# The Theory and Practice of Global Learning

Douglas Bourn 2014

Global Learning
programme
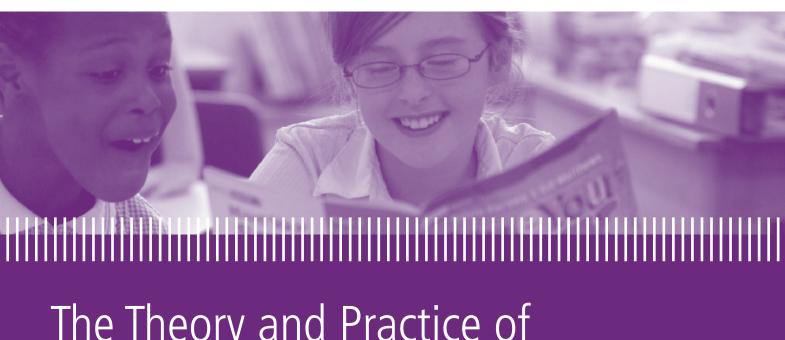
Development Education Research Centre
Research Paper No.11

# The Theory and Practice of Global Learning

Douglas Bourn

# Contents

# Preface

This paper is a personal viewpoint offering an approach to the debates around development education and global learning. It has been informed by debates within the DFID funded Global Learning Programme for England and dialogue with teachers and educationalists in the UK and beyond through a range of seminars, events and workshops

It should be seen as a background discussion piece that teachers and educators will hopefully use to frame and clarify their own thinking; and as a contribution to help them engage with how they introduce development and global themes within the classroom.

It aims to be a stimulus to further debate and provide some background information about development education and global learning to teachers and other educationalists who may not be well acquainted with the terms. It should not be seen as the view of the Global Learning Programme. Indeed a theme of this paper is that initiatives in development education and global learning need to recognise that educationalists will themselves construct their own definitions and interpretations.

This publication may help trainers and educationalists develop themes they wish to incorporate within any professional development sessions they may be running on global learning.

I would like to thank colleagues from the Global Learning Programme, the Development Education Research Centre and teachers who are actively promoting global learning within their schools, for their helpful comments on drafts of this publication.

**Douglas Bourn**
Director, Development Education Research Centre, Institute of Education

# Executive Summary

All too often in the past, practice within schools on learning about development and global issues has been based on approaches that suggest that providing information, awareness and learning will transform learners' views about the wider world, leading to engagement and action for change.

Concepts such as the 'Global Dimension' were not based on a clear pedagogical framework.

There is a need for a clear pedagogical framework. By this is meant an approach to teaching and learning that goes beyond the imparting of knowledge and specific skills. Such a framework will help teachers develop the appropriate concepts, language and interventions to maximise learning and understanding about global and development themes.

The Global Learning Programme (GLP) has as its purpose: *to equip children and young people to make a positive contribution to a globalised world, by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.*

The programme aims to support teachers to develop their knowledge, skills and values base, in order to provide a quality learning experience to children and young people about how they relate to a globalised world and what they can do to reduce global poverty.

This provides the opportunity to promote a pedagogical approach to learning that challenges dominant assumptions in UK society about the nature of our relationships to poorer countries in the world; and to promote the encouragement of a social justice values base to understanding the wider world.

Development education and its various conceptual interpretations, such as global learning, global citizenship, global dimension and global education, have become more popular and more mainstream. This plethora of terms has, however, resulted in confusion, resulting in a lack of clarity and rigour.

Learners and educators come to this area of practice from a wide range of personal experiences and starting points. Development education is therefore proposed, in this paper, as a process of learning, rather than a fixed, ideal educational end-goal. This proposed approach encourages and promotes critical and reflective thinking, understanding of development and of global themes, and is located within a values base of global social justice. It further encourages learners to make connections between their own lives and the lives of others throughout the world. It encourages positive and active engagement in society, in

ways that the learner feels could contribute to his or her own perspective of what a better world could look like.

**This pedagogy of development education, of global social justice, could cover these four elements:**

- Sense of Global Outlook – reflecting upon and understanding the viewpoints of others; recognition that we live in an interdependent world, understanding different responses to concern for global poverty; and a sense of global responsibility.

- Recognition of Power and Inequality in the World – understanding the influence of colonialism and the complexities of globalisation; moving beyond seeing adaptation to globalised society as merely the development of more flexible skills and intercultural understanding.

- Belief in Social Justice and Equity – reflection on what is meant by social justice, consideration of the relationship between a more just world and a personal values base of empathy and passion.

- Commitment to Reflection and Dialogue – looking critically at one's one views about the wider world and challenging assumptions we all have; engaging in dialogue with others to understand different viewpoints; and recognising that critical thinking, reflection and dialogue may lead to a re-consideration of one's own worldviews.

Whilst the Global Learning Programme emphasises increased knowledge of developing countries and of the basic elements of globalisation, it is how that knowledge is perceived, interpreted and promoted that makes it a pedagogy of development education. This means that the focus of the GLP should be on encouraging an approach that moves from reproducing bodies of knowledge to one that recognises learners' engagement with this knowledge and their different starting points, influenced by a range of external factors. It also recognises that for the learning to have any lasting impact, links need to be made to the learners' own sense of place and identity in the world.

**Global learning in the context of the GLP is proposed as the application of this pedagogy of development education.**

Teachers could take forward this pedagogical approach by asking the following questions:

- To what extent in the process of learning about development are connections made to developing a global outlook, having a concern for the poor, and being

disposed to be supportive to a sense of social justice and solidarity?

- Within the debates on development, to what extent is there a recognition of its historical antecedents of colonialism, consequential divisions between North and South in the world, and the implications for how countries, societies, economies and cultures 'develop'?

- A charitable mentality is often a natural starting point and response to learning about development, but to what extent does the learning progress to the development of an understanding of social justice and equity?

- Learning about themes such as poverty and inequality pose challenges to the learner about their own viewpoints, their sense of place in the world and of how they should respond. To what extent does learning about development encourage critical thinking, reflection and dialogue, and pose challenges in terms of personal and social transformation?

For these questions to be considered, a global learning approach within a school would need to take account of key elements of knowledge, skills and values. It would need to offer a process of learning that 'opens up minds' to a broader global vision, to deepen knowledge and understanding, encourage critical thinking and reflection, and encourage dialogue around a values base of social justice and challenge to inequality.

**Global learning is an approach to learning that necessitates both reflection and critical thinking on the part of the educator. It is not about reproducing bodies of knowledge about development, but rather is about engaging in a process of learning that recognises different approaches and different ways of understanding the world, and engages with them through different lenses.**

# 1 ➤ Introduction

Development education and global learning, whilst being part of the landscape of education in England for over thirty years, have to date not had a high profile. What the terms mean, and their value and contribution to educational goals, have been described and defined in only a handful of publications.

The introduction of the Global Learning Programme (GLP) for England has highlighted a need for teachers and educationalists to be aware of the various interpretations of these terms. It also provides an opportunity for practitioners to reflect on their own views and perspectives and how they relate to current debates on development education and global learning.

The paper aims to serve as a stimulus for debate, posing questions for discussion and offering suggestions for interpretation of concepts, in professional development workshops and in classroom practice.

The Global Learning Programme has as its purpose:

*to equip children and young people to make a positive contribution to a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3 (GLP, 2013).*

The GLP is much more than just learning about global and development issues. It aims to support teachers to develop their knowledge, skills and values base, in order to provide a quality learning experience to children and young people about how they relate to a globalised world and what they can do to reduce global poverty. It provides the opportunity for a pedagogical approach to learning that challenges dominant assumptions in society about the nature of our relationships to poorer countries in the world. It promotes the encouragement of a social justice values base to understanding the wider world. It can also pose challenges to existing approaches to teaching and learning.

This academic paper addresses these opportunities and challenges. Specifically it aims to address what a global learning pedagogical approach might be, and how this approach might relate to wider debates in education around understanding development and global issues. It questions past practices that have assumed that providing information, awareness and learning will transform learners' views about the wider world, leading to engagement and action for change. The paper argues that themes such as the Global Dimension, whilst helping to promote awareness of development and global issues, were not based on a clear pedagogical framework and as a result the quality of teaching and learning in schools on these areas has varied. This paper outlines the need for a clear pedagogical framework

that can be used to help teachers develop the appropriate concepts, language and interventions to maximise learning and understanding about global and development themes.

The paper starts by providing an understanding of the roots of global learning and development education within the UK. It reflects on the uses and shortcomings of terms such as global learning, development education and the global dimension. It then builds an approach, taking elements of existing practice into a new framework, located within a process of learning. It outlines the main features of this pedagogical framework and its application. Finally it provides some thoughts on how teachers may apply this thinking at school level.

Central to this paper is a consideration of the importance of pedagogy: moving beyond seeing learning about development and global themes as the mere imparting of knowledge, the development of specific skills or even the promotion of a particular value base. It means going beyond what DfES and other policy-makers have stated, which is that pedagogy is about the forms and methods of teaching (see Ferretti, 2013). It is suggested in this paper that pedagogy needs to include not only subject and curriculum knowledge, teaching skills, and styles of learning, but also reviewing and reflecting upon issues and their relevance within the classroom, including wider social and cultural factors. The ideas outlined in this paper on pedagogy are influenced by the thinking of Henry Giroux and his concept of 'critical pedagogy'. He suggests:

> 'Critical pedagogy is not about an a priori method that simply can be applied regardless of context. It is …..always related to the specificity of particular contexts, students, communities and available resources. It draws attention to the ways in which knowledge, power, desire, and experience are produced under specific base conditions of learning and illuminates the role that pedagogy plays as part of a struggle over assigned meanings, modes of expression and directions of desire….." (Giroux, 2011: 4)

These themes around pedagogy are taken forward and applied in more detail in the section on a *New Approach to Development Education and Global Learning*.

## 2 ▶ A Historical Perspective on Development Education and Global Learning

Learning about the wider world has been part of formal education in many industrialised countries for more than a century. This section outlines the history of this approach to learning, bringing the account into the present day. The historic outlook is important because much of current practice has tended to avoid questions concerning development education's relationship to broader international influences. It has also suffered from a lack of clarity as to what is meant by particular terms.

### 2.1 Global education

Initially learning about the wider world in countries like England tended to be heavily influenced by colonial and missionary traditions. However, after the Second World War the emergence of international institutions such as the United Nations, and later UNESCO, changed this. An approach towards an internationalist outlook in education was encouraged, with a move beyond nationalist and colonial perceptions. This move gained support in North America, Europe and Japan but its growth was constrained by the Cold War and by perceptions equating international outlooks with communism and socialism (Ishii, 2003; Kirkwood-Tucker, 2009). In the UK, through the work of Richardson (1990), Pike and Selby (1988) and Hicks (2003), this world outlook approach to education came to be called 'global education' and had particular influence during the 1980 and 1990s. This child-centred approach focused on learning with an emphasis on attitudes and skills development. It also included reference to movements within education that promoted concepts such as human rights, sustainability, citizenship, intercultural understanding and peace. Within Europe more widely, the Council of Europe's North-South Centre developed a Global Education Programme. Its idea of global education was also based on bringing these different concepts together but with the aim of opening people's eyes to the realities of the world (Osler and Vincent, 2002; Hoeck and Wegimont, 2003).

### 2.2 Development education

Development education was influenced by these movements. Development education emerged in the late 1960s and 1970s in Europe and North America in response to the de-colonisation process and the emergence of development as a specific feature of governmental and Non-Governmental Organisations (NGO) policies / programmes. Funding was given to programmes and projects that encouraged learning and support for development and aid. At first this approach was based on an information delivery model of learning (Hammond, 2002) but,

particularly through the work of organisations like Oxfam, it did begin to 'open up hearts and minds, as well as the purses' (Harrison, 2008), to the problem of poverty in countries overseas. As more NGOs became involved and local Development Education Centres became established, development education and international volunteering became more popular.

Alongside this growth was an increased criticism of development implementation programmes. Simply 'giving aid' began to be questioned and through the influence of a range of solidarity campaigns, particularly in relation to Latin America, a social justice theme emerged. This was taken forward by development educationalists, with the Brazilian educationalist Paulo Freire (1972) providing a major influence for change, through talking about education for emancipation and social change.

At the same time, the growth in influence of the media, with immediate access to events around the world, made it increasingly easy for images of peoples in Africa and South Asia to be linked to disasters, poverty and crises. This was exemplified in the media coverage of the Ethiopian famine in 1984 and the follow-up Live Aid concert. This image of famine became very powerful and difficult to combat within schools, despite the production of other materials and professional development programmes for teachers. The perception of Africa as a continent of helplessness and 'starving babies' remains evident, in many schools (Lowe, 2008: 61-2).

As a consequence, the response of development educationalists to media influences was, and continues to be, to emphasise learning about the influence of visual images, often posing positive against negative images – yet not addressing more critical questions about the role of power, justice and inequality. A typical example of this was the media campaign around Make Poverty History in 2005, which may have temporarily raised awareness of global poverty, but evidence suggests that the learning was very shallow and not sustained (Darnton and Kirk, 2010).

## 2.3 Moving to the term 'Global'

At the beginning of the 21st century there was a shift by educationalists towards the term 'global' and, in some cases, away from 'development'. This led to an increasing use of terms such as 'global learning', 'global citizenship education', and 'the global dimension'; and a move away from terms such as 'development education'. The term 'global' took on a new relevance, as societies became increasingly influenced by globalisation and as the term 'development' became more contested. As a consequence, the term 'global' appeared to many educationalists to be more relevant and accessible than 'development'. Scheunpflug has stated that in a more global society there may well be power

centres in the world, but their location is less and less clearly defined. The world, she suggests, is much more complex than a Global North and a Global South, and a more appropriate term than development education would be 'global learning'. She defines global learning as the pedagogical reaction towards a world society with social justice at its heart (Hartmeyer, 2008).

Other terms such as 'global citizenship' and 'the global dimension' also emerged as ways of responding to the new social, cultural and economic contexts of a globalised world. Links to initiatives such as Education for Sustainable Development (ESD) also became influential amongst policy-makers and practitioners. The downside of this was that the use of different terms and concepts sometimes meant a lack of clarity as to what was being promoted and for what purpose.

These adaptations of concepts and terminology also reflected a change in the relationship to educational practice. From being on the margins of educational practice, learning about development and global themes became more accepted as central and important to a school curriculum. There were a number of reasons for this. Firstly, following the launch of the UN Millennium Development Goals in 2000, there was recognition at an international level that countries needed to engage the public more in understanding what these terms meant. Secondly, as a result of globalisation and instant communications, countries in sub-Saharan Africa no longer seemed so far away. In the world of education, a response to this was seen in the rise in the number of schools developing links and partnerships with schools elsewhere in the world (Leonard, 2008). Thirdly, there emerged an increasing educational acceptance of the value of developing a more global outlook in schools, bringing a sense of pupils as global citizens, with the skills to live and work anywhere in the world.

The term sustainable development also became popular as it became a cross-curricular theme along with the global dimension in England. However initiatives such as Sustainable Schools tended to include the global dimension as one of the 'entry points' and not as an integrated approach encompassing equally the environmental and development themes (Bourn, 2008).

In the following chapters, I explore definitions of the terms development education and global learning, relevant to schools and practitioners; and unpick the move away from terms such as the global dimension. The aim is to give greater clarity to these concepts and to suggest how they could be applied. I look first at development education.

**3** **Current Interpretations of Development Education**

There have been many attempts to give a clear definition of the term development education. This section aims to review some of these interpretations in order to frame the term in a way that is relevant to schools and practitioners. Specifically I argue that **the term development education should be seen as a learning process rather than as a fixed and finite concept with specific goals and outcomes. I argue that it should provide a pedagogical framework for implementing global learning in schools.**

In order to support this it is useful to explore the complexities in the various uses of the term. I look first at an influential document in Europe, the Consensus document on development education, as it provides a good summary of how the term has been interpreted. I also review approaches taken by NGOs since they have a major influence on the nature of practice in schools through their resources, professional development support and general advice to teachers and schools.

### 3.1 Consensus document

There have been attempts at a European level over the past decade to provide a clear definition of development education. In 2005 a group of policy makers and practitioners stated in the 'Consensus' document that:

> The aim of development education and awareness raising is to enable every person in Europe to have life-long access to opportunities to be aware of and understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world (Multi-Stakeholder Forum, 2005:5).

The Consensus document recognises that organisations may have different objectives and value bases but a key feature of much practice is the promotion of a 'rich variety of voices and perspectives', particularly giving voice to those who 'are marginalised from or adversely affected by global development' (Ibid: 6). It states that it is important to recognise linkages between globalisation and development, the 'interconnectedness of people's lives and needs' and the 'commonality of development processes and interests throughout the world' (Ibid: 5). It further suggests that a feature of development education could be 'engaging the public in experiences and creative responses' demonstrating 'the relevance of global development to local situations' (Ibid: 9).

The Consensus document clearly states that development education is not about

public relations, nor is it just about encouraging public support for development or to raise money.

Finally, the Consensus document emphasises the importance of working with and through existing systems and processes such as the school curriculum, particularly in mainstream education. It suggests the need to develop common agendas with the other adjectival educations, i.e. human rights, peace, environment and inter-culturalism.

This recognition of the primacy of education and learning could, however, be perceived as being in contradiction to the objectives of many non-governmental organisations (NGOs) who have historically seen their primary rationale for engaging in development education as to secure public support for and engagement with their campaigns and viewpoints.

## 3.2 Non-Governmental Organisations (NGOs)

In many countries, NGOs have tended to put greater emphasis on engagement in education as a means to change behaviour and secure broader social change. For example the European network of development education NGOs defines development education as:

> an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions. Development education fosters the full participation of all citizens in influencing more just and sustainable economic, social, environmental, and human rights based national and international policies (DEEEP, 2004).

Another feature of NGO practice has been to emphasise an overt values base, particularly for those with a faith base to their work. For example, CAFOD refers to challenging and inspiring pupils to take action for global justice (CAFOD n.d). Other organisations, such as UNICEF, would see the role of their development education work as directly related to promoting the UN Convention on the Rights of the Child, where children's rights are at the heart of the ethos of the school (UNICEF n.d).

Asbrand and Scheunpflug (2006) have criticised NGOs for their lack of attention to the importance of competencies, the linkages between knowledge and skills and their overemphasis on individual action and change. Others such as Marshall (2007) have questioned NGOs' engagement with the development of knowledge. Oxfam, in recognition of the dangers of these interpretations now gives greater

recognition to the process of learning and refers to 'Learn-Think-Act'.

## 3.3 Summaries of development education

There have been numerous attempts to summarise different interpretations of development education and its related concepts. Those who have summarised these different interpretations (Arnold, 1988, Krause, 2010, Mesa 2011) have shown the term being used to cover awareness-raising, public support for development, action to be global citizens, or simply learning about development. This paper suggests that a more valuable approach would be to recognise the following:

- the specific national, social, educational, political and cultural context within which the concept is promoted and interpreted;

- that development education is not a static concept and will evolve and change depending on these contexts and needs; and it is therefore important to understand this process of change;

- that the term above all should be seen as indicating a process of learning, or a learning journey, and not a goal or end point;

- the importance of deepening understanding of development and global poverty themes, looking at a range of interpretations and viewpoints, and making connections to the individual's own view of the world.

I would argue that a way through the complexity of interpretations and approaches to development education is to recognise the different starting points for educators in their understanding of development, and to see development education not as a fixed, finite concept but rather as a process of learning.

# 4  Development education as a process of learning

In proposing development education as a process of learning I place an emphasis on how the learning takes place. This recognises that learners and educators come to this area of practice from a wide range of personal experiences and starting points. It also means seeing development education not as an educational goal to work towards, but as a process in which learners interpret and engage in debates on development that make reference to their personal experiences and wider social and cultural influences.

Illerris refers to processes of learning in terms of three dimensions: 'content, incentive and interaction' (Illeris, 2006: 29). The content dimension includes knowledge, understanding and skills. The incentive dimension includes 'motivation, emotion and volition'. The interaction dimension includes 'action, communication and co-operation' (Ibid.) These dimensions are reflected throughout the pedagogy, recognising the interaction of these areas and the impact they have on a learner's own process of personal and social development.

With reference to development education, this process of learning may come about from exposure to different approaches, personal experience, further learning and study. With this in mind, I propose development education as an approach to learning that:

- is framed within an understanding of development and global themes;

- is located within a values base of social justice;

- promotes critical and reflective thinking;

- encourages the learner to make connections between their own lives and those of others throughout the world;

- provides opportunities for the learner to have positive and active engagements in society that contribute to their own perspective of what a better world could look like.

In practical terms, this means that, whilst recognising the importance of increasing knowledge of developing countries and of elements of globalisation within schools, it is how this knowledge is presented, perceived, interpreted and promoted that makes it a pedagogy of development education. It means recognising learners' engagement with this knowledge and encouraging them in constructing their own interpretations. Learners will have different starting points and be influenced by a range of external factors. For the learning to have lasting impact, links need to be made to the learners' own sense of place and identity in the world.

## 5 ▶ Current Interpretations of Global Learning

In the previous sections I explored the term 'development education' and its potential validity within the Global Learning Programme. Here I examine the terminology of 'global learning' in terms of its distinctiveness and how it might be used.

### 5.1 Evolution of the term Global Learning

The term global learning has emerged over the past decade, partly to put greater emphasis on learning, and also to recognise the more globalised nature of the world in which we live. The leading proponent of this approach internationally has been Annette Scheunpflug. Global learning, she suggests, should not be a new subject in schools but rather, a guiding principle defined by thematic issues such as development, environment, peace and interculturalism; and by competences that need to be acquired to live in a global society. These competencies include the ability to:

'…understand and critically reflect global interdependencies, own values and attitudes, develop own positions and perspectives, see options, capability to make choices, to participate in communication and decisions within a global context' (Scheunpflug, 2011:33-34).

Global learning has also been used by policy-makers as a way of separating out the education and campaigning agendas. For example, a review of practice by the European Commission made a distinction between a 'Global Learning approach' that aims to enhance the 'competences of the learner' with a 'Campaigning/ Advocacy approach' that aims to effect concrete changes in individual behaviour or institutional/corporate policies (Rajacic et al, 2010:11).

Think Global, one of the leading non-governmental organisations for promoting global learning within schools in England, changed from using the concept of development education to that of global learning, in part because of the difficulties in promoting the term 'development' to schools. Staff from Think Global, in their promotion of global learning, emphasised the importance of putting learning in a global context. Their definition of global learning has many similarities with the approach proposed in this paper. For example, it emphasises the importance of understanding the significance of power relationships, the need to respond to complexity and change and the promotion of a variety of perspectives (Shah and Brown, 2010).

## 5.2 Global learning and schools

There is evidence from research (Hunt, 2012) that the term 'global' has proved to be more accessible than 'development' with educators, particularly in primary schools. This has led to the popularity of terms such as 'global dimension', 'global skills', 'global citizenship,' 'learning in a global society' and 'global youth work'. The accessibility of the term 'global' has also enabled linkages to be made to broader educational traditions and curriculum themes. For example, use of the term 'global citizenship' became popular in England as Citizenship became part of the national curriculum.

The term 'global learning' could therefore be appropriately used as promoting and applying the pedagogy of development education to schools. This means taking forward the themes and principles of the framework for development education and putting them into practice in an accessible and relevant form within the classroom.

## 6 ▸ Current Interpretations of the Global Dimension Concept

The term 'Global Dimension' emerged in 2000 as a result of the Labour government's desire to promote learning about global and development themes in schools; it became a cross-curricular theme. In this section I look at what I see as the relationship of this term to the GLP.

### 6.1 Definition and usage of the term Global Dimension

The term 'Global Dimension' had as its central focus the promotion of learning in an interdependent world, addressing the similarities of peoples around the world and a belief in working towards a fairer and more sustainable world. The term is used in relation to eight key concepts:

Global Citizenship; Sustainable Development; Social Justice; Diversity; Values and Perceptions; Interdependence; Conflict Resolution; Human Rights (DFES, 2005).

Through adopting a Global Dimension approach, young people can be given opportunities to:

- critically examine their own values and attitudes

- appreciate the similarities between peoples everywhere

- value diversity

- understand the global context of their local lives

- develop the skills that will enable them to combat injustice, prejudice and discrimination (DfES, 2005: 3).

The Qualifications and Curriclum Authority (QCA) placed less emphasis on the eight concepts and more on interconnectedness and critical thinking:

It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. (QCA, 2008: 2)

## 6.2 Moving forward from the Global Dimension

The interest in and use of the Global Dimension concept was considerable amongst teachers and schools throughout England. The term Global Dimension was popular because it was an accessible and user-friendly way of promoting learning about global and development issues within the classroom. A considerable number of schools developed Global Dimension policies, and there is evidence that this approach had some impact in schools (see: Edge et al, 2008; Bourn and Hunt, 2011; Hunt, 2012).

However, there are flaws in the delivery of the approach, firstly in how the concepts promoted by the Global Dimension framework were interpreted. Whilst the evidence suggests that teachers did not reduce the Global Dimension framework to a series of eight concepts (Bourn and Hunt, 2011; Edge et. al, 2008), there was a tendency for these concepts to be promoted as the drivers of the content, with links to specific aspects of the curriculum. This meant that the term Global Dimension could be interpreted as being just about developing further knowledge about the concepts, and not questioning dominant assumptions and viewpoints about development and poverty.

Secondly, the Global Dimension concept as promoted in the DfES and QCA documents did not promote knowledge about development themes. For example, whilst the Global Dimension framework encouraged learning about international development, the approach it promoted did not directly lead to challenging assumptions about what is meant by global poverty. Different approaches to teaching what is meant by poverty and development were not promoted as being central to the framework. As a result, the Global Dimension concept could be and has been interpreted as simply emphasising skills and values (Andreotti, 2008; Bourn and Hunt, 2011).

It is suggested that whilst schools and teachers should not ignore the materials and approaches that have arisen through the Global Dimension framework, these need to be reviewed critically and assessed in relation to what is now suggested as the pedagogical basis for the GLP. For example, Think Global has continued to call their resources website 'The Global Dimension' as the term has a strong brand identity with teachers, and the resources included cover themes such as environment, intercultural understanding and conflict resolution that may well be valuable and appropriate for teachers delivering 'global learning' within the classroom.

## 7  A New Approach to Development Education and Global Learning

### 7.1 A Pedagogical Approach

The global dimension concept has been instrumental in taking practice forward, and each of the initiatives explored above has made a contribution to the work going on in schools.

It is suggested however that a new more integrated approach is now needed, one with greater emphasis on the processes of learning, including critical reflection, placing learning about development at the heart of the practice of global learning. This means placing emphasis on the construction and application of knowledge about development and global poverty themes, and the relationship of this knowledge to individual value bases, allied with the skills to interpret different perspectives.

In this section I explore in further detail how this integrated approach can be taken forward. Specifically, global learning should be seen as a way of putting into practice the pedagogy of development education in schools, with global learning as the application of this pedagogy. How it looks in different schools and in different subject areas may vary, because the starting points, forms of engagement and approaches to learning may be different.

Alexander refers to pedagogy as involving 'what one needs to know and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted' (Alexander, 2004: 11). Whilst he further notes that this pedagogy needs to take account of culture, self and identity, there is a danger that this interpretation could lead to a lack of recognition of the influence of power and a critical understanding of the world.

A pedagogy of development education is therefore seen as a process of learning within which learners will interpret and engage in debates on development and make reference to their personal experiences, wider social and cultural influences, and their viewpoints on the wider world.

### 7.2 Themes of Global Learning within a Pedagogy of Development Education

Themes that could underpin a global learning approach located within a pedagogy of development education could be:

- deepening an understanding of different viewpoints and perspectives on development and global poverty;

- encouraging a critical reflection of teachers' and pupils' own perceptions of development, aid and poverty;

- promoting an emphasis on learning that contextualises development and poverty themes within historical, cultural and social traditions and frameworks of social justice.

Obviously, the emphasis of these particular themes between different subjects (and pupils of different ages) would vary considerably. For example learning about development and poverty in Mathematics would be very different from learning about these topics in Geography. Within the former, poverty themes are most likely to be covered as 'real world' examples, looking at and interpreting data, with the outcomes of the learning in terms of assessment of mathematical skills rather than knowledge of development. The latter might be the focus, for example, in Geography.

How this approach might work in practice is now explained by exploring the idea of pedagogy of development education.

## 7.3 A Pedagogical Framework for Development Education

A number of theories and approaches to learning form the basis of this pedagogy of development education. These theories come from debates about the relationship between education and globalisation, social and cultural influences on development, the importance of critical thinking and understanding different viewpoints and the role that education can play in transforming society.

This pedagogy aims to demonstrate relevance and connections to themes that have been part of development education practice for over thirty years, but have not always been articulated in a clear framework. Essentially, it sees development education as a process of learning and recognises that learners come from differing starting points.

**A pedagogical framework for development education could cover four main elements:**

**A Sense of Global Outlook:** from concern for the poor and dispossessed to one of global responsibility.

**A Recognition of Power and Inequality in the World:** recognition of power in development – historical antecedents from colonialism to the forces of

globalisation.

**A Belief in Social Justice and Equity:** recognising that a personal moral and social commitment to social justice and a better world may be a motivator for engagement in development education, but that this engagement will vary according to experience, personal philosophy and the outlook of the educator.

**A Commitment to Reflection and Dialogue:** learning about development poses questions that require critical thinking, self-reflection and dialogue to enable the learner to make sense of and understand their own relationship to these themes, and their impact on personal and social transformation.

## 8 ▸ Elements For a Pedagogy of Development Education

These four elements could be seen as approaches to learning that, in each case, encourage movement on the part of the learner.

### 8.1 A Sense of Global Outlook

Implicit in all the approaches underpinning development education has been the importance of developing some sense of 'global outlook' or 'global mindset' in the learner. Learning and understanding about development and global issues by their very nature could be said to encourage a 'global outlook'. But this is not necessarily the case. Learning about poverty and development could be seen as being about other places and peoples, of no direct relevance to the teachers and learners.

By including a sense of global outlook, learners will be drawn into debates about their own sense of identity and place in the world, and how as individuals they relate to inequality and poverty. This means encouraging and supporting learning that addresses a questioning and critical reflection on concern for the poor, and that recognises the value of social justice, international solidarity, and a sense of global responsibility. Without a sense of concern, and a belief in the value of social change, a learner may feel detached and alienated from forms of social engagement.

Promoting a global outlook in education has to take account of the existing perspectives of the learner. For example the dominant identity in many countries may be related to national cultural perceptions. But in an increasingly complex society, the dominant identities could equally be local, cultural, linguistic or some hybrid combination of these.

To the learner, an understanding of global themes and issues poses the question of how they see their relationship to the wider world. Merryfield (2009) suggests the concept of 'worldmindedess' which includes a sense of personal responsibility, awareness of cultural pluralism, a sense of efficacy, and interconnectedness.

This global outlook is often influenced by personal and cultural experiences (Hicks and Holden, 2007), and can be neo-colonialist, even imperialist in outlook. It can at a more subtle level start from a position that our own viewpoint is the best. Scheunpflug (2011), in reviewing how teachers respond to challenges regarding developing a global outlook, notes that it is important to be sensitive to students' tendencies to 'take European superiority for granted'; and that the teachers, have a 'sense of how to get students to look through other lenses and perspectives',

to be able to activate their own students 're-conceptualisation of these issues'
(Scheunpflug, 2011:30).

Engaging in learning about global development themes may well have to
start from demonstrating the value of looking beyond their own environment.
Therefore a necessary initial point for any engagement in learning must be the
process of demonstrating that we live in an interconnected world and that events
elsewhere in the world have an impact upon us.

However, promoting a 'global outlook' by itself may not challenge or question
existing assumptions. It may indeed reinforce these. Therefore a conceptual
framework for development education, whilst having a global outlook as a key
component, should also encourage ethical and social justice questions.

A lot of research on how young people and adults perceive international
development issues is based on an approach that sees the poor of the world
as either helpless victims or as beneficiaries of aid, in other words in a negative
context; and the role of the 'enlightened' person in the North as being to provide
help, either through fundraising, project work or campaigns, to support the poor
from a humanitarian perspective (VSO, 2002; Hunt, 2012).

A process of learning to develop a global outlook would include reference to
social justice and a desire to support the needs of the global poor. But this is not
simply learning more about people's lives in the Global South; it may require an
engagement with the issues around wanting to help and encourage aid. A moral
concern for the poor may be the starting point for many teachers and young
people learning about development; and whilst this moral positioning could be
criticised as being patronising and benevolent, the educational approach should
not be to condemn or criticise. Rather it should show that a moral concern for the
poor by itself will not necessarily lead to change, and could result in reinforcing
existing dependency relations. Andreotti in her discussions on global citizenship
refers to 'a soft' approach that emphasises a moral concern; and a 'hard', more
critical social justice approach (Andreotti, 2006). Andreotti herself notes that in
certain circumstances the soft and moral standpoint may well be appropriate, and
could be recognised as an important starting point. She states however that unless
the learners become 'critically literate' in a way that enables them to engage with
assumptions about poverty and inequality, they may, however unintentionally,
reproduce the systems and ways of thinking they are trying to question (Andreotti,
2006:49).

Finally within the conceptual framework of developing a global outlook, there is
recognition of the consequences of one's own actions and those of others; you
cannot easily divorce having a global outlook from a sense of global responsibility.
This builds on approaches promoted by Oxfam (2006), which refers to a Global
Citizen as someone who 'participates in the community at a range of levels, from

the local to the global', 'is willing to act to make the world a more equitable and sustainable place', and 'takes responsibility for their actions'. This directly relates to the relationship of development education to themes such as citizenship and civics, with an emphasis on an individual's responsibility to respond to what they have been learning. This includes examples where development education practices relate to changes in personal lifestyle, such as purchasing ethical goods, being conscious of one's own carbon footprint and supporting social justice based organisations. A sense of global responsibility is seen in terms of being aware of, and informed about, the consequences of one's own actions.

In summary, a process of learning to develop a global outlook should, from a development education perspective, make reference to the following areas:

- reflection upon and understanding of viewpoints of others in how they view the world;

- recognition that we live in an interdependent world;

- understanding that there are a number of different perspectives on how we can respond and relate to global poverty, from a moral concern to a questioning of assumptions about the causes of inequality;

- a sense of global responsibility and what this means.

## 8.2 Recognition of Power, Inequality and Divisions in the World

A pedagogy of development education might also include an emphasis on power, inequality and divisions in the world. These themes need to be related to an understanding of the debates on development and globalisation. The notion that development is all about economic growth, whilst being challenged in recent years, still has some influence amongst policy-makers. Although the human development approach epitomised in the work of Amartya Sen (1999) is more in vogue today, there is still a danger of ignoring the influence of powerful economic and social forces in determining how societies evolve. Post-development discourse suggests that development policies and practices can legitimise and reinforce the dominance of the Global North (Storey, 2003). These different interpretations need to be understood within the context of power and inequality, moving beyond simplistic notions of economic divisions.

One example is the role play game, The Trading Game (Christian Aid, 2010). Whilst this popular activity can play a valuable role within a classroom, it does tend to reduce learning about power and inequality to stereotypical 'bad capitalists" rather than looking at the complexity and subtle influences of power, particularly at a social, political and cultural level.

An understanding of what is meant by power is a key theme that needs to be part of the process of learning. It should include acknowledgement of the historical forces, whether social, cultural, political or economic, that have shaped and informed the power relations and inequalities that exist in the world. A classroom activity that looks at food production in India, for example, needs to include reference to the historical role India has played as a colony of the UK.

Power is complex and cannot simply be seen in terms of traditional colonial powers versus former colonies. Globalisation has transformed many of the social, cultural, political and economic relationships that exist around the world. China, India and Brazil are becoming major global economic players today, whereas a decade ago the dominant lens though which they were seen economically and politically was as part of the Global South. Whilst both Brazil and India are still in many respects heavily influenced by social and economic forces coming from the Global North, there is a need to recognise that their relationship to the wider world is now much more complex and multi-layered.

Globalisation is however not just about economics; it is as much to do with social and cultural forces. Learning about development and global issues needs to include recognition of the changing nature of social, economic and cultural forces and how they impact directly upon the learner.

In much of the literature around globalisation and skills, for example, there has been a tendency to refer to skills that reflect the increasing multicultural nature of societies, to be more flexible and adaptable and to recognise the need for constant innovation (Trilling and Fadel, 2009). But all too often these approaches pay little attention to the development of knowledge and values that address the impact of globalisation on a person's life, that enable them to make sense of the rapidly changing world around them and give them the confidence, knowledge and value-base to make a positive contribution to the economy and society more widely (Bourn, 2008:23).

These themes of power and inequality can be challenging for many educators to address because they raise political and ideological issues that could be deemed controversial. But if the approach taken locates these themes within a historical context, then it becomes perhaps more comfortable to address one of the key aims of development education practice: to understand the *'global economic, social, political and environmental forces which shape our lives'*.

In summary, recognition of power, inequality and divisions in the world is based on:

- understanding the complexities of globalisation including social, cultural and economic forces;

- recognising that colonialism is still an important influence on understanding power

relations between countries in the Global North and Global South, but not the only influence;

- moving beyond seeing adaptation to globalised society as merely the development of more flexible skills and intercultural understanding.

## 8.3 Belief in Social Justice and a more Equal World

An underlying theme of development education practice and of theorists such as Andreotti (2011) and Scheunpflug (2011) has been a values base of concern for a more just and equitable world. This phrase, or variations of it, can be seen in most definitions of development education. Yet concepts of social justice by their very nature can be ideologically and culturally laden: in whose interests of social justice, for example; and in terms of equity, on what basis?

A belief in social justice comes from a wide range of personal, social and cultural influences. From a pedagogical perspective, this means recognising that if people have a concern about global poverty it is likely to start from a moral position that might be influenced by factors such as personal experience, religion, peer group and family, and the media. It is in the process of learning more about social justice issues, and the impact they have on the learner's own value systems, that development education becomes relevant.

At the other end of the spectrum, you may also find individuals who have been campaigning against global poverty but have not seen the relationship of the values implicit in this action, in terms of social justice and desire for greater equality, to other aspects of their own lives, or the lives of others.

Social justice themes imply a sense of wanting to change and move from the status quo, seeing connections between learning and wider societal concerns. There has rightly been criticism of some development education practice (Standish, 2012) for being too instrumental in its approach, of trying to secure support for a particular values base and active engagement in society, to further the agendas of particular organisations. Bryan and Bracken (2011: 203) have noted the dangers of encouraging movement from a moral position to a form of development activism that can all too easily be reduced to individualised forms of action 'such as fasting, fundraising or other forms of charitable giving'. But the evidence, in England at least, suggests that the majority of the materials and projects promoted by development organisations such as Oxfam or UNICEF or the work of local Development Education Centres (DECs) tend to leave the direction of learning up to teachers and educators.

A belief in social justice and wanting to make the world a better place is likely to be a major motivator for many educators who are supportive of a development

education approach. But this values base is rarely static and will evolve depending on experiences, learning and direct engagement with people. It is the interrelationship of these personal journeys with a deepening understanding of the issues that provides a key element of development education.

In summary, a belief in social justice needs to be located within processes of learning including:

- reflection on and consideration of what is meant by social justice;

- consideration of the relationship between a desire for a more just world and a personal values base of empathy and passion;

- ensuring that any forms of action that an individual may wish to undertake are informed by increased knowledge and understanding, and not merely an emotional response.

## 8.4 Commitment to Critical Thinking, Reflection, Dialogue and Transformation

Development education can be unsettling to the learner, leading to questions about themselves and their relationships to the wider world. It suggests notions of critical thinking, reflection, dialogue and engagement that can lead to forms of personal transformation, and which may lead to concerns for social change. This means ensuring that discussions on social change are based not on an activist model but on in-depth understanding through increased knowledge, and engagement in debates on processes of learning, notably transformative learning .

A theme of development education has been to encourage questioning of existing views about the world. This approach to learning has much in common with discourses around critical thinking. At one level, critical thinking could be reduced to looking at different sorts of information, weighing up evidence and building an argument in order to solve problems. But as Paul suggests, it can and should be much more than this. He sees critical thinking as 'thinking about your thinking while you are thinking in order to make your thinking better.' (Paul, 1995:91).

Brookfield refers to critical thinking as about 'hunting assumptions, without trying to assess their accuracy and validity, their fit with life' (Brookfield, 2012:7). This means, he suggests, seeing things from different viewpoints and taking informed action, which means 'action that is based on thought and analysis' (Brookfield, 2012:13). It is this last area around the link with action that makes Brookfield so relevant to the discourses in development education because, as he suggests, it means entering the realm of values and 'action for what?' Brown (2013: 42) notes that learning about global issues necessitates recognition of different interpretations, but also of bias and dealing with complexity.

Thinking critically and looking at different viewpoints and assumptions often leads to the learner reflecting upon their own viewpoints, and engaging in dialogue to listen, question and respect different views. This is what could be called critical literacy, as it goes beyond notions of critical thinking to examine one's own assumptions and worldviews.

A criticism of some development education practice (Standish, 2012) suggests that there is a tendency to be doctrinaire in approach, and not listen and engage in dialogue. This is a theme that Brown (2013) explores by noting that it is easy, especially for NGOs, to lead learners towards one perspective and approach. But she also notes the danger of complete relativism and instead, following Golding, proposes a 'community of inquiry' approach that can lead to the construction of a critical and rational dialogue (where ideas are judged better or worse depending on the quality of reasoning supporting them) (Golding, 2011:481).

A useful approach to consider is proposed by Kumar (2008). His emphasis on dialogic rather than dialogue is an important distinction that is very relevant to this conceptualisation of development education. Whilst noting that dialogue can be defined as 'shared enquiry or talk amongst consenting adults', he suggests instead the term dialogic which he characterises as 'the interactive, responsive, democratic, fair and impartial nature of dialogue' (2008: 44). A dialogic approach helps, he suggests, by locating dialogue within the context of change, learning and engagement (Kumar, 2008:44).

This sense of seeing learning as a process of 'dialogic encounters within a group or community of learners who together pose problems, enquire and seek solutions for change' (Kumar, 2008) can provide an excellent conceptual basis for development education because it locates the dialogue and engagement within wider processes of learning; and yet ensures space for reflection, questioning and exploring new ideas and thinking.

Dialogue, reflection and questioning one's own assumptions are themes common to many discussions on learning (Illeris, 1999). However in relation to development education, the term 'transformation' has become commonly used. For example, Scheunpflug notes that she sees global learning as contributing to a sort of 'transformational identity' (Scheunpflug, 2012:38). Andreotti's (2012:193) approach referred to 'transforming relationships'. There is however an important distinction that needs to be made and that is between personal and social transformation. Whilst it could be argued that you cannot have one without the other, there has been a tendency in aspects of development education practice to emphasise the social side without looking at changes within the individual. Whilst at a general level, all forms of education may be seen as transformative if they involve a shift of consciousness that dramatically and permanently alters our way of being in the world, it is the nature of this transformation that is particularly

pertinent to the debates in development education.

What is evident from development education practice in many countries is that transformation and change in the learner is seen as the goal of the practice. Funding, and projects led by NGOs, particularly focus on this area, albeit because impact is usually measured in terms of behavioural change. This paper has had as one of its underlying messages the need to challenge and question this simplistic approach. Whilst development education may well lead to changes in views, perspectives and lifestyles, this should come as a result of deepened learning, reflection, dialogue and critical thinking. Transformative learning may well be the fourth stage in the process, but the process is not linear, nor straightforward, and such transformation may not be an immediate outcome of some development education activity.

In summary, this process of reflection, dialogue and transformation from a development education perspective should include:

- looking critically at one's views about the wider world and about others, and challenging assumptions we all may have, particularly stereotypes, asking ourselves why we have them and what they are based on;

- engaging in dialogue with others to understand different viewpoints, but also from this engagement starting a process of ongoing debate and discussion that could lead to shared enquiry;

- understanding that critical thinking, reflection and dialogue may lead to the learner re-considering their own worldview; this may be a possible outcome from the learning process but should not be seen as a goal to work towards. It is the process of reflection and reconsideration that should be the goal.

## 8.5 Putting a Pedagogy of Development Education into Practice

While this pedagogy of development education may gain empathy and support from those educationalists who want to see a more globally just and equitable world, it requires refinement and adaptation to be appropriate for classroom practice. It needs to be translated into approaches that are relevant and user-friendly to teachers. One way of doing this might be to pose the following questions.

- To what extent in the process of learning about development are connections made to developing a global outlook, concern for the poor and a sense of greater social justice in the world?

- To what extent is there recognition of historical antecedents of colonialism,

consequential divisions between North and South in the world, and the implications for how countries, societies, economies and cultures 'develop'?

- A charitable mentality is often a natural starting point for learning about development, but to what extent does the learning lead to an understanding of social justice and equity?

- Learning about themes such as poverty and inequality poses challenges to the learner about their own viewpoint, their sense of place in the world and how they should respond. To what extent does learning about development encourage critical thinking, reflection and dialogue and pose challenges in terms of personal and social transformation?

Within these four areas, some aspects are more appropriate than others at different age groups, and the starting points for each of the questions will be different. It is to these challenges and possible starting points that this paper now turns.

## 9    The Practice of Global Learning

### 9.1 Process of Learning

In order to address what global learning could look like in relation to the pedagogy of development education, one starting point might be to recall the importance of the key elements of knowledge, skills and values (as recognised in the Global Learning Programme) and identify how to take these elements into account.

If global learning is to be built around a pedagogy of development education, its practice needs to reflect the different starting points of the learner and be located within a process of learning that 'opens up minds' to see a broader global vision, to deepen knowledge and understanding, to encourage critical thinking and reflection and encourage dialogue around a values base of social justice and challenging inequality.

The learning process therefore needs to address the following:

- how the term development is perceived;

- the Millennium Development Goals and what they mean in practical terms;

- why there are inequalities in the world;

- how the different lifestyles people have around the world relate to perceptions of wealth and poverty; and what is perceived to be a 'good life';

- the links between global issues and our own lives;

- the impact of globalisation on areas such as personal and political identity, migration and movements of people; and the particular impact on poorer countries and peoples.

These areas relate to deepening knowledge; and need to be approached through a process of learning that also encourages a range of skills. These include:

- ability to communicate and participate in discussions on development themes and topics;

- ability to question viewpoints and perspectives and to challenge stereotypes;

- ability to listen to, understand and respect different voices and perspectives;

- ability to be self-reflective and self-critical, and willing to change views and perspectives;

- ability to co-operate and work with others;

- ability to deal with the emotional impact of poverty and development on the lives of individual learners;

- skills that enable learners to take forward their learning into informed action.

  Finally, as this paper has suggested, learning about development and global themes brings with it an inevitable values base. To ensure there is continual reflection and dialogue in addressing learning about development themes, there is a need to recognise or include the following:

- the value of exploring one's own values and their wider social relevance;

- consideration of the values of others and the impact on one's own values;

- relevance of themes such as rights, equality, and social justice to learning and understanding about development;

- the need to respect and value diversity.

  The next section touches on how this pedagogy of development education might be applied in the classroom, through a global learning approach using the four elements discussed in the previous chapter.

## 9.2 Global Outlook

In many schools there are examples of learning about development issues or some activity or project about global issues. What would firstly distinguish such activity as having an overt 'global learning' approach would be the extent to which it went beyond a traditional view of seeing the Global South as 'just about poor people' who were helpless and in need of aid and charity. This would mean including in, for example, Geography, English or Mathematics lessons, examples of the similarities and differences in people's lives, showing the efforts people make to get themselves out of poverty.

## 9.3 Power and Inequality in the World

Learning about development issues and themes directly located within a curriculum subject can encourage deepening of understanding, and increased knowledge about the causes of poverty and inequality. This increased knowledge

and understanding can be taken a step further if poverty and development themes are located within a historical, economic and political context.

Global learning practice can provide opportunities for giving space to stories and perspectives from peoples from the Global South that demonstrate the impact of inequality on their lives and how this relates to wider social, economic and political forces. The ending of apartheid in South Africa is one example of this. Another could be the impact of the slave trade on the economies and societies of West Africa, and on aspects of life in England, particularly in the seventeenth and eighteenth centuries.

## 9.4 Belief in Social Justice

For global learning to be effective there needs to be recognition that for many schools and teachers, their engagement with development themes comes from a wide range of influences and experiences. The initial engagement with development education for some schools might derive from a history of working with a specific international development organisation such as Oxfam, CAFOD, Christian Aid, UNICEF or ActionAid. The school might also have a strong link with a partner school in Sub-Saharan Africa or South Asia. There may also be children and teachers in the school whose families and cultural heritages are from a large number of different countries around the world, with staff working to celebrate and promote this diversity. Fundraising activities such as Comic Relief's Red Nose Day might be seen as a particular focus for a school.

A global learning approach would recognise these starting points and look for ways to move forward from this, addressing the values base from which the learner views a particular country or community, for example whether as a 'helpless victim' or 'agent for change'.

Examples could include encouraging within a school linking programme activities that move beyond raising money, to joint projects on, for example, the impact of climate change in their respective communities (Link Community Development, 2012).

## 9.5 Commitment to Critical Thinking, Reflection, Dialogue and Transformation

Learning about themes such as poverty and inequality pose challenges to the learner about their own viewpoints, sense of place in the world and how they should respond.

A common feature of development education organisations' materials is the use of visual images as a way of encouraging questioning of perceptions of poverty and inequality. Photographs that show images of life, for example, in

Uganda and UK, that challenge dominant assumptions of which picture is from where, are particularly popular (RISC, 2010). This approach necessitates critical thinking, questioning your views and re-thinking them. This process has also been developed in the Through Other Eyes initiative (Andreotti, 2011:230).

An example of a critical and reflective learning approach that is particularly popular with primary schools has been the use of the Philosophy for Children (P4C) methodology. This is a technique used in a number of schools to help children and young people develop questioning and enquiry skills. It presents students with a stimulus and encourages them to ask imaginative questions, listen to the ideas of others and collectively decide on which questions to explore. It is seen as:

- a way to open up children's learning through enquiry and the exploration of ideas;

- giving children the possibility of seeing that their ideas have value, and that others have different ideas that have value too;

- enabling them to realise that there is not always one right answer;

- developing the confidence to ask questions and learn through discussion;

- giving all learners (including teachers) opportunities to genuinely enquire;

- a chance to speak and be heard without fear of getting an answer wrong;

- a way for intelligence to grow;

- giving children who are not considered "academic" a voice and a chance to flourish;

- giving "academic" children a chance to think outside the box and to see that non-academic pupils have inspiring ideas too (SAPERE).

The process of dialogue and engagement could question and challenge assumptions in the learner about how they see their relationship to the wider world. An important component of global learning practice therefore has to be how to take the learners forward, to show them options and alternatives for change, whether in combating global poverty or taking action on climate change.

This is where the discussion on 'transformative learning' comes into play, although the relevance of this concept may be more at the educator level than with children and young people. An example of what this might mean in practice in relation to discussion on poverty and development could be posing the following questions as the basis for a learning sequence:

What does it mean?
What does it look like?
How is it changing?
What things affect it?
What can be done about it?
How does it relate to me?

## 9.6 Contribution to Broader Educational Goals

Global learning approaches need to demonstrate relevance to the broader educational and learning goals of a school. The following could be considered as the potential contributions of global learning to the broader learning taking place within a school:

- supports and enriches existing learning about development and global issues in appropriate subjects and whole school initiatives, by giving teachers increased knowledge and skills and suggesting different ways in which themes can be taught (Edge et al, 2008);

- develops the professional skills of teachers through increasing their knowledge and skills to deal with complex issues, particularly those that may be deemed controversial and often not discussed as a result (Hicks and Holden, 2007);

- helps pupils to make greater sense of the world in which they live and to understand their place and role within a global society. Without this many children may leave school alienated from society and pessimistic about their own future;

- equips pupils with the knowledge, skills and values to critically reflect on what they may be learning about development themes and issues from the media and wider personal and social experience, thus contributing to areas such as thinking skills and pupils' relationships with their peers, including respect for others;

- motivates teachers and pupils to show their contribution to building a fairer world, and to move beyond having to think only about league tables and assessment;

- assists whole school development, for example through helping a school create a meaningful and relevant school ethos focused on 21st Century learning skills, and tolerant and inclusive values;

- makes a major contribution to broader school aims in staff development, pupil motivation and engagement, and school-community links.

## 10 ⟩ Issues and Questions for Teachers to Consider

To implement the approaches outlined, teachers and those working with teachers could see the following as potential elements of professional development to inform their practice.

- Development needs to be seen as much more than economic growth or progress, 'doing good' and 'aid to rescue'; it should include looking at the structural causes of inequality and poverty around the world. This means recognising that the debates around development are by their very nature ideological. It also means ensuring that more than one perspective on development is promoted to pupils and that the materials and support from NGOs, whilst often valuable, need to be considered critically.

- Critical thinking can include looking at topics and issues through different lenses. This could include how images of other countries are presented; challenging assumptions about 'how poor people live'; and looking at the causes of inequality, exploring questions such as who has power, who is voiceless and who benefits. It also means exploring our own prejudices about poorer countries.

- Evidence from a number of research studies shows that there is still a strong preponderance of perceptions amongst pupils equating poverty with helplessness, based on media images. Visual images are powerful tools in global learning but they can reinforce stereotypes that portray simplistic messages, the typical 'good and bad' as shown in a lot of cartoons for example.

- Development and global themes can often be seen as remote and not directly relevant to the learner. A challenging and important component of good global learning is to identify and demonstrate relevance and connection, to show that living in a global society means living in an interdependent and interconnected world.

- The process of learning needs to be carefully handled and all too often emotional approaches can dominate. There is evidence from a number of studies (e.g. Jones, 2009; Tallon, 2012) of the influence of emotions and feelings as motivators for engagement in development education. But this emotional approach can all too easily be manipulated. A key challenge for teachers and educators is therefore to ensure that feelings and emotions are connected to knowledge and skills, and lead to reflection and debate. Engagement in development and poverty needs to be more than an emotional reaction.

- Learning about development and global themes can be most effective when seen as an integral component of broader subject-based or whole-school initiatives.

To help schools and teachers have a vision of what quality global learning could look like, the following could provide a further basis for discussion.

- Moving from seeing development as a topic within one subject or lesson to an approach that recognises its value across the school, and its contribution to a deeper understanding of global themes and the promotion of a wider world vision amongst pupils.

- Ensuring that any learning about development and global issues encourages pupils to look at different voices and ideas.

- Encouraging teaching that moves from seeing learning about the Global South as 'just about poor people who need help', to an approach that challenges stereotypes and perceptions, and locates learning within a broader understanding of inequality and processes of change in the world.

- Promoting an approach to learning about development and global themes that is based on participatory methodologies; and that enables pupils to see the relevance of the topics to their own lives and personal development.

- Learning about development and global issues can be morally challenging, leading to questioning assumptions pupils may have. Teachers need to be sensitive in how topics are introduced and discussed in the classroom, so that engaging with these moral questions supports young people's values development.

- Learning about themes such as global poverty may lead to a number of pupils wishing to take the knowledge and understanding they have gained further. The teacher therefore has an important role in promoting skills that enable pupils to engage critically, as well as actively, with the various ways of responding to development and global issues.

There are a number of ways in which these questions could be considered, but a useful starting point might be to encourage some reflection on where learners' perceptions of development have come from, and what they are based on. Looking at examples of practice and a variety of resources could also lead to some critical reflection.

Engaging with these debates, as suggested in this paper, requires time and space for the teacher to reflect on this pedagogy of development education, in order to put global learning successfully into practice.

It means above all locating what might be a personal passion or enthusiasm for global themes into a learning context; and recognising that fellow educators as well as pupils are likely to have a range of experiences, views and perceptions that will influence their outlook.

## 11    Conclusion

The paper has outlined how an understanding of and engagement with development and global themes provides an opportunity to adopt a pedagogical approach based on development education themes. This means reflecting on and in some cases challenging ways in which learning about these areas tends to be conducted; and encouraging connections with the learners' own experiences and views about the wider world. It means going beyond seeing global learning as merely the imparting of knowledge, skills and values or even methods of teaching, and understanding and incorporating the context within which the learning takes place, and the social and cultural influences on the learner.

As this paper has indicated, the approach moves beyond using or adapting existing materials promoted by NGOs or seeing a linear connection between information, awareness raising, learning, engagement and action.

An understanding of how development education has evolved and how its various interpretations, through global learning and the global dimension, have been implemented, is important in identifying the priorities now, in terms of moving forward to a more integrated approach.

The pedagogical framework outlined in this paper starts from recognising that educators will engage in learning about global and development themes from a wide range of starting points, perspectives and experiences. They will construct their own interpretations as to what is meant by development and poverty.

The themes and concepts outlined in this paper will hopefully help teachers, and educationalists supporting teachers, be better equipped to put into practice global learning within their classrooms.

The pedagogy of development education and its application through global learning need further debate and discussion. Hopefully the ideas outlined in this paper make a contribution to that debate. What is certainly needed is greater clarity and a better understanding of how best to promote learning about development and global themes in the classroom, in ways that are meaningful to children and young people, and that help them make sense of the globalised world in which they play so great a part.

Global learning needs to be relevant to the curriculum. It needs to have a clear knowledge base that is located within discourses around international development. It needs to recognise the importance of critical thinking. A belief in social justice should have a prominent role. It needs above all not to be seen as

the simple application of a specific series of topics, but rather as an approach to learning that necessitates reflection on the part of the educator and the learner.

It is not about reproducing bodies of knowledge about development. It is about a process of learning that recognises different approaches and different ways of understanding the world, and that engages with the issues through different lenses.

## 12 References

Alexander,R. (2004) 'Still no pedagogy? Principle, pragmatism and compliance in primary education, *Cambridge Journal of Education*, 34(1), pp.7-33.

Andreotti, V. (2006) Soft Versus Critical Global Citizenship. *Policy and Practice*, Vol. 3 pp. 40-51.

Andreotti, V. (2008) Development versus Poverty: Notions of Cultural Supremacy in Development Education Policy. In: Bourn, D. (ed.) *Development Education: Debates and Dialogues.* London: Bedford Way Papers.45-63.

Andreotti, V. (2011) *Actionable Postcolonial Theory in Education.* New York: Palgrave-MacMillan.

Andreotti (2012) Global Education, Social Change and Teacher Education in Jasskelained, L., Kaivola, T., O'Loughlin, E., Wegimont, L., (eds.) *Proceedings of the International Symposium on Competencies of Global Citizens,* Amsterdam, GENE.pp.16-30.

Arnold, S. (1988) Constrained Crusaders, British Charities and Development Education. *Development Policy Review,* Vol. 6, pp. 183-209.

Asbrand, B. & Scheunpflug, A. (2006) Global Education and Education for Sustainability. *Environmental Education Research*, Vol. 12, (1), pp. 33–46.

Au,W. (2009) Fighting with the text: Conextualising and Re-contextualising Freire's Critical Pedagogy' in Apple,M, A. and Gandin,L.A. (eds.) *The Routledge International Handbook of Critical Education*, New York, Routledge,pp.22-231.

Boler, M. (1999) *Feeling Power: Emotion and Education.* New York: Routledge.

Bourn, D. (2008) *Global Skills*. London: Centre for Excellence in Leadership.

Bourn,D. (2011) *Global Learning and Subject Knowledge*, DERC Research Paper no.4 , London, IOE.

Bourn, D and Brown, K. (2011) *Young People and International Development*. DERC Research Paper no. 2. London: IOE.

Bourn, D. and Hunt, F. (2011) *Global Dimension in Secondary Schools.* DERC Research Paper no.1. London: IOE.

Brookfield, S. (2012) *Teaching for Critical Thinking.* San Francisco: Josey-Bass.

Brown, E. (2013) *Transformative Learning through Development Education NGOs.* Unpublished PhD Thesis, Nottingham: University of Nottingham.

Bryan, A. (2011) 'Another cog in the anti-politics machine? The 'de-clawing' of development education' in *Policy & Practice: A Development Education Review*, Vol. 12, Spring 2011, pp. 1-14, available: http://www.developmenteducationreview.com/issue12-editorial.

Bryan, A. and Bracken, M. (2011) *Learning to Read the World.* Dublin: Irish Aid.

CAFOD (n.d.) Schools, Children and Young People ,at: www.cafod.org.uk/Education (last accessed 24.10.13).

Christian Aid (2010) *The Trading Game.* London: Christian Aid.

Darnton, A. and Kirk, M. (2011) *Finding Frames: New Ways to Engage the UK Public in Global Poverty*. London: BOND.

DEEEP(2004) *DEAR Definitions* at .www.deeep.org/dear-definitions (last accesed 24.10.13).

DFES ( 2005) *Developing a Global Dimension to the School Curricu*lum. London: DFES.

Edge, K., Khamsi, K. and Bourn, D. (2008) *Exploring the Global Dimension in Secondary Schools.* Research report for DCSF. London: DCSF.

Ferretti, J. (2013) 'Whatever Happened to the Enquiry Approach in Geography? In (eds.) Lambert, D and Jones, M. *Debates in Geography Education,* Abingdon, Routledge, 103-115.

Freire, P. (1972) *Pedagogy of the Oppressed.* Harmondsworth: Penguin.

Gadsby, H. and Bullivant, A. (ed.) (2011) *Global Learning and Sustainable Development.* London: Routledge.

Giroux,H. (2011) *On Critical Pedagogy*, New York, Continuum.

GLP (2013) What is the Global Learning Programme? www.glp-e.org.uk {Accessed 24.10.13}.

Golding, C. (2011) The Many Faces of Constructivist Discussion. *Educational Philopsophy and Theory*, Vol. 43, (5), pp.467-483.

Hammond, B. (2002) *DFID's Invisible Hand – A Challenge to Development Education?* Unpublished MA Dissertation. Norwich: UEA.

Harrison, D. (2008) *Oxfam and the rise of development education in England from 1959 to 1979.* Unpublished PhD. London: Institute of Education.

Hartmeyer, H. (2008) *Experiencing the World Global Learning in Austria: Developing, Reaching Out, Crossing Borders*. Munster: Waxmann.

Hicks, D. (2003) Thirty Years of Global Education. *Education Review,55,3* pp. 265-75.

Hicks, D and Holden, C. (2007) *Teaching the Global Dimension*. London: Routledge.

Hoeck, S. and Wegimont, L. (2003) *National Structures for the Organisation, Support and Funding of Development Education.* Lisbon: Council of Europe North-South Centre.

Hunt, F. (2012) *Global Learning in Primary Schools: Practices and Impacts*. DERC Research Paper no. 9, London: IOE.

Ishii, Y. (2003) *Development Education in Japan: A Comparative Analysis of the Contexts for Its Emergence, and Its Introduction into the Japanese School System.* London: RoutledgeFalmer.

Illeris, K. (1999) *How We Learn.* London: Routledge.

Jameson, J.(2006) (ed.) *Leadership Practices in Lifelong Learning in a Global Society*, London, DEA/ Centre for Excellent in Leadership.

Jarvis, P. (2006) *Towards a Comprehensive Theory of Human Learning.* Abingdon: Routledge.

Jarvis, P. (2009) Learning to be a Person in Society: Learning to be Me. In: K. Illeris (ed.),

*Contemporary Theories of Learning.* Abingdon: Routledge. pp.21-34.

Jones, C. (2009) *Moral Leadership: An investigation of Global Dimension Leadership in UK schools.* Unpublished MA dissertation, Middlesex: Middlesex University.

Kirkwood-Tucker, T. F. (ed.) (2009) *Visions in Global Education.* New York: Peter Lang.

Krause, J. (2010) *The European Development Education Monitoring Report – Development Education Watch*. Brussels: DEEEP.

Kumar, A. (2008) Development Education and Dialogic Learning in the 21st Century. *International Journal of Development Education and Global Learning*, Vol. 1.1. pp. 37-48.

Leonard, A. (2008) Global School Relationships: School Linking and Modern Challenges. In: Bourn, D. (ed.) *Development Education: Debates and Dialogues*, London: Bedford Way Papers.

Link Community Development (2012) *Partners in Development – Theme Pack on the Environment.* London: Link Community Development.

Lowe, B. (2008) Research Reports: Embedding Global Citizenship in Primary and Secondary Schools: developing a methodology for measuring attitudinal change, *International Journal of Development Education and Global Learning*, vol.1.1.59-64.

Marshall, H. (2007) Global Education in Perspective: Fostering a Global Dimension in an English Secondary School. *Cambridge Journal of Education*, Vol. 37 (3), pp. 355-374.

McMichael, C. (2012) Understanding Theories of International Development through Role-play: A Critical Discussion on a Post Graduate Seminar Activity exploring two contrasting Theories. *International Journal of Development Education and Global Learning*, Vol. 4, (3), pp. 41-54.

McNay, L. (1994) *Foucault, A Critical Introduction*. Cambridge: Polity Press.

Merryfield, M. (2009) Moving the Center of Global Education: From Imperial Worldviews That Divide the World to Double Consciousness, Contrapuntal Pedagogy, Hybridity, and Cross-Cultural Competence. In: Kirkwood-Tucker, T. F. (ed.) *Visions in Global Education*, New York: Peter Lang.215-239

Mesa, M. (2011) Evolution and Future Challenges of Development Education, *Educacion Research Global*, 0, pp.141-160.

Mezirow, J. (1991) *Tranformative Dimensions of Adult Learning*, San Francisco, Josey-Bass.

Mezirow, J. (2000) Learning to Think Like an Adult: Core Concepts of Transformation Theory. In: Mezirow, J. and Associates (eds.) *Learning as Transformation: Critical Perspectives in a Theory in Progress*, San Francisco: Josey Bass, pp. 3-34.

Multi-Stakeholder Forum (2005) *The European Consensus on Development: the contribution of Development Education and Awareness Raising*, Brussels DEEEP.

Osler, A. and Starkey, H. (2010) *Teachers and Human Rights Education*. Stoke-On-Trent, Trentham.

Osler, A. and Vincent, K. (2002) *Citizenship and the Challenge of Global Education*. Stoke-on-Trent: Trentham Books.

Oxfam (2006) *Education for Global Citizenship*. Oxford: Oxfam.

Philosophy4Children (n.d.) *What is Philosophy for Children*, www.philsophy4children.co.uk/home/p4c (last accessed 25.10.13).

Paul, R. W. (1995) *Critical Thinking-How to Prepare Students for a Rapidly Changing World.* Santa Rosa, California: Foundation for Critical Thinking.

Pike, G. and Selby, D. (1988) *Global Teacher, Global Learner.* Sevenoaks: Hodder & Stoughton.

Qualification and Curriculum Authority (QCA) (2008) *Global Dimension in Action*. London: QCA.

Rajacic, A., Surian, A., Fricke, H.-J., Krause, J. and Davis, P. (2010) *Study on the Experience and Actions of the Main European Actors Active in* the Field of Development Education and Awareness Raising. Interim Report, Brussels: European Commission.

Richardson, R. (1990) *Daring to be a Teacher.* Stoke on Trent, Trentham.

RISC (2010) *Uganda or UK.* Reading: RISC.

SAPERE (n.d.) Aims of Philosophy for Children, http://sapere.org.uk.

Scheunpflug, A. (2011) Global Education and Cross-Cultural Learning: A Challenge for a Research-based Approach to International Teacher Education. *International Journal of Development Education and Global Learning,* Vol. 3, (3), pp. 29-44.

Scheunpflug, A. (2012) Identity and Ethics in Global Education, Becoming a Global Citizen. In: Jasskelained, L., Kaivola, T., O'Loughlin, E., Wegimont, L., (eds.) *Proceedings of the International Symposium on Competencies of Global Citizens,* Amsterdam, GENE. pp.31-39.

Sen, A (1999) *Development as Freedom*, Oxford, Oxford University Press.

Shah, H. and Brown, K. (2010) *Critical Thinking in Global Learning.* In. Wisely, T.L.K., Barr, I.M., Britton, A, and King, B. (eds.) *Education in a Global Space, Edinburg*h, IDEAS pp.37-42.

Standish, A. (2012) *False Promise of Global Learning,* New York: Continuum.

Storey,A. (2003) Measuring Development, in McGann,G and McCloskey,S. (eds.) *From Local to the Global: Key Issues in Development Studies*, London, Pluto,pp.25-40.

Tallon, R. (2012) Emotion and Agency within NGO Development Education: What is at Work and What is at Stake in the Classroom? *International Journal of Development Education and Global Learning,* Vol. 4, (2), pp. 5-22.

Think Global (n.d.) About Global Learning, www.think-global.org.uk/pages/3857.

Trilling and Fadel (2009) *21st Century Skills – Learning for Life in our Times,* San Francisco, Josey-Bass.

UNICEF (n.d) *Rights Respecting School Award-Starter kit*, available at www.unicef.org.uk/education/Rights-Respecting-Schools-Award (last accessed 24.10.13).

VSO (2002) *The Live Aid Legacy.* London: VSO.

# Author

Douglas Bourn is Director of the Development Education Research Centre at the Institute of Education, University of London. He is programme leader for the MA in Development Education at the Institute. He is editor of the *International Journal of Development Education* and *Global Learning* and author of numerous articles and books on development education, global citizenship, global skills and global perspectives within education. Prior to being Director of the Centre, he was Director, from 1993 to 2006, of the Development Education Association, now re-named Think Global.

# Details about the global learning programme (GLP)

The GLP is a ground-breaking new programme which will create a national network of like-minded schools, committed to equipping their pupils to make a positive contribution to a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.

The programme supports teachers to help their pupils learn about the challenges our world faces, and to think critically about how to deal with issues such as poverty, inequality and sustainability. It helps pupils make sense of the world in which they live and understand their role within a global society. It puts a primary focus on developing pupils' knowledge and understanding of development and global issues through subject-based learning in key curriculum areas. It also recognises the important role global learning initiatives can have in encouraging pupils' values and skills development.

**The GLP offers schools in England:**

- a free peer-led locally-based programme of support to enhance teaching about global issues and whole school approaches to global learning;

- e-credits which schools can use to pay for CPD from approved providers;

- a specialised online audit tool for schools to highlight current global learning strengths and areas of priority;

- an individualised action plan for schools to understand how they might enhance future global learning provision;

- curriculum guidance to support global learning in key subject areas;

- easily-accessible and approved resources available to support classroom teaching and whole-school global learning initiatives;

- an online tool to assess pupils' global learning;

- opportunities for teachers to become accredited GLP Lead Practitioners and for schools to become GLP Expert Centres;

- the Innovation Fund to support teacher-led research on a global learning issue.

The Global Learning Programme is funded by the UK government and runs from 2013 to 2017.

It is managed by a consortium of leading global learning and educational organisations: Pearson (lead), Geographical Association, Institute of Education, Oxfam UK, Royal Geographical Society, SSAT and Think Global. The Institute of Education (through DERC) is leading on two work streams: Continuing Professional Development; and Research and Evaluation.

**Website:** www.glp-e.org.uk.

**Email:** glp@pearson.com

The Institute of Education is the UK's leading centre for studies in education and related disciplines. It's staff of pre-eminent scholars and talented students make up an intellectually-rich learning community. A member of the 1994 Group of 19 leading research intensive UK universities, the Institute is the only college of the University of London dedicated entirely to education and related areas of social science.

The Global Learning Programme provides a major opportunity for learning about development and global themes to have an impact in schools.

Development education and global learning have been used to mean many different things; as a result there has been a lack of clarity about the meaning of the different terms, and their application within an educational environment.

Despite an emerging consensus in Europe of what is meant by development education, it is still open to wide interpretation and is not a concept that can be easily applied within formal education.

Development education is proposed here as a pedagogy of global social justice based on a sense of a global outlook, understanding of power and inequality in the world, belief in social justice, and recognition of the importance of critical reflection and dialogue and their impact on personal and social transformation.

Global learning is seen here as the application of this pedagogy in formal education environments, which may take different forms with different age groups and in different curriculum subjects.

Central to both the pedagogy and the practice is a process of learning that is open ended and not prescribed, but offers signposts for personal growth, exploration and engagement with broader societal needs.

Global learning can and does contribute to broader educational goals of raising attainment, personal self-esteem and motivation for further learning.

Development Education Research Centre
Institute of Education
36 Gordon Square
London WC1 H 0PD