research report from the Centre is Young People's Engagement in Global and Development Issues and this has been written by Douglas Bourn and Kate Brown from Think Global. This joint DERC/Think Global publication will be published in April. Copies of the report will be available from g.benton@ioe.ac.uk

Examinations and learning about development

The Centre is currently working on a research report led by Ian Marcouse from the Institute of Education on where, how and what the various Examination Boards in England are addressing learning about global and development issues. It is anticipated this report will be available in July.

Geography teaching and development: making a world of difference?

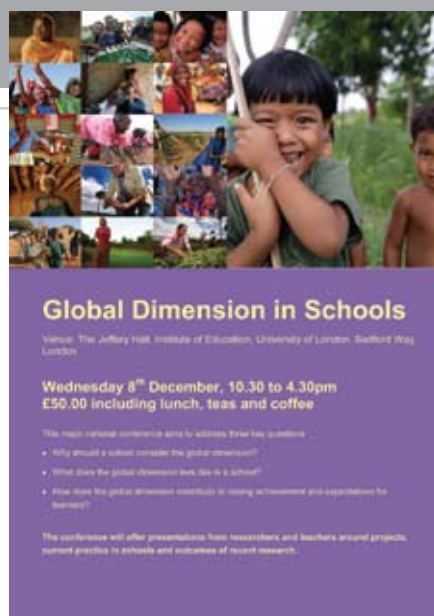
The Centre is also working on a research report on where and how the geography curriculum in England can and could include learning about global and development issues and what form this takes. This report is being written by John Morgan and David Lambert from the Institute of Education.

Recent events

Report of global dimension in schools conference

In December 2010, the Centre in partnership with Leeds Development Education Centre and the London Global Teachers Network held a one day conference on the Global Dimension to Schools at the Institute of Education. It was attended by over 90 people, over 50% of whom were practising teachers. The day included presentations from teachers from 6 different schools, a report of the Leeds DEC Education for a Global Future project and a series of workshops on aspects of the Global Dimension.

For copies of the main presentations from the conference, contact g.benton@ioe.ac.uk



Development awareness projects

Students as global citizens

This three year project funded by DFID is now well into its second year. The project is led by the Centre in partnership with the Institute for Global Health at University College London, the Royal Veterinary College (RVC), the School of Pharmacy (London) and the London International Development Centre. The project is going well and all three partner colleges are continuing to explore ways of integrating teaching and learning about global and development issues in their undergraduate curricula.

Previous research has shown that learning about these issues most often happens as a result of the energy and commitment of individual educators, rather than through formal efforts by institutions, and so is often not sustainable in the long term. One of the goals of the project is therefore to try to make the work of project teams more sustainable. The RVC team has recently had some success in this regard, with a new set of learning objectives on 'Vets as World Citizens' now formally included in the Professional Studies stream in

first year teaching. The team is also considering ways to build on its growing 'library' of teaching and learning resources by encouraging students and staff to create video and audio resources linked to their experiences of overseas research and practice (see www.rvc.ac.uk/global).

The project partners are also increasingly exploring students' perspectives on teaching about global and development issues. The UCL team, for instance, piloted a survey and ran a focus group discussion in June 2010 to explore fourth year medical students' awareness and understandings of global health concerns. Further surveys and focus group discussions are being planned for the coming year in all three partner colleges in order to continue building a body of evidence regarding students' perspectives and to help assess the impacts of global health teaching within the curriculum.

For further information on the project, please contact Nicole Blum (n.blum@ioe.ac.uk).

Global learning for global colleges

This DFID funded project is also now well into its second year. The aim of the project is to embed learning about global and development issues within the curriculum of partner further education colleges. This year the project is focussing on curriculum development, working with tutors who have not previously tackled Global Learning in Further Education. Tutors are being equipped with the knowledge and skills to develop their curriculum and support the Millennium Development Goals. These interventions not only enable and equip learners to take action on global issues but most colleges also have a direct impact in developing countries through their international partnerships.

Below are a few of the examples of how colleges are currently developing their global learning:

The College of Richard Collyer, Horsham

The college has an active partnership with Tanzania and the Gambia - this is picked up in a number of curriculum areas. In Physics students are putting together guides to demonstrate Physics experiments with everyday resources to be used in the Gambia. Nutrition students are analysing the contents of Tanzanian nutrition sticks and devising a healthy food

plate appropriate for Tanzanian pregnant women to improve maternal health.

Regent College, Leicester

The Maths and ICT departments have collaborated on projects using comparative data between road traffic accidents in developing and developed countries as well as the global tobacco industry exploring the connections to poverty and healthcare and raising awareness of this within the college.

City of Bristol College

This college co-ordinates a regular steering group discussing ways of developing Global Citizenship throughout the college. There is an active partnership with Tanzania and the project is supporting further learning from this link in Art and Design Level 1. Students are discovering Tanzanian art as well as using their own art to fundraise for the link and provide ideas for microfinance projects for the Tanzanian partners. The Travel and Tourism group are also completing a unit on Sustainable Tourism encouraging young people entering the industry to consider environmental sustainability.

Global dimension in initial teacher education

This DFID funded project is also well into its second year and is based around embedding the Global Dimension with the initial training of teachers at the Institute of Education. It is consciously taking a subject based approach and already there is evidence of significant progress in a number of subjects.

Work with Business and Economics, Science and Modern Foreign Languages to embed the Global Dimension in their courses is going well following research and feedback from last year's cohort. This year the research team have started new work with ICT, Religious Education Music and Primary PGCE courses as well as the Professional Studies training at the Institute. These courses are developing their training, resources and assignments so that student teachers are being equipped to effectively teach the 8 Key concepts of the global dimension and prepare their students with the knowledge of the Millennium Development Goals (MDGs) and the skills to have a positive impact on important global issues both at school and in their future careers. Below are a few of the examples of how courses are currently incorporating these issues into their teacher training.

Music PGCE

There are a number of workshops for trainees throughout the year on incorporating world music including African drumming, samba, gamallan and bhangra in the secondary school curriculum and exploring the geographical and social context of the music. Issues of human rights are explored through the origins of blues music and its relationship to slavery and emancipation.

Religious Education PGCE

The RE PGCE course covers many issues of diversity and understanding of different cultures and faiths. The course includes a day with an external speaker who comes in to discuss the work of Ang San Suu Kyi and her work in Burma to explore wider issues of human rights and gender equality.

Primary PGCE

All of the primary PGCE students have training on Education for Sustainable Development within the primary context. Primary Geography specialists take a field trip to The Magdalen Project to learn how to engage young students with outdoor activities to ensure environmental sustainability. The project team is John Morgan, Fran Hunt and Hannah Li Ting Chung. For more information please contact Hannah on H.LiTingChung@ioe.ac.uk or 020 3073 8302.

Update

MA in Development Education

The Masters programme in Development Education continues to grow from strength to strength at the Institute. In 2010 we had the first cohort of students to complete their MA. Interest in the MA continues to expand around the world and we currently have students from New Zealand, Saudia Arabia, Afghanistan, Mozambique, USA, Ireland, Chna and throughout the UK. It is primarily a distance learning programme with 2 core modules and two optional modules plus a dissertation.

The programme aims to:

- introduce a range of perspectives and approaches to development education
- develop, through critical reflection, the skills needed to reassess the relationship between theory and practice in development education
- examine where and how development education contributes to broader educational and development policy goals in a range of societies.

Key features of the programme are that it will enable students to:

- meet other students from diverse contexts with a range of experiences
- reflect critically on their own engagement and interest in development education
- contribute to debates and discussions on development education principles and practices at an international level
- relate perspectives on development education to broader educational debates, such as those on citizenship and sustainable development
- develop the knowledge and skills gained from the programme in your own work environment.

Who is this programme for?

The programme is aimed at people who manage and deliver development education or related programmes, particularly within NGOs, professional bodies and government departments. It is also relevant to professionals in teaching, youth work, further, community or adult education or higher education who apply development education principles and practices within their work environment.

For the first time this year we have introduced an April entry into the programme as well as an October entry.

Go to http://www.ioe.ac.uk/study/PMM9_DED9IM.html for further details and how to apply.

Recently completed research and consultancy projects

VSO

Nicole Blum, Clare Bentall and Douglas Bourn from the Centre have recently completed their research report for VSO on Returned Volunteers (RVs) and Development Awareness. The research was a longitudinal study to ascertain how RVs take forward their experiences from an overseas placement after they return to the UK. The work included conducting a survey with 49 RVs and interviewing 21 RVs every 3 months over a period of one year.

Key themes to emerge were:

Each volunteer's experience is very different, depending on issues such as the nature of their placement, their personal and professional circumstances both before and after the placement, and their changing perceptions of development as a result of their experience.

A number of RVs said that the VSO experience had led them to see that development is even more complex than they had realised beforehand. As a result, they were still trying to work out where and how they could best contribute to development awareness even after being back in the UK for between 12 and 18 months.

Related to this, many of the RVs interviewed stated that whilst they remained highly committed to international development, they were also concerned about the dangers of reducing their learning to a series of short 'soundbites' which might simply reinforce existing stereotypes. For example, RVs expressed only limited interest in being involved with campaigns related to international development.

Rather, a considerable number of the RVs saw their career and workplace as the primary focus for taking forward the learning and skills gained from their placement. This allowed them to engage in development awareness within their areas of expertise and also on a long-term basis. This is in marked contrast to the assumption by many volunteer organisations that returned volunteers will want to focus on activities in their personal time, including one-off events such as campaigns, advocacy work and fundraising.

The research also compared evidence from the interviews with existing literature in the field. This review showed that whilst previous research has explored whether and how volunteering helps to develop transferable skills and inter-cultural competences, there has been no research to date that has specifically addressed the impacts of international volunteering on perceptions of development. This suggests that more work is needed to understand these impacts and how they effect volunteers' contributions to building development awareness in their home countries.

People and Planet

The research centre was commissioned in 2008 to be the evaluators for People and Planet's DFID funded project entitled Planet Forum. The aims of the Project were to engage students from diverse social and cultural backgrounds from further education colleges and new universities in building awareness and understanding of development, particularly in areas such as fair trade and climate change.

The Project was successful in engaging students from colleges and universities but the form and nature of this involvement in the activities of People and Planet was very different between colleges and universities.

At further education colleges the engagement was directly linked to their learning at the institution.

There was a tendency in both colleges and universities to prioritise environmental over development issues. This was partly due to the influence of sustainability as a policy theme within further and higher education but also because of the interests of the students themselves.

Finally within universities whilst there was evidence of engagement and support from a wide range of students, the success of activities relied heavily on the commitment of a small number of individuals.

Current consultancy and training programmes

Global schools partnership

The Centre is continuing to work with the DFID Global Schools Partnership programme on validating trainers and facilitators in the UK and the Global South. Several of the trainers have also recently participated in the North South Educational Partnerships module from the MA in Development Education programme.

Training Sessions for NGOs

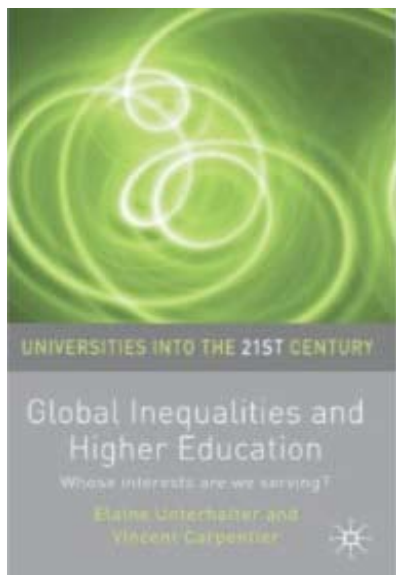
The Research Centre can offer a series of one day or half day training courses tailored to the specific needs of NGOs. These can be topics on such as:

- What is Development Education and Global Learning
- Techniques and Skills for Training in Development Education
- Measuring Impact of Development Education programmes.

The Centre team are also prepared to discuss consultancy ideas with NGOs on themes such as undertaking studies of processes of learning about global and development issues, impact of specific projects and how best to engage teachers and other educationalists in their programmes.

Further details contact d.bourn@ioe.ac.uk

Recent publications by DERC staff



Douglas Bourn and Alun Morgan (formerly IOE) and now at Exeter University chapter on Development Education, Education for Sustainable Development, and Global Citizenship in *Global Inequalities and Higher Education: Whose interests are we serving?* (Universities Into the 21st Century) edited by Elaine Unterhalter and Vincent Carpentier, published by Palgrave

Edited by
Geoffrey Elliot, Chand Fourali
and Sally Isser

Education and Social Change

Connecting Local and Global
Perspectives

Douglas Bourn with Sally Isser has a chapter on Transformative Learning for a Global Society in *Education and Social Change* edited by Elliott, G, Fourali, C. and Issler, S, London Continuum, 2010.

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James Trewby

Yvette Allen

Judith Ott

The Research Centre was established at the Institute of Education, University of London in 2006 with funding from the Department for International Development. Its purpose is to act as the knowledge hub for research and learning about development education.

Forthcoming seminars

GLOBAL DIMENSION IN FORMAL EDUCATION

March 29th – Development Education Through Capabilities Prism

with Cathryn Al Kanaan, IOE doctoral student and development education consultant.

3- 5pm at 36 Gordon Square, London WC1.

Further details from g.benton@ioe.ac.uk

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