



Development Education Research Centre

Annual Report

2023-24

Message from the Director

The Development Education Research Centre (DERC) continues to play an important role in the promoting of development education and related areas within education in the UK and internationally. It also makes an important contribution to a number of initiatives within University College London including cultural understanding, global citizenship and sustainable development.

An important part of the work of DERC is to coordinate the activities of the Academic Network of Global Education and Learning (ANGEL) for which we are grateful for continued support from Global Education Network Europe (GENE).

Highlights of the past year have included securing of funding to develop a course for UCL students on 'Sustainable Futures', our ever popular webinar programme, changes within our Masters programme and launch of two major edited publications, including one that highlights research by a number of DERC's doctoral students. The DERC team have also played a leading role in producing a briefing document for politicians and educational policy-makers on the Case for Global Learning.

This is my last introduction to the report as DERC's Director as I shall be stepping down from this role in early 2025. I set up DERC in 2006 with funding from the UK government and during our fifteen years so far, we have become one of the leading centres in the world for learning about global and development issues. I shall continue to be involved in supporting DERC's work going forward.

Professor Douglas Bourn



About DERC

The Development Education Research Centre was established within the IOE, UCL's Faculty of Education & Society (IOE) in 2006 with funding from UK government and is today recognised as one of the leading academic centres in the world in the fields of global education and learning, global citizenship and education for sustainable development.

DERC has as its objectives:

- Promote the value of development education, global learning, global citizenship education and education for sustainable development as part of the essential learning in the twenty-first century.
- Promote and encourage critical reflective engagement with the meaning and effectiveness of development education and related areas by the educational community in the UK and internationally.
- Develop an international community of researchers engaged in development education, global learning, global citizenship education and education for sustainable development.
- Develop a body of evidence through a series of published monographs, academic articles and seminars on the contribution that development education practice can make in building understanding of international development and global issues.
- Develop and embed development education, global learning, global citizenship education and education for sustainable development principles and practices across teacher training and other educational courses/initiatives within IOE, and in turn to other similar institutions.

Its activities cover research, consultancy, teaching, networking, and supporting policy development.

DERC offices

In early 2024, the DERC team moved yet again, this time to a permanent location. We are delighted to join our departmental colleagues on the upper floors of 20 Bedford Way, the long-term home of the IOE. If you are interested in visiting our offices, or in any specific printed materials on Global Education and Learning that you cannot locate in the library, please get in touch and we can arrange a date.



Current context

The context within which DERC operates remains challenging within the UK with the continued lack of government funding for the field. Today DERC receives support from a range of bodies including Global Education Network Europe, a number of consultancy projects, income from online courses and fees from visiting academics and researchers, but none from government sources.

The Foreign, Commonwealth & Development Office (previously Department for International Development) were funders of the field of development education (including DERC), but since 2022 the UK has become one of the few countries in Europe to have no publicly funded support for the field. The 'Case for Global Learning' advocacy initiative, mentioned in a separate section below, has been co-developed by DERC to address this deficiency.

At an international level however, and notably in Scotland and Ireland, support for the approaches and fields covered by DERC is much stronger. The Declaration on Global Citizenship Education to 2050, published by Global Education Network Europe (GENE) in November 2022, provides a focus for all policymakers around the world. The DERC team were happy to be involved in the development of this initiative and are actively involved in its promotion and dissemination.

Within England, a major player in the promotion of global citizenship-type themes is the Our Shared World network, a coalition of over two hundred organisations committed to promoting and lobbying for the themes of Target 4.7 of the Sustainable Development Goals to be embedded with the school curriculum.

DERC works closely with the recently established UCL Centre for Climate Change and Sustainability Education (CCCSE) within IOE, and other initiatives within both IOE and elsewhere in UCL that focus on education for sustainable development (ESD). Professor Bourn is a member of the Steering Committee of CCCSE, and sits on the UCL-wide Steering Group on ESD. DERC founded and continues to coordinate the informal networking group 'IOE Forum on Education for Sustainable Development'.

Teaching / Programmes

MA

2023/4 was the second year of the revised fully online MA Global Learning.

The [MA Global Learning](#) consists of core and optional modules to a value of 180 credits:

- [Global Learning: Principles and Theoretical Perspectives](#)
- [Education for Sustainable Development: Perspectives from Policy and Practice](#)
- [Global Citizenship Education: Research, Policy and Practice](#)
- [Report in Global Learning](#) OR [Dissertation in Global Learning](#)

Students also choose at least one optional module from the range of modules available at the IOE.

The newer module on Education for Sustainable Development (ESD) and the revised module on Global Learning: Principles and Theoretical Perspectives (GL) ran again successfully for a second year. We are particularly pleased that we have had a face-to-face version of the ESD module validated, so this is now available for students on the MA Education and associated Routes to do as an optional module from 24/25. This means our reach in terms of providing students with the opportunity to explore educational responses to sustainability and related global issues is widened within the institution.

As in previous years, our students come from a variety of backgrounds. We had students based in UK, Bahrain, Argentina, United States of America, Thailand and Kenya working in a range of settings, such as international schools, state and private UK schools, higher education and non-formal education organisations. Many of our students are teachers, but we also have students working in development projects, higher education and for companies.

Students are often based in countries that are different from their countries of origin, and have often have previous experience living and working abroad in a variety of places. This means they share a richness of perspectives on education and global issues from around the world.

In addition, our modules are open to students from other MA programmes, so we also have students interested in Education and International Development, or Education and Science.

After graduating, students take various professional routes. Some stay within their current educational settings, but take on new roles in relation to Global Learning. Others may change school or educational setting, for more senior roles. Students have moved from formal education to NGOs, or to work in national programmes, or even to run their own educational initiatives. Others have chosen to embark on doctoral research with us, or elsewhere.



During the MA, students undertake a piece of empirical or desk-based research, and we encourage them to disseminate their work through publishing articles and through presenting during our DERC seminar series. During 23/24 Xiaqiu (Sophy) Li presented her work on *Exploring how Chinese high school students prepare for overseas study through intercultural engagement and Global Citizenship Education* and Thom Gibbs presented his work on *Developing Global Citizenship in international schools: A Model United Nations case study*.

Alexis Stones, subject lead for the PGCE in Religious Education, has supported the MA this year through contribution to dissertation module online units and second marking on MA modules and dissertations.

Doctoral students

DERC continues to work with many doctoral students, with all academic members of the team acting as first or second supervisors for PhD and EdD students.

In 2023/24 we supervised 14 PhD students and 4 EdD students.

Giannis Efthymiou achieved his doctorate in 2023/24, making a total of 22 students who achieved their PhDs and 3 who have achieved their EdDs since the inception of DERC:

- Giannis Efthymiou: [Global Learning in Greek primary schools: teachers' struggle for possibilities of change](#)



Short courses / MOOCs

Researchers Fran Hunt and Nicole Blum at DERC continue to run the two free online short courses that they created for educators on FutureLearn. The first course - *Global Education for Teachers* - was launched in 2020 with funding from UCL Knowledge and Innovation Fund. The second, *Educating for Sustainable Development in Schools and Universities*, was funded by Sustainable UCL and launched in November 2022.

Dr Blum says: *"Our new short course was designed to support educators at all levels and includes the opportunity to learn about a range of approaches to education for sustainable development, as well as the space to reflect on how these can be applied in diverse disciplines and subject areas. UCL staff may also find it helpful in addressing UCL's commitment to ensuring that every UCL student will have the opportunity to study and be involved in sustainability."*

In July 2023, the course was 'Highly Commended for the Sustainability Education Award' as part of UCL's annual Sustainability Awards, which recognise the hard work of UCL community members who strive to enhance sustainability within the university and beyond.

Both courses were run as supervised cohorts (3 weeks) over the last year, as well as being freely available on-demand for individual study throughout the year.

- The current run of [Global Education for Teachers](#) has had 1,405 joiners from 111 countries and a new run will begin in January 2025.
- The current run of [Education for Sustainable Development in Schools and Universities](#) had 969 joiners from 110 countries and a new run began in November 2024.

Enrolments on both courses since their inception (up to September 2024) have been 11,276 learners in total.

Data collected via a research strand embedded within the Global Education for Teachers course also formed the basis of a chapter by Dr Hunt and Dr Blum in the 2023 book *Pedagogy of Hope for Global Social Justice*. The chapter, entitled '*Global Education for Teachers: Online Continuing Professional Development as a Source of Hope in Challenging Times*', explores participants' perspectives and experiences of global learning, including the challenges and sources of hope within their practice.

Publications

DERC has either directly written, or coordinated the development of, and published, a number of different publications in the last year.

- Bourn, D. (Ed.). (2023). *Research in Global Learning*. UCL Press. This volume includes 10 chapters by current or former DERC doctoral students.
- Bourn, D. & Tarozzi, M. (Eds.). (2023). *Pedagogy of Hope for Global Social Justice*. Bloomsbury. This volume includes a chapter by Frances Hunt and Nicole Blum on Global Education for Teachers: Online Continuing Professional Development as a Source of Hope in Challenging Times.
- Bourn, D. (2024). International Global Education Policy and Practice Lessons from Ireland. In E. Dillon, N. Gaynor, G. McCann & S. McCloskey (Eds.), *Global Education in Ireland*. Bloomsbury.
- Bourn, D. (2024). Global perspectives for sustainable design and pedagogy of hope for sustainable design. In R.B. Egenhoefer (Ed.), *Routledge Handbook of Sustainable Design, 2nd edition*. Routledge.
- Bourn, D. & Hatley, J. (2023). Civil society organisations and Target 4.7 of the SDGs: towards intersectionality for promoting a more just and sustainable world. *International Journal of Development Education and Global Learning*, 15(2), 103–114.
- Bourn, D. (2023). Global Education and Learning as a Distinct Academic Field? In J. Franz, G. Lang-Wijtasik, C. Ray, & S. Timm (Eds.), *Zwischen (Welt-) Gesellschaft und (Welt-) Gemeinschaft*. Waxmann.
- Bourn, D. (2024). Global Education in the UK. In L. Wiegmont & A. Scheunpflug (Eds.), *Global Education in Europe: National Histories Volume 1*. Global Education Network Europe.
- Datoo, A. K. & Stones, A. (2024). Roots and routes: towards a pedagogy of worldliness. *Journal of Beliefs & Values*, 45(2), 153–165.

International Journal of Development Education and Global Learning

DERC founded the International Journal of Development Education and Global Learning in 2008, with 2024 being the 16th year of publication. This journal is published by UCL Press and is fully open access, free to publish and read. It is currently hosted on ScienceOpen. It publishes articles in 2 issues a calendar year: June and December. Since its inception it has published on average 10 articles a year. The journal particularly welcomes articles from early career researchers and from settings less well represented in the global learning literature. IJDEGL publishes articles on all levels and types of education, in any setting, that reflect current debates in our field. For example, in 2024 we have published articles on diverse themes such as the use of a Football for Development project as experiential learning for global learning; World Survey data on global citizenship; global citizenship and global competence in the Punjab, Pakistan and collaborative online international learning (COIL) as a space for global citizenship education.

The Editorial Board consists of academics, practitioners and researchers from around the world, to ensure that the journal represents a wide range of perspectives. The editorial team has been expanded with a new book review editor and two assistant editors and 4 new board members are due to join in November 2024 to replace longstanding members who have retired.

IJDEGL also collaborates with other key journals within Europe: Policy and Practice: A development education review; Sinergias, and ZEP in promoting each other's work, and providing webinars and sessions at conferences for researchers interested in publishing with the journals.

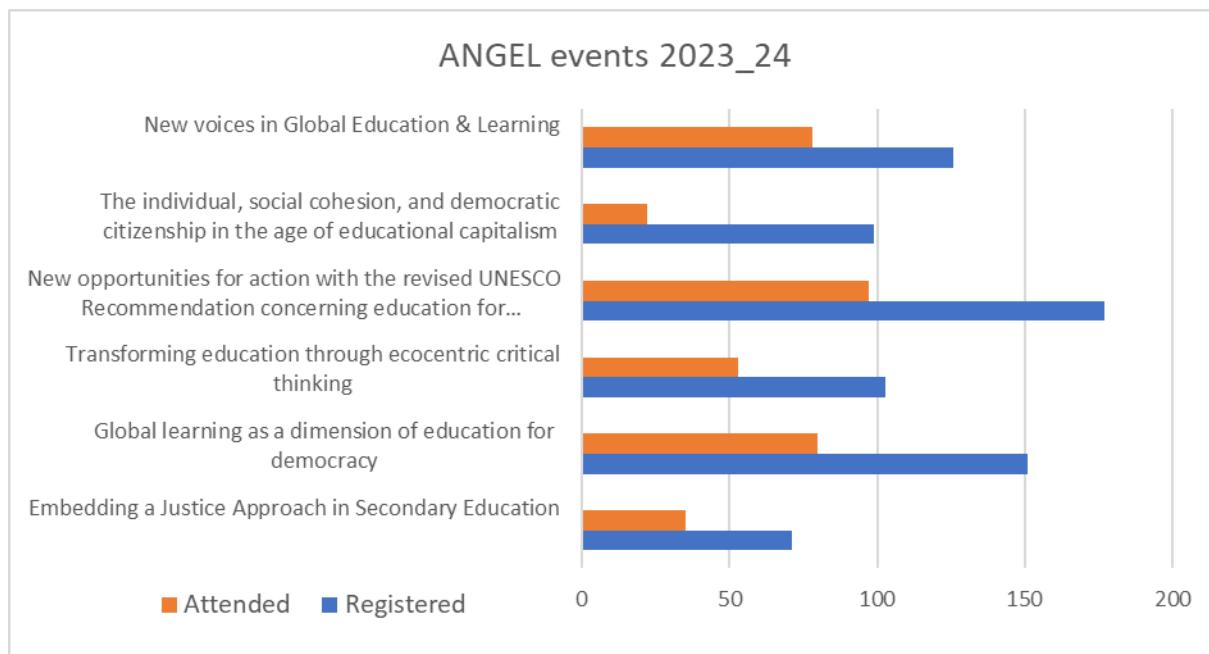


Projects and initiatives

Academic Network on Global Education & Learning (ANGEL)

ANGEL is an EU co-funded network established in 2017 through close cooperation between DERC and Global Education Network Europe (GENE). The project arose in response to the need to establish and reinforce existing relationships among scholars (particularly early career stage researchers) and academic institutions working in global education and related areas, and to link and interface this community with interested policymakers and practitioners. ANGEL activities during the last academic year:

- Running a [successful series of 5 webinars](#), attracting an audience of 365 people
- Producing a new edition of the [Global Education Digest](#), a report that accompanies an update to the new [GEL database](#) that provides a reasoned bibliography of academic and research materials published in 9 languages that are relevant to the field of global education
- Hosting and co-developing [New Voices in Global Education & Learning](#), a virtual conference tailored for, and developed by, Early Career Researchers (ECRs) from the [ANGEL ECR Sub-Network](#), and focusing on global education and learning
- Supporting the further development of sub-networks on:
 - [Teacher Education](#)
 - [Early Career Researchers](#)
 - [Regional sub-network for the UK](#)
- Co-developing ANGEL / TEESNet Partnership Group meeting at Coventry University's influential research cluster the Centre for Global Learning. Focused on ['Educating Global Researchers'](#).





Forum: Cultures of Decolonisation at UCL

UCL
GRAND CHALLENGES

UCL Grand Challenge of Cultural Understanding

Cultures of Decolonisation: Further activity

2024 saw some activity that followed up and built upon the Cultures of Decolonisation project, commissioned by the UCL's Grand Challenge of Cultural Understanding Working Group. A report, authored by Simon Eten Anyagare with a former UCL student, Ysabel Hann, was published in December 2022. [You can access the publication here.](#)

This was followed up in 2023 by the launch of Special Funding Initiative called "["Furthering Cultures of Decolonisation within Research"](#)" that aimed to support small research projects that take forward themes from the report. After a very competitive selection process, the funded projects covered a range of topics, including decolonising research ethics, doctoral research and supervision, student-staff community engagement as a form of decolonial practice, as well as transforming research practices through the use of decolonial terms.

DERC took the role of developing and delivering a UCL-wide Forum event in July 2024 to bring together researchers, professional staff, and students to discuss the report themes and findings, as well as hear about the newly funded projects. The forum aimed to provide a platform for attendees to deliberate on the complexities and possibilities of decolonising research, both in the current context of higher education in the UK, and globally.

You can watch a video of the event here: <https://mediacentral.ucl.ac.uk/Play/112753> (UCL Staff and Students only).



The Case for Global Learning

As mentioned above in the 'About DERC' section, the UK currently provides no funding or policy support for any form of Global Learning - despite having done so in the past. To address this situation, DERC has played a leading role in developing and publishing a lobbying document, alongside a coalition of well-established organisations and independent researchers that work on and around Global Learning in the UK. It advocates for increased recognition, and implementation of, Global Learning approaches, and has been shared with and endorsed by a much wider, cross-sectoral group of organisations from all around the UK.

The idea for the project came from Doug Bourn, the Director of DERC. He has had extensive experience of producing lobbying documents in the past and was responsible for writing The Case for Development Education in 1997 - which led to the incoming Labour government agreeing to fund development education (the contemporary term for global learning) up to £24 million per annum in 2010.

DERC has played a leading role in promoting Global Learning in the UK to policy-makers, fellow academics, and practitioners. Since the closure of Think Global, the umbrella body for the field in 2019, DERC has de facto become the coordinating body in part because its Director was previously head of the Development Education Association (which went on to become Think Global), but also because it is well respected in the field and has worked with a wide range of civil society organisations.

It is hoped that the Case for Global Learning will become the go-to document for all educators who wish to see global learning as integral to all forms of education in the UK. The document was produced on the basis that it would hopefully lead to UK government recognising the value and importance of the area of education, to ensure it is integral to the school curriculum and becomes well-resourced through funding to appropriate stakeholders.

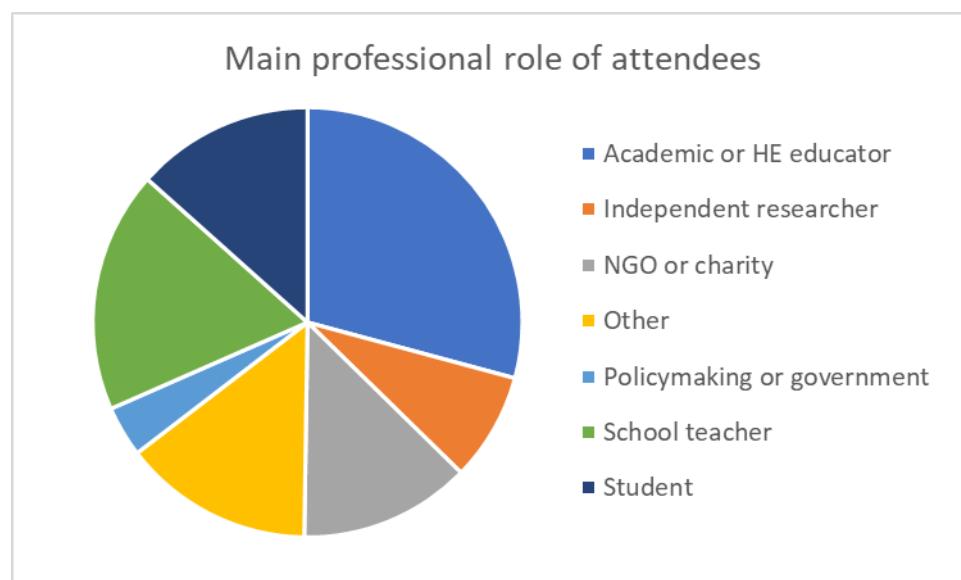
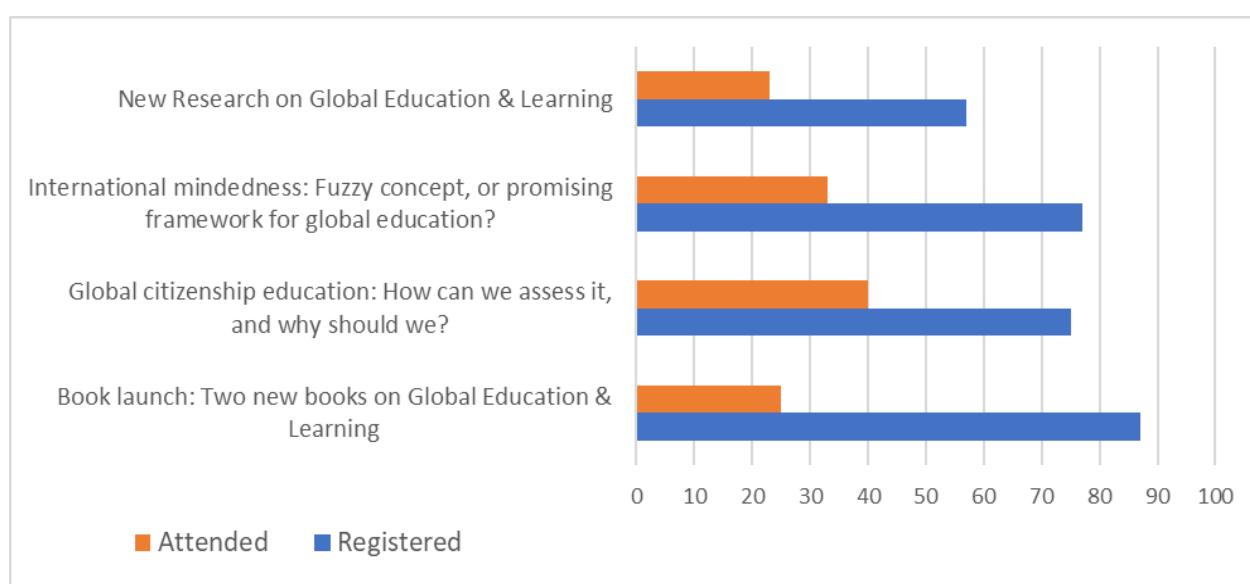
DERC hosted an online launch event for the project in July, for which 263 people registered.

- [Launch event video](#)
- [Visit the project website](#)

DERC Webinar Series

As part of its mission to provide learning and networking opportunities for professionals and students of development education, global learning and global citizenship, the Development Education Research Centre runs an ongoing seminar series. Events are free and open to staff, students, alumni and the public. All are welcome to attend.

During the academic year, DERC ran 4 such events, which were all recorded and available as edited videos online. You can find links to these, and webinar summaries, in the 'Calendar' section below. Across the 4 events, we had 298 registrations, which converted to 123 attendees. The book launch event also had in-person attendance of approximately 30.



STUDACT

Students Understanding and Appropriation of Global Citizenship education (STUDACT) is a multi-country research project implemented across 6 different countries, including the United Kingdom, United States, Poland, Germany, Italy and Australia. The project aims to explore young people's views and experiences on Global Citizenship through activism on Human Rights, Climate Change, Body Positivity and #MeToo movement. In the United Kingdom, the project is being hosted by DERC, with data collection led by Simon Eten, a post-doc researcher. Since the project's inception in September 2023, a range of activities have been carried out across 4 Work Packages (WPs).

MOOC on Global Citizenship Education

A key aspect of the STUDACT project is the development of a Massive Open Online Course on Global Citizenship Education. This was undertaken at the initial stages of the project, with an advisory board member from each country project site contributing a lecture on a topic related to Global Citizenship Education. For the UK Project site, Professor Douglas Bourn contributed a lecture on the Philosophical Foundations on Global Citizenship Education.

Research activities

An initial systematic literature review was undertaken on the topic of upper-class youth activism (topic for UK) to assess the state of the theoretical and methodological approaches to the study of the involvement of elite youth in social and political action. An article examining this work has been submitted to a journal and is currently under review.

WP 2 of the project is focused on students' views and experiences on activism. In this WP, 20 discussion groups have been carried out across 15 secondary schools in England, covering the topics of human rights and climate change. The discussions have been transcribed and are currently being coded in MAXQDA.

In WP 4 of the project, social media data has been harvested from 30 social media accounts on Instagram, X, and Tik Tok belonging to youth activists, covering the topics of human rights, climate change, body positivity, and #MeToo. Part of the data has been analysed and a paper has been written and submitted to a journal for publication.

For WP 3 (Photovoice), youth activists with active presence on social media are being identified for interviews. Each activist is progressively interviewed three different times, focusing on different aspects of their experiences in using social media in their activism. For The UK context, 3 activists have been successfully identified and interviewed for all three rounds of interviews. The target number of activists for this Work Package is 10 activists.

Work Package 1 of the project is focused on policy analysis pertaining to government policy provision relating to youth participation, engagement and social action. Sources have been identified and the methodology for data collection is currently being developed.

Conferences

The post-doc for the project has attended 2 conferences along with post-docs from the 5 other country project sites and the Principal Investigator for the project.

- Comparative International Education Society (CIES) conference, March 2024 in Miami, Florida. Presentation on initial findings from the systematic literature review
- Comparative Education Society in Europe (CESE), July 2024 in Thessaloniki, Greece. Presentation of initial findings from data on the social media exploration.

Public event calendar

September 2023

- Douglas Bourn gave keynote address on Global Learning at Global Learning Network Conference at Liverpool Hope University
- Douglas Bourn delivered a talk on Leadership for Global Development at Beaconhouse National University School of Education. Formatted as a master class for students enrolled in the course 'Global Citizenship, Leadership & Sustainability in the Anthropocene.'

November

- ANGEL Webinar: [Embedding a Justice Approach in Secondary Education](#). A presentation from members of the JustEd ('*Education as and for Epistemic, Environmental and Transitional Justice to enable Sustainable Development*') project team, detailing the particulars of the research project as well as the chief output: a practical guide to embedding a justice approach in secondary education.
- ANGEL Webinar: [Global learning as a dimension of education for democracy](#). There is a need for more and better democracy education that looks towards a global horizon, and reflecting global social justice. Global learning becomes a core element of democracy promotion. This webinar focused on the relationship between Democracy Education and Global Learning on an empirical basis.
- [Book launch: 'Pedagogy of Hope for Global Social Justice' and 'Research in Global Learning'](#). Douglas Bourn leads the launch of two important new books for anyone with an interest in research on Global Education and Learning: Pedagogy of Hope for Global Social Justice: Sustainable Futures for People and the Planet (Bloomsbury) Research in Global Learning: Methodologies for global citizenship and sustainable development education (UCL Press) With presentations from contributors to both volumes.

December

- ANGEL Webinar: [Transforming education through ecocentric critical thinking](#). This webinar challenges the dominant, human-centric narrative in education. It examines what it means to think critically if we adopt ecocritical, multispecies and more-than-human approaches, and explores how this might transform pedagogy and education in practice.

January 2024

- ANGEL Webinar: [New opportunities for action with the revised UNESCO Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms](#). This webinar aimed to provide the opportunity to exchange ideas on what can be done to strengthen the role of academics, researchers and policy experts in supporting the implementation of the Recommendation.

February

- Douglas Bourn gave presentation on education for sustainable development to students at Kings College London
- Douglas Bourn gave seminar on Global Learning as a field of study at Brunel University
- DERC Webinar: [Global citizenship education: How can we assess it, and why should we?](#) DERC alumnus Matthew Hayes explored how Global Citizenship Education (GCE) can be practically assessed and why that matters. Matthew's research examine the integration of GCE into English Language Teaching (ELT) textbooks used in UAE secondary schools. This includes the adaptation of GCE to autocratic contexts and the design of a framework to develop and assess GCE.

March

- Douglas Bourn gave launch online to Global Citizenship Education edited by Brighid Golden in Dublin
- DERC webinar: [New research on global education and learning](#). The MA in Global Learning is a distance learning programme which introduces students to a range of perspectives and approaches to global learning, global citizenship education and education for sustainable development. Three students on the Global Learning MA presented their dissertation projects and discussed their experiences of conducting it.
- Book Launch: The Emergence of the Ethically-Engaged University. Online discussion event, hosted by ANGEL, marks the launch of the new book The Emergence of the Ethically-Engaged University edited by DERC alumnus Emiliano Bosio, and Gustavo Gregorutti.
- ANGEL Webinar: [The individual, social cohesion, and democratic citizenship in the age of educational capitalism](#). A presentation from **Régis Malet** (Université de Bordeaux, Institut Universitaire de France) that explores democratic citizenship in the age of educational capitalism.

May

- Douglas Bourn gave keynote lecture at Royal Holloway College on Pedagogy of Hope
- DERC Webinar: [International mindedness: Fuzzy concept, or promising framework for global education?](#) Elisabeth Barratt Hacking explores and critiques the International Baccalaureate's concept of 'International Mindedness,' one of many contemporary forms of global education. International mindedness is a concept particular to the International Baccalaureate (IB), a worldwide educational organisation. It can be described as an ideal, a concept and as practice and foundational to the IB mission. Whilst most would see the ideal of becoming internationally minded as desirable, it is nevertheless a complex and contested concept.

June

- Douglas Bourn gave presentation on global learning research in higher education at Teesnet/ANGEL conference at Coventry University

July

- DERC hosted the Forum on "Cultures of Decolonisation at UCL". Brought together researchers, professional staff, and students to discuss the "["Cultures of Decolonisation at UCL"](#) research report themes and findings, as well as hear about the newly funded projects from the Special Funding Initiative called "["Furthering Cultures of Decolonisation within Research"](#)". The forum aimed to provide a platform for attendees to deliberate on the complexities and possibilities of decolonising research, both in the current context of higher education in the UK, and globally.

Communications

Newsletter

DERC sends a monthly update that brings together all the news about the Centre's publications, events, and projects, in one place. 14 campaigns were sent to the DERC newsletter list this year, which had a 37% open rate and a 5% click rate. There are 1660 subscribers.

- [You can sign up for the newsletter here](#)

Social media

DERC's X/Twitter account now has 1,260 followers. DERC plans to migrate from X during 2025 for ethical reasons. [You can follow DERC on Twitter here](#)

DERC now has a LinkedIn account, with over 700 followers. [Connect with us here](#)

Videos

All of DERC's Webinars are recorded and edited videos can be found collected [on one page here](#). So far, the videos uploaded during the '23 – '24 academic year have 246 views in total.

Website

DERC's website continues to be updated with any new publications and projects, and provides a jumping off point for anything connected to DERC. Visit our page at <https://www.ucl.ac.uk/ioe-derc>



Engagement

Networking

An important area of work of DER is to act as the knowledge hub for research, consultancy and project ideas with other universities, civil society organisations (CSOs) and policy-makers. During the year meetings were held with the following:

- British Red Cross
- UNICEF UK
- A delegation of colleagues from development education CSOs in Japan
- Alexis Stones hosted a scoping visit from colleagues at Deakin University, Australia, to explore partnering possibilities

Internal Engagement

Members of DER support the department of Curriculum, Pedagogy and Assessment in various ways.

- Currently Dr. Bentall is one of two Academic Heads of Learning and Teaching within the Department of Curriculum, Pedagogy and Assessment (or CPA, where DER is based), with responsibility for supporting the department and colleagues in curriculum and pedagogical issues across MA programmes within the department.
- Since 2022, Dr Blum has also acted as co-Sustainability Lead within CPA.
- The DER team have played a leading role in the establishment and development of a Forum on Education for Sustainable Development and participating in working groups on sustainable development for both UCL and IOE.
- Professor Bourn is co-chair of the Grand Challenge on Cultural Understanding and oversaw the development and delivery of the Forum on "Cultures of Decolonisation at UCL" in July.
- Dr Blum and Professor Bourn have collaborated with the UCL Students' Union to create a new online course – Sustainable Futures – which will provide all UCL students with an opportunity to reflect on the skills and values which can support sustainability, as well as the ways that they might engage with these issues during their time at UCL and beyond. The course will be piloted with selected student groups in 2024-2025 and made available to all new UCL students from autumn 2025. The course represents a significant opportunity to engage all students with these topics regardless of their subject of study or previous experience.

Plans for 2024-2025

- The Centre will continue to offer its wide range of services including webinars, consultancy services, participating in appropriate national and International networks and through the ANGEL network, will be coordinating and participating in a major international conference in Berlin in June. Find out more about this event on the [dedicated event website](#).
- Staff within the Centre also plan to publish a number of edited volumes, including one with Earth Charter International and one on papers from last ANGEL conference at UNESCO in 2023 co-edited by Alexis Stones, Doug Bourn, Annette Scheunpflug, and Liam Wegimont.
- Staff also plan to contribute to a number of major research and consultancy bids.





The Development Education Research Centre (DERC) acts as the hub for knowledge generation, new thinking, quality output and teaching on development education, global learning, education for sustainable development and global citizenship.

This report summarises the Centre's activity during the 2023–2024 Academic Year

November 2024

Development Education Research Centre
Part of
IOE, UCL's Faculty of Education and Society
www.ucl.ac.uk/ioe-derc